

## Kindergarten

Link to Standards: <https://www.state.nj.us/education/modelcurriculum/ela/k.pdf>

Overview	Reading	Writing	Speaking and Listening	Language
<b>MONTH 1 - DISTRICT AND STATE MANDATED PRE-ASSESSMENT &amp; BASELINE ASSESSMENTS - MONTH 1</b>				
<u><a href="#">Unit 1</a></u> <u><a href="#">(2 months)</a></u> SEPT.-OCT.	Primary Focus Standards:  Literature: RL.K.1 RL.K.2 RL.K.3 RL.K.10  Informational Text: RI.K.1 RI.K.2 RI.K.5 RI.K.10  Foundational Skills: RF.K.2	Primary Focus Standard:  W.K.1	Primary Focus Standards:  SL.K.1 SL.K.2 SL.K.4	Primary Focus Standards:  L.K.1 L.K.5 L.K.6
	<ul style="list-style-type: none"> <li>● Author of the Month: David Shannon (September) and Eric Carle (October)</li> <li>● Introduction of 2 weekly sight words per week and addition to word wall</li> <li>● Sight Word Poetry Journal and Sight Word</li> </ul>	<ul style="list-style-type: none"> <li>● Whole group guided journal writing (words): (bee, sun, bug, bus, hat, bat, mug, etc.)</li> <li>● Whole group guided journal writing (phrases): (the black cat, the red fox, the blue hat, etc.)</li> <li>● Whole group guided journal writing (sentences): (The pumpkin is orange., The seeds are yellow., The stem</li> </ul>	<ul style="list-style-type: none"> <li>● <i>The Crayon Box that Talked</i> - read aloud and discussion</li> <li>● <i>Brown Bear, Brown Bear, What Do You See?</i> and class book entitled, <i>Students, Students, What Do You See?</i></li> <li>● FUNdations - storytelling lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Modeling picture walks/making predictions/thinking aloud while reading and writing</li> <li>● Eric Carle author/illustrator video clip about his inspiration for his creations</li> <li>● Scholastic News magazines and correlating activities including interactive SmartBoard games, video clips, etc.</li> <li>● What is an author? What is an</li> </ul>

	<p>flipbook</p> <ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Various games related to sight words/phonics including: Pop, Zap, Find It!, etc.</li> <li>• <i>The Very Hungry Caterpillar</i> - Beginning, Middle, and end</li> <li>• Alphatales stories and other alphabet books</li> <li>• September and October weekly theme boards including poems and vocabulary words: The Alphabet, Apples, Autumn/Fall, Leaves, Colors, Pumpkins, Halloween</li> <li>• Seasonal Poem: <i>Leaves are Falling</i></li> <li>• <i>Chicka Chicka Boom Boom</i> (Students will identify the letters (which letters and how many) in their names)</li> <li>• DRA3</li> <li>• Interdisciplinary connections across all subject areas</li> </ul>	<p>is green., etc.)</p> <ul style="list-style-type: none"> <li>• Writing lists and labeling</li> <li>• Daily Sentence A Day lessons</li> <li>• Initial Sounds - <i>Chrysanthemum</i></li> <li>• FUNdations - lowercase letter formation</li> <li>• Pop and Match game</li> <li>• Write the Room activities</li> <li>• Anchor charts</li> </ul>	<p>including Mama and Baby Echo</p> <ul style="list-style-type: none"> <li>• Partner/peer reading</li> <li>• Turn and Talk &amp; Think, Pair, Share</li> <li>• Empowering Writers pantomime activities</li> <li>• <i>Knuffle Bunny</i>: First, Next, Last flipbook with illustrations</li> <li>• Morning Meeting alphabet song and sight word songs</li> <li>• Jack Hartmann's alphabet song</li> </ul>	<p>illustrator? Who are the characters? lessons</p> <ul style="list-style-type: none"> <li>• <i>The Colors of Fall</i> mini book</li> <li>• Letter box activities</li> <li>• Word Hunt and Letter Hunt games</li> <li>• Learning Centers</li> </ul>
--	--	--	---	---

	<ul style="list-style-type: none"> <li>Real-world connections</li> </ul>			
<p><b>Unit 2</b> <b>(2 months)</b> NOV.-DEC.</p>	<p>Primary Focus Standards:</p> <p>Literature: RL.K.1 RL.K.5 RL.K.7</p> <p>Informational Text: RI.K.1 RI.K.7</p> <p>Foundational Skills: RF.K.1 RF.K.3</p> <p>Civic Responsibility: 9.1.2.CR1 9.1.2.CR2</p> <p>Performance Expectations: 9.1.2.PB.1</p> <p>Global and Cultural Awareness: 9.4.2.GCA:1</p>	<p>Primary Focus Standards:</p> <p>W.K.2 W.K.3</p> <p>Creativity and Innovation: 9.4.2.CI.1 9.4.2.CI.2</p> <p>Critical Thinking and Problem Solving: 9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3</p> <p>Digital Citizenship: 9.4.2.DC.1 9.4.2.DC.2 9.4.2.DC.3 9.4.2.DC.6</p>	<p>Primary Focus Standards:</p> <p>SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6</p>	<p>Primary Focus Standards:</p> <p>L.K.1 L.K.5 L.K.6</p>
	<ul style="list-style-type: none"> <li>Author of the Month: Eric Litwin and James Dean</li> <li>Introduction of 2 weekly sight words per week and addition to word wall</li> <li>Sight Word Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Whole group guided journal writing: think, sketch, stretch</li> <li>Opinion writing prompts and sentence starters such as: <ol style="list-style-type: none"> <li>I am thankful for...</li> <li>I like...</li> <li>I see a...</li> <li>I want...</li> <li>My favorite part</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>FUNDations - storytelling lessons including Mama and Baby Echo</li> <li>Partner/peer reading</li> <li>Turn and Talk &amp; Think, Pair, Share</li> </ul>	<ul style="list-style-type: none"> <li>Modeling picture walks/making predictions/thinking aloud while reading and writing</li> <li>Summarizing Events of <i>The Biggest Pumpkin Ever</i> and <i>Pete the Cat Saves Christmas</i> including Beginning, Middle, End</li> <li>Story Retelling/Sequencing of Events of</li> </ul>

	<p>Journal and Sight Word flipbook</p> <ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• November and December weekly theme boards including poems and vocabulary words: Family, Thanksgiving, Winter Holidays, Gingerbread</li> <li>• <i>Feed the Turkeys</i> vowel sound game</li> <li>• Various games related to sight words/phonics including: Pop, Zap, Find it!, etc.</li> <li>• Learning Centers (hands-on games/activities completed in cooperative learning groups)</li> <li>• Rhyming words and syllables recognition and production</li> <li>• Interdisciplinary connections across all subject areas</li> <li>• Real-world connections, civic responsibility, multicultural</li> </ul>	<p>was...</p> <p>6. I can't wait to learn to...</p> <p>7. It has...</p> <ul style="list-style-type: none"> <li>• Daily Sentence A Day lessons</li> <li>• <i>Gingerbread Friends</i> story labeling/drawing activity</li> <li>• <i>Gingerbread Man</i> story favorite candy writing</li> <li>• Thankful flipbook</li> <li>• Melted Snowman Craftivity (A snowman should not...)</li> <li>• <i>Asking vs. Telling</i> punctuation lesson</li> <li>• FUNdations - lowercase letter formation</li> <li>• Pop and Match game</li> <li>• Write the Room activities</li> <li>• Introduction of spaceman tool</li> <li>• Anchor charts posted in classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Thanksgiving poems/songs: <i>Turkey in the Barnyard</i>, <i>Five Fat Turkeys</i>, <i>Albuquerque Turkey</i></li> <li>• Sharing journal entries with peers/the class</li> <li>• Morning Meeting alphabet song and sight word songs</li> </ul>	<p><i>Pete the Cat Rocking in My School Shoes</i></p> <ul style="list-style-type: none"> <li>• Drawing/labeling the main character and setting in read-alouds</li> <li>• Modeling picture walks/making predictions/thinking aloud while reading and writing</li> <li>• Expository vs. Narrative story elements</li> <li>• <i>From Seed to Pumpkin</i> and <i>Turkeys on the Farm</i>: create an expository/informative pillar including the topic, two facts, and conclusion.</li> <li>• Letter box activities</li> <li>• <i>Pete the Cat I love My White Shoes</i>: cause and effect activity</li> <li>• Learning Centers</li> </ul>
--	--	---	---	---

	viewpoints			
<p><a href="#">Unit 3</a> <a href="#">2 months</a> JAN.-FEB.</p>	<p>Primary Focus Standards:</p> <p>Literature: RL.K.2 RL.K.3 RL.K.6 RL.K.7 RL.K.10</p> <p>Informational Text: RI.K.2 RI.K.6 RI.K.7 RI.K.10 RF.K.1 RF.K.2 RF.K.3</p>	<p>Primary Focus Standards:</p> <p>W.K.1 W.K.2 W.K.6 W.K.7</p> <p>Technology Literacy: 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.6 9.4.2.TL.7</p> <p>Creativity and Innovation: 9.4.2.CI.1 9.4.2.CI.2</p> <p>Critical Thinking and Problem Solving: 9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3</p> <p>Digital Citizenship: 9.4.2.DC.1 9.4.2.DC.2 9.4.2.DC.3 9.4.2.DC.6</p>	<p>Primary Focus Standards:</p> <p>SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5</p>	<p>Primary Focus Standards:</p> <p>L.K.1 L.K.5 L.K.6</p>
	<ul style="list-style-type: none"> <li>• Author of the Month: Helen Lester</li> <li>• January and February weekly theme boards including poems and vocabulary words: Winter, Penguins, Presidents Day</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Sentence A Day lessons</li> <li>• Descriptive Writing: My mittens are as ___ as ___.</li> <li>• Whole group guided journal writing: (The sweater is red., The scarf is blue.,</li> </ul>	<ul style="list-style-type: none"> <li>• FUNdations - storytelling lessons including Mama and Baby Echo</li> <li>• Partner/peer reading</li> <li>• Turn and Talk &amp; Think, Pair, Share</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling picture walks/making predictions/thinking aloud while reading and writing</li> <li>• Narrative Writing - <i>Red Riding Hood</i> and <i>Strega Nona</i>: create a flip book to identify the critical character/setting/object of the story including who, what, and where</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduction of 2 weekly sight words per week and addition to word wall</li> <li>• Sight Word Poetry Journal and Sight Word flipbook</li> <li>• Strategy groups</li> <li>• Various games related to sight words/phonics including: Pop, Zap, Find It!, etc.</li> <li>• Foundations lessons: alphabetical order, and tap, blend, write</li> <li>• Multiple Word Family activities: -an, -ag, -am, -at, -op, -ot</li> <li>• Sight Word Igloos SW glue a cotton ball over each sight word that the teacher says to create an igloo</li> <li>• Expository vs. Narrative book cover sort</li> <li>• CVC read the room activity</li> <li>• groundhog poem</li> </ul>	<ul style="list-style-type: none"> <li>• Penguin picture labeling and writing using theme board in journal</li> <li>• Penguin facts book with illustrations</li> <li>• Tacky can... Tacky is... Tacky has...</li> <li>• <i>Hooway for Wodney Wat</i> by Helen Lester writing activity: I feel proud of myself when...</li> <li>• Winter words write the room activity</li> <li>• FUNdations uppercase letter formation</li> <li>• Valentine's Day write the room activity</li> <li>• <i>I Love You to Pieces</i> writing activity</li> </ul>	<ul style="list-style-type: none"> <li>• Star of the Week poster sharing</li> <li>• Foundations Letter Sound Bingo: practice beginning, middle, and ending letter sounds, using alphabet bingo boards</li> <li>• Foundations CVC Bingo: TW tap a CVC word and ask the students to find the beginning, middle, or ending sound</li> <li>• Guided reading group discussions</li> <li>• Morning Meeting alphabet song and sight word songs</li> </ul>	<ul style="list-style-type: none"> <li>• Illustration of story elements for character, setting, and object</li> <li>• <i>Snowman Magic</i>: beginning, middle, end activity</li> <li>• <i>Perusing Penguins</i> mini book vocabulary lesson</li> <li>• Character traits lesson</li> <li>• BrainPOP Jr. <i>Story Elements</i> and "easy quiz"</li> <li>• Learning Centers</li> </ul>
--	---	--	--	---

	<ul style="list-style-type: none"> <li>• Guided reading groups</li> <li>• Roll and Read a Sight Word</li> <li>• Real words vs. Nonsense Words sorting game</li> <li>• RAZ-Kids</li> <li>• IXL</li> <li>• BookFlix</li> </ul>			
<p><u><a href="#">Unit 4</a></u>  <u><a href="#">(2 months)</a></u>  MAR.-APR.</p>	<p>Primary Focus Standards:</p> <p>Literature:  RL.K.4  RL.K.9</p> <p>Informational Text:  RI.K.4  RI.K.8</p> <p>Foundational Skills:  RF.K.2  RF.K.4</p>	<p>Primary Focus Standard:</p> <p>W.K.5</p> <p>Creativity and Innovation:  9.4.2.CI.1  9.4.2.CI.2</p> <p>Critical Thinking and Problem Solving:  9.4.2.CT.1  9.4.2.CT.2  9.4.2.CT.3</p> <p>Digital Citizenship:  9.4.2.DC.1  9.4.2.DC.2  9.4.2.DC.3  9.4.2.DC.6</p>	<p>Primary Focus Standards:</p> <p>RL.K.2  RL.K.3  RF.K.4  RF.K.8  RF.K.9  RI.K.10  W.K.1  SL.K.2  SL.K.5  L.K.5  L.K.6</p>	<p>Primary Focus Standards:</p> <p>LK.1  LK.4  LK.5</p>

	<ul style="list-style-type: none"> <li>• Author of the Month: Dr. Seuss (March) and Mo Willems (April)</li> <li>• March and April weekly theme boards including poems and vocabulary words: Dr. Seuss, St. Patrick's Day, Spring, Butterflies, Plants</li> <li>• Introduction of 2 - 3 weekly sight words per week and addition to word wall</li> <li>• Sight Word Poetry Journal and Sight Word flipbook</li> <li>• Strategy groups</li> <li>• Various games related to sight words/phonics including: Pop, Zap, Find It!, etc.</li> <li>• Various word family activities for: -in, -ip, -ig, -ug, -ub, -en, -et</li> <li>• I Can Rhyme! book</li> <li>• Long and short vowel bucket game</li> <li>• St. Patrick's Day hidden sight word game</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Sentence A Day lessons</li> <li>• <i>Horton Hears a Who: SW</i> write why they are important</li> <li>• Free Write Friday</li> <li>• Empowering Writers Elaborative Detail lessons: <ul style="list-style-type: none"> <li>-SW recognize that description is specific rather than general (show, don't tell)</li> <li>-SW begin to internalize the detail generation questions, become comfortable with the language of elaboration and when ready, begin to elaborate in their own writing.</li> </ul> </li> <li>• Empowering Writers: What a Feeling Looks Like lesson</li> <li>• <i>Truck Full of Luck</i> writing craftivity</li> <li>• SW finish the writing prompt "If I were the old lady, I would swallow_____." SW make the old lady and draw a picture to go with their writing</li> <li>• SW write a story with a beginning, middle, and end</li> <li>• SW recall the sequence of events in the story and will</li> </ul>	<ul style="list-style-type: none"> <li>• FUNdations - storytelling lessons including Mama and Baby Echo</li> <li>• Partner/peer reading</li> <li>• Turn and Talk &amp; Think, Pair, Share</li> <li>• Free Write / journal entry share</li> <li>• Create writing folder and writing folder share</li> <li>• <i>The Very Hungry Caterpillar</i> vocabulary/sequencing lesson</li> <li>• Word Referent Activity using story entitled <i>Big Al</i> <ul style="list-style-type: none"> <li>SW recognize suspenseful segments in stories</li> <li>SW recognize word referents in suspenseful descriptions</li> <li>SW participate in creating a chart of word referents with teacher direction</li> <li>SW participate in teacher directed modeling of suspenseful descriptions using word referents</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Modeling picture walks/making predictions/thinking aloud while reading and writing</li> <li>• Feelings/emotions posters to utilize in their writing journals</li> <li>• Foundations digraph lessons</li> <li>• Foundations dictation lessons</li> <li>• Teacher and students will create a KWL chart for "plants"</li> <li>• Digraph detective game</li> <li>• Learning Centers</li> </ul>
--	---	---	--	---



	<ul style="list-style-type: none"> <li>Retelling: SW listen to the story <i>I Know An Old Lady Who Swallowed a Chick</i> SW color, cut and glue pictures from the story in order to retell the story</li> <li>Word Family Flowers for all word families</li> <li>Read-aloud - <i>The Lonely Firefly</i> beginning, middle, and end</li> <li>Roll a Word Family game with dice</li> <li>RAZ-Kids</li> <li>IXL</li> <li>BookFlix</li> </ul>	<p>use picture cards to retell the story</p> <ul style="list-style-type: none"> <li>Butterfly facts journal entry</li> </ul>	<ul style="list-style-type: none"> <li>Interdisciplinary connections across all subject areas</li> <li>Real-world connections</li> <li>SW make a flip book including an illustration and labeling of the parts of a plant</li> <li>Guided reading group discussions</li> <li>Morning Meeting alphabet song and sight word songs</li> </ul>	
<p><a href="#"><u>Unit 5</u></a> <a href="#"><u>(2 months)</u></a> MAY-JUN.</p>	<p>Primary Focus Standards:</p> <p>Literature: RL.K.2 RL.K.6 RL.K.9 RL.K.10</p> <p>Informational Text: RI.K.3 RI.K.4 RI.K.6 RI.K.8</p>	<p>Primary Focus Standards:</p> <p>W.K.1 W.K.3 W.K.5 W.K.6 W.K.7 W.K.8</p> <p>Creativity and Innovation: 9.4.2.CI.1 9.4.2.CI.2</p>	<p>Primary Focus Standards:</p> <p>SL.K.3 SL.K.6</p>	<p>Primary Focus Standards:</p> <p>L.K.2 L.K.4</p>

	RI.K.9 RI.K.10  Foundational Skills: RF.K.1 RF.K.2 RF.K.3 RF.K.4	Critical Thinking and Problem Solving: 9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3  Digital Citizenship: 9.4.2.DC.1 9.4.2.DC.2 9.4.2.DC.3 9.4.2.DC.6		
	<ul style="list-style-type: none"> <li>• Author of the Month: Diane Alber and Mo Willems</li> <li>• May and June weekly theme boards including poems and vocabulary words: Mother's Day, Farm, Zoo, Under the Sea</li> <li>• Introduction of 2 - 3 weekly sight words per week and addition to word wall</li> <li>• Sight Word Poetry Journal and Sight Word flipbook</li> <li>• Strategy groups</li> <li>• Various games related to sight words/phonics including: Pop, Zap, Find It!, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Sentence A Day lessons</li> <li>• Mother's Day adjective writing</li> <li>• Free write Friday</li> <li>• SW label farm pictures such as (cow, pig, farmer) SW use the diagram to write in their journals</li> <li>• <i>Barn Dance</i> by Bill Martin Jr. and John Archambault After listening to the story, SW recall the events of the story SW complete "A Special Night" activity</li> <li>• Farm theme write the room activity</li> <li>• Topic: Farm Animals SW review animals that live on a farm and their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• FUNdations - storytelling lessons including Mama and Baby Echo</li> <li>• Partner/peer reading</li> <li>• Turn and Talk &amp; Think, Pair, Share</li> <li>• SW listen to the story <i>I Am Not Just a Scribble</i> SW discuss different feelings SW create Scribble Emotions SW write about their feelings</li> <li>• Graduation songs and poems practice             <ol style="list-style-type: none"> <li>1. Where's The Place It All Began?</li> <li>2. I Know</li> <li>3. When I Grow Up</li> <li>4. Summer Nights</li> <li>5. Do You Remember</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Modeling picture walks/making predictions/thinking aloud while reading and writing</li> <li>• Foundations digraph lessons</li> <li>• Foundations blends lessons</li> <li>• Farm Bingo (Inferencing Skills) TW read descriptive clues about farm items SW use these clues to determine which farm item the teacher is referring to</li> <li>• Learning Centers</li> </ul>

	<ul style="list-style-type: none"> <li>• Various word family activities</li> <li>• SW recall the beginning, middle and end of the story and complete "Barnyard Events" activity</li> <li>• SW complete "Tuning Up" by finding rhyming words for words in the story</li> <li>• Sight Word Detective game</li> <li>• <i>The Rainbow Fish</i> read aloud</li> <li>• RAZ-Kids</li> <li>• IXL</li> <li>• BookFlix</li> </ul>	<p>SW choose an animal and finish the sentence "If I were a ____.</p> <p>SW use prior knowledge about the farm animal to describe what they look like, sound like, etc.</p> <ul style="list-style-type: none"> <li>• SW discuss the qualities of a good friend and will write in their journals</li> <li>• Unedited writing for portfolio</li> </ul>	<p>Way Last Fall?</p> <p>6. First Grade, First Grade</p> <ul style="list-style-type: none"> <li>• <i>My Trip to the Zoo</i> and <i>In the Ocean, In the Sea</i> mini books</li> <li>• Guided reading group discussions</li> <li>• Morning Meeting alphabet song and sight word songs</li> </ul>	
--	---	--	---	--

**FIRST GRADE**

Link to Standards <https://www.state.nj.us/education/modelcurriculum/ela/1.pdf>

Overview	Reading	Writing	Speaking and Listening	Language
----------	---------	---------	------------------------	----------

MONTH 1 - DISTRICT AND STATE MANDATED PRE-ASSESSMENT & BASELINE ASSESSMENTS - MONTH 1				
<p><u>Unit 1</u> <u>(2 months)</u> SEPT-OCT.</p>	<p>Primary Focus Standards:</p> <p>RL.1.1      RI.1.7 RL.1.3      RI.1.10</p> <p>RL.1.7      RF.1.1 A RL.1.10     RF.1.2 A, B, C, D                  RF.1.3 A, B, C, D,                  E, F, G                  RF.1.4 A, B, C</p>	<p>Primary Focus Standards:</p> <p>W.1.3 W.1.8</p> <p>Creativity and Innovation: 9.4.2.CI.1 9.4.2.CI.2</p> <p>Critical Thinking and Problem Solving: 9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3</p> <p>Digital Citizenship: 9.4.2.DC.1 9.4.2.DC.2 9.4.2.DC.3 9.4.2.DC.6</p>	<p>Primary Focus Standards:</p> <p>SL.1.1 A, B, C SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL1.6</p>	<p>Primary Focus Standards:</p> <p>L.1.1 A, E, F L.1.2 A, B, C, E L.1.6</p>
	<ul style="list-style-type: none"> <li>● Guided Reading-leveled texts</li> <li>● Author Studies-Reading Responses (Kevin Henkes and Robert Munsch)</li> <li>● Learning Centers-hands on activities (small group and independent)</li> <li>● Poetry Notebooks-identify skill (phonics) and written response</li> <li>● Spelling Sentence dictation</li> <li>● FUNdations Daily lessons (Units 1-4) tile boards, dry erase boards, notebooks-cvc words (blending 3-4 sounds), digraphs, bonus letters, /all/,</li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>● Journaling</li> <li>● Distinguish between Narrative and Expository Texts (BATS, Stellaluna)</li> <li>● Identify Beginning, Middle, End- (The Biggest Pumpkin Ever, The Big Pumpkin)</li> <li>● Themed based Writing Prompts</li> <li>● Personal Narratives (Summer writing, Favorite Fall Activity)</li> <li>● Cross-Curricular Writing assignments (SS/Science)</li> </ul>	<p>Task Types:</p> <ul style="list-style-type: none"> <li>● Small and whole group discussions</li> <li>● Presentation-Pumpkin Pals</li> <li>● Story share</li> <li>● Think-pair-share</li> <li>● Reading Group discussions</li> </ul>	<p>These standards are embedded within the writing process</p> <ul style="list-style-type: none"> <li>● FUNdations letter formation review and application.</li> <li>● Grammar lessons-naming words, word order, telling and asking sentences</li> <li>● Grammar workbook lessons</li> <li>● Learning Centers-hands on activities (small group and independent)</li> <li>● Journaling</li> <li>● Tapping sounds for unfamiliar words.</li> <li>● Free writing</li> <li>● Interdisciplinary connections across all subject areas</li> <li>● Real-world connections, civic</li> </ul>

	<ul style="list-style-type: none"> <li>• abc order</li> <li>• Word of the Day</li> <li>• RAZ Kids</li> <li>• DRA3</li> <li>• Trick word entry list</li> <li>• Scholastic News/Science Spin (thematic/interdisciplinary)</li> <li>• Read Alouds-Mercy Watson series</li> </ul>			responsibility multicultural viewpoints
<p><u>Unit 2</u> <u>(2 months)</u> NOV-DEC</p>	<p>Primary Focus Standards:            RL.1.1      RI.1.7            RL.1.2      RI.1.10            RL.1.3      RF.1.1 A            RL.1.4      RF.1.2 A, B, C, D            RL.1.7      RF.1.3 A, B, C, D,            RL.1.9      E, F, G            RL.1.10     RF.1.4 A, B, C</p>	<p>Primary Focus Standards:            W.1.3            W.1.5            W.1.6            W.1.8</p> <p>Civic Responsibility:            9.1.2.CR1            9.1.2.CR2</p> <p>Performance Expectations:            9.1.2.PB.1</p> <p>Global and Cultural Awareness:            9.4.2.GCA:1</p> <p>Creativity and Innovation:            9.4.2.CI.1            9.4.2.CI.2</p> <p>Critical Thinking and Problem Solving:            9.4.2.CT.1            9.4.2.CT.2            9.4.2.CT.3</p>	<p>Primary Focus Standards:            SL.1.1 A, B, C            SL.1.2            SL.1.3            SL.1.4            SL.1.5            SL.1.6</p>	<p>Primary Focus Standards:            L.1.2 A, B, C, D, E            L.1.5 B            L.1.6</p>

		Digital Citizenship: 9.4.2.DC.1 9.4.2.DC.2 9.4.2.DC.3 9.4.2.DC.6		
	<ul style="list-style-type: none"> <li>Guided Reading-leveled texts</li> <li>Author Studies-Reading Responses (Tomie DePaola)</li> <li>Learning Centers-hands on activities (small group and independent)</li> <li>Poetry Notebooks-identify skill and written response</li> <li>Spelling Sentence dictation</li> <li>FUNDations Daily lessons (Units 5-6)-tile boards, dry erase boards, notebooks: bonus letters, glued sounds, blends</li> <li>Word of the Day</li> <li>RAZ Kids</li> <li>Scholastic News/Science Spin (thematic/interdisciplinary)</li> <li>Read Alouds-<i>Fantastic Mr. Fox, George's Marvelous Medicine</i></li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>Journaling</li> <li>Identify Beginning, Middle, End-BME Diamond graphic organizer</li> <li>Sequencing-transition words (Turkey Trouble, The Great Turkey Race, The Amazing Turkey Rescue, The Gingerbread Man)</li> <li>Pillar-non-fiction writing graphic organizer</li> <li>Themed based Writing Prompts (Thanksgiving is an American Holiday, Winter celebrations, If I were President...)</li> <li>Identifying story elements (Character, setting, problem, solution-<i>Splat the Cat Christmas</i>)</li> <li>Cross-Curricular Writing assignments (SS/Science)</li> </ul>	<p>Task Types:</p> <ul style="list-style-type: none"> <li>Small and whole group discussions.</li> <li>Think-pair-share</li> <li>Center collaboration</li> <li>Reading group discussions</li> <li>Sharing Gingerbread disguise projects</li> <li>Discussion of special holiday celebrations</li> </ul>	<p>These standards are embedded within the writing process</p> <ul style="list-style-type: none"> <li>FUNDations</li> <li>Grammar lessons-capitalizing important names for people, places, months, days of the week</li> <li>Grammar workbook lessons</li> <li>Learning Centers-hands on activities (small group and independent)</li> <li>Journaling for skills' application</li> <li>Tapping sounds for unfamiliar words.</li> <li>Free writing</li> <li>Spelling sentence dictation</li> <li>Interdisciplinary connections across all subject areas</li> <li>Real-world connections, civic responsibility multicultural viewpoints</li> </ul>
<a href="#">Unit 3</a> <a href="#">2 months</a> JAN.-FEB.	Primary Focus Standards: RL.1.1 RF.1.1 A, RL.1.5 RF.1.2 A, B, C, D RL.1.10 RF.1.3 A, B, C, D,	Primary Focus Standards: W.1.2 W.1.5 W.1.6	Primary Focus Standards: SL.1.1 A,B,C, SL.1.2 SL.1.3	Primary Focus Standards: L.1.1 D, G, H, I L.1.2 A, B, C, D, E L.1.4 A, C

	<p>E, F, G RF.1.4 A, B, C</p> <p>RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.6 RI.1.7 RI.1.8 RI.1.9 RI.1.10</p>	<p>W.1.7 W.1.8</p> <p>Technology Literacy: 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.6 9.4.2.TL.7</p> <p>Creativity and Innovation: 9.4.2.CI.1 9.4.2.CI.2</p> <p>Critical Thinking and Problem Solving: 9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3</p> <p>Digital Citizenship: 9.4.2.DC.1 9.4.2.DC.2 9.4.2.DC.3 9.4.2.DC.6</p>	<p>SL.1.4 SL.1.5 SL.1.6</p>	<p>L.1.5 A, B, C L.1.6</p>
	<ul style="list-style-type: none"> <li>● Guided Reading-leveled texts</li> <li>● Reading Responses</li> <li>● Learning Centers-hands on activities (small group and independent)</li> <li>● Poetry Notebooks-identify skill and written response</li> <li>● Spelling Sentence dictation</li> <li>● FUNdations Daily lessons (Unit 7-10)-tile boards, dry erase boards, notebooks: beginning and ending blends, multisyllabic words, suffixes</li> </ul>	<ul style="list-style-type: none"> <li>● Journaling</li> <li>● Pillar-non-fiction writing graphic organizer</li> <li>● Identify Characters, setting, problem, solution and sequence of events (<i>The Snowy Day</i>, <i>It's Winter!</i>, <i>Snowmen all Year</i>)</li> <li>● How-To Writing-How to Build a Snowman, How to make a PB&amp;J</li> <li>● Themed based Writing Prompts (New Year's Resolutions, Snowmen at Night, MLK, President's Day, Hundredth Day of School)</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>● Small and whole group discussions.</li> <li>● Think-pair-share</li> <li>● Center collaboration</li> <li>● Shared reading</li> <li>● Reading Group discussions</li> </ul>	<p>These standards are embedded within the writing process</p> <ul style="list-style-type: none"> <li>● FUNdations</li> <li>● Grammar lessons-beginning and end punctuation</li> <li>● Identifying nouns, verbs and adjectives</li> <li>● Grammar workbook lessons</li> <li>● Learning Centers-hands on activities (small group and independent)</li> <li>● Journaling for skills' application</li> <li>● Tapping sounds for unfamiliar words.</li> </ul>

	<ul style="list-style-type: none"> <li>● Word of the Day</li> <li>● RAZ Kids</li> <li>● Scholastic News/Science Spin (thematic/interdisciplinary)</li> <li>● Read Alouds-<i>Holidays Around the World</i></li> </ul>	<ul style="list-style-type: none"> <li>● Small moment stories</li> <li>● Cross-Curricular Writing assignments (SS/Science)</li> </ul>		<ul style="list-style-type: none"> <li>● Free writing</li> <li>● Spelling sentence dictation</li> <li>● Interdisciplinary connections across all subject areas</li> <li>● Real-world connections, civic responsibility, multicultural viewpoints</li> </ul>
<p><b>Unit 4</b> <b>(2-4 months)</b> MAR.-APR..</p>	<p>Primary Focus Standards:</p> <p>RL.1.1      RI.1.1  RL.1.2      RI.1.2  RL.1.5      RI.1.3  RL.1.6      RI.1.5  RL.1.9      RI.1.6  RL.1.10     RI.1.9  RI. 1.10  RF.1.1 A  RF.1.2 A, B, C, D  RF.1.3. A, B, C, D,  E, F, G  RF.1.4 A, B, C</p>	<p>Primary Focus Standards:</p> <p>W.1.1  W.1.5  W.1.6  W.1.8</p> <p>Technology Literacy:  9.4.2.TL.1  9.4.2.TL.2  9.4.2.TL.6  9.4.2.TL.7</p> <p>Creativity and Innovation:  9.4.2.CI.1  9.4.2.CI.2</p> <p>Critical Thinking and Problem Solving:  9.4.2.CT.1  9.4.2.CT.2  9.4.2.CT.3</p> <p>Digital Citizenship:  9.4.2.DC.1  9.4.2.DC.2  9.4.2.DC.3  9.4.2.DC.6</p>	<p>Primary Focus Standards:</p> <p>SL.1.1A,B,C,  SL.1.2  SL.1.3  SL.1.4  SL.1.5  SL.1.6</p>	<p>Primary Focus Standards:</p> <p>L.1.1 B, C, E, F, J  L.1.2 A, B, C, D, E  L.1.4 A  L.1.5 D  L.1.6</p>



	<ul style="list-style-type: none"> <li>● Guided Reading-leveled texts</li> <li>● Reading Responses</li> <li>● Author Study-Gail Gibbons (non-fiction)</li> <li>● Learning Centers-hands on activities (small group and independent)</li> <li>● Poetry- Shel Silverstein poems</li> <li>● FUNdations Daily lessons (Unit 10-12)-tile boards, dry erase boards, notebooks: beginning and ending blends, multisyllabic words, suffixes, Vowel-consonant-e</li> <li>● Word of the Day</li> <li>● RAZ Kids</li> <li>● Scholastic News/Science Spin (thematic/interdisciplinary)</li> <li>● Read Alouds</li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>● Research (Gail Gibbons texts)</li> <li>● Journaling</li> <li>● Pillar-non-fiction writing graphic organizer</li> <li>● Themed based Writing Prompts (How to Catch a Leprechaun, Rainy Day, Spring)</li> <li>● Poetry-Color Poem using senses</li> <li>● Cross-Curricular Writing assignments (SS/Science)</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>● Small and whole group discussions.</li> <li>● Think-pair-share</li> <li>● Center collaboration</li> <li>● Shared reading</li> <li>● Reading Group discussions</li> </ul>	<p>These standards are embedded within the writing process</p> <ul style="list-style-type: none"> <li>● FUNdations</li> <li>● Grammar lessons: punctuation, word order, Identifying nouns (common and proper), verbs and adjectives</li> <li>● Grammar workbook lessons</li> <li>● Learning Centers-hands on activities (small group and independent)</li> <li>● Journaling for skills' application</li> <li>● Tapping sounds for unfamiliar words.</li> <li>● Free writing</li> <li>● Spelling sentence dictation</li> <li>● Interdisciplinary connections across all subject areas</li> <li>● Real-world connections, civic responsibility, multicultural viewpoints</li> </ul>
--	--	---	---	---

<p>Unit 5 MAY-JUNE</p>	<p>Primary Focus Standards:          RL.1.1      RI.1.1          RL.1.2      RI.1.2          RL.1.3      RI.1.4          RL.1.4      RI.1.10          RL.1.7      RF.1.1 A          RL.1.9      RF.1.2 A, B, C, D          RL.1.20     RF.1.3. A, B, C, D,                           E, F, G                           RF.1.4 A, B, C</p>	<p>Primary Focus Standards:          W.1.3          W.1.5          W.1.6          W.1.8</p> <p>Technology Literacy:          9.4.2.TL.1          9.4.2.TL.2          9.4.2.TL.6          9.4.2.TL.7</p> <p>Creativity and Innovation:          9.4.2.CI.1          9.4.2.CI.2</p> <p>Critical Thinking and Problem Solving:          9.4.2.CT.1          9.4.2.CT.2          9.4.2.CT.3</p> <p>Digital Citizenship:          9.4.2.DC.1          9.4.2.DC.2          9.4.2.DC.3          9.4.2.DC.6</p>	<p>Primary Focus Standards:          SL.1.1 A,B,C,          SL.1.2          SL.1.3          SL.1.4          SL.1.5          SL.1.6</p>	<p>Primary Focus Standards:          L.1.1 D, G, H, I          L.1.2 A, B, C, D, E          L.1.4 A, B</p>
----------------------------	---	---	--	--

	<ul style="list-style-type: none"> <li>● Guided Reading-leveled texts</li> <li>● Reading Responses</li> <li>● Author Study-Mem Fox</li> <li>● Learning Centers-hands on activities (small group and independent)</li> <li>● FUNdations Daily lessons (Unit 12-14)-tile boards, dry erase boards, notebooks: multisyllabic words, suffixes, vowel-consonant-e</li> <li>● Word of the Day</li> <li>● RAZ Kids</li> <li>● Scholastic News/Science Spin (thematic/interdisciplinary)</li> <li>● Read Alouds-<i>Charlotte's Web</i></li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>● Research -Animal research report</li> <li>● Letter writing-Amazing First Graders</li> <li>● Children Around the World research</li> <li>● Cross-Curricular Writing assignments (SS/Science)</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>● Small and whole group discussions.</li> <li>● Think-pair-share</li> <li>● Presentation-Children Around the World project</li> <li>● Center collaboration</li> <li>● Shared reading</li> <li>● Reading Group discussions</li> </ul>	<p>These standards are embedded within the writing process</p> <ul style="list-style-type: none"> <li>● FUNdations</li> <li>● Grammar lessons: punctuation, word order, Identifying nouns (common and proper), verbs and adjectives, linking verbs</li> <li>● Grammar workbook lessons</li> <li>● Learning Centers-hands on activities (small group and independent)</li> <li>● Journaling for skills' application</li> <li>● Tapping sounds for unfamiliar words.</li> <li>● Free writing</li> <li>● Spelling sentence dictation</li> <li>● Interdisciplinary connections across all subject areas</li> <li>● Real-world connections, civic responsibility, multicultural viewpoints</li> </ul>
--	---	---	---	--

## SECOND GRADE

Link to Standards <https://www.state.nj.us/education/modelcurriculum/ela/2.pdf>

Overview	Reading	Writing	Speaking and Listening	Language
<b>MONTH 1 - DISTRICT AND STATE MANDATED PRE-ASSESSMENT &amp; BASELINE ASSESSMENTS - MONTH 1</b>				
<a href="#">Unit 1</a> <a href="#">(2 months)</a> SEP-OC	Primary Focus Standards: RL.2.1    RI.2.2 RL.2.3    RI.2.4 RL.2.4    RI.2.10 RL.2.5    RF.2.3A,B,C RL.2.6    RF.2.4A,B,C RI.2.7 RI.2.10	Primary Focus Standards: W.2.3 W.2.5 W.2.6  Technology Literacy: 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.6 9.4.2.TL.7  Creativity and Innovation: 9.4.2.CI.1 9.4.2.CI.2  Critical Thinking and Problem Solving: 9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3  Digital Citizenship: 9.4.2.DC.1 9.4.2.DC.2 9.4.2.DC.3 9.4.2.DC.6	Primary Focus Standards: SL.2.1A,B,C SL.2.2 SL.2.4 SL.2.6	Primary Focus Standards: L.2.1A,B,C,D,E L.2.2A,B,C,D,E L.2.5A,B L.2.6
	Text Type: (fiction and realistic fiction, non-fiction leveled, ) <ul style="list-style-type: none"> <li>● 4 - 6 Short</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>● Journaling</li> <li>● Narrative/Fiction</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>● Small and whole group discussions</li> </ul>	These standards are embedded within the writing process <ul style="list-style-type: none"> <li>● FUNdations</li> </ul>

	<p>Stories whole class (Anthology)</p> <ul style="list-style-type: none"> <li>• Targeted /Differentiated Readers Response activities</li> <li>• Using targeted books and text to identify author's purpose, summarizing, setting identification, character traits, main idea, cause and effect, and making inferences)</li> <li>• Guided Reading Leveled Text</li> <li>• Reading Responses</li> <li>• Author Study Jon Klassen</li> <li>• Learning Centers-hands on activities (small group and independent)</li> <li>• FUNdations Daily lessons-tile boards, dry erase boards, notebooks: multisyllabic words, suffixes, vowel-consonant -e</li> </ul>	<ul style="list-style-type: none"> <li>• Expository/Informational</li> <li>• Pillar non-fiction and fiction graphic organizer</li> <li>• Annotating writing samples: identify introduction, body, closing, topic sentences</li> <li>• Opinion</li> <li>• Descriptive Writing</li> <li>• Extending introduction and conclusion/closing in student writing</li> <li>• Teacher/Peer Editing</li> <li>• Mechanics and Structure of Writing Upper case, punctuation, grade level appropriate sentence structure)</li> <li>• Sequence Writing using <i>First, next, then, finally</i></li> <li>• Holiday Themed writing (Magical Scarecrow, Five Senses of Fall, If I was Special Like Spookly)</li> <li>• Cross curricular writing assignments (social studies, science)</li> </ul>	<ul style="list-style-type: none"> <li>• Journaling &amp; Reflection</li> <li>• Project-based learning</li> <li>• Student Read Aloud</li> <li>• Class Presentations</li> <li>• Whole Class Read Aloud - <i>Chocolate Touch, Bob</i></li> </ul>	<ul style="list-style-type: none"> <li>• IXL</li> <li>• Grammar lessons (punctuation, upper case, nouns, proper nouns, verbs irregular verbs, plural, verb tense, adjectives)</li> <li>• Grammar workbook lessons</li> <li>• Small group-hands on activities</li> <li>• Free Writing</li> <li>• Self/Peer editing</li> <li>• Versatiles</li> <li>• Interdisciplinary connections across all subject areas</li> <li>• Real-world connections, civic responsibility, multicultural viewpoints</li> </ul>
--	---	--	--	--

	<ul style="list-style-type: none"> <li>• Word of the Day</li> <li>• Trick word Entry</li> <li>• RAZ Kids</li> <li>• Scholastic News/Science Spin</li> <li>• Daily Read Alouds</li> </ul>			
<p><u><a href="#">Unit 2</a></u>  <u><a href="#">(2 months)</a></u>  NOV-DEC</p>	<p>Primary Focus Standards:  RL.2.3 RF.2.3A,B,C,F  RL.2.7 RF.2.4A,B,C  RL.2.10  RI.2.1  RI.2.2  RI.2.3  RI.2.4  RI.2.5  RI.2.6  RI.2.7  RI.2.8  RI.2.9  RI.2.10</p>	<p>Civic Responsibility:  9.1.2.CR1  9.1.2.CR2</p> <p>Performance Expectations:  9.1.2.PB.1</p> <p>Global and Cultural Awareness:  9.4.2.GCA:1</p> <p>Technology Literacy:  9.4.2.TL.1  9.4.2.TL.2  9.4.2.TL.6  9.4.2.TL.7</p> <p>Creativity and Innovation:  9.4.2.CI.1  9.4.2.CI.2</p> <p>Critical Thinking and Problem Solving:  9.4.2.CT.1  9.4.2.CT.2  9.4.2.CT.3</p>	<p>Primary Focus Standards:  SL.2.1A,B,C  SL.2.2  SL.2.3  SL.2.4  SL.2.5  SL.2.6</p>	<p>Primary Focus Standards:  L.2.1A,C,E  L.2.2B,E  L.2.4E</p>

		Digital Citizenship: 9.4.2.DC.1 9.4.2.DC.2 9.4.2.DC.3 9.4.2.DC.6		
	Text Type: (fiction and realistic fiction, non-fiction leveled, ) <ul style="list-style-type: none"> <li>● 4 - 6 Short Stories whole class (Anthology)</li> <li>● Targeted /Differentiated Readers Response activities</li> <li>● Using targeted books and text to identify author's purpose, summarizing, setting identification, character traits, main idea, cause and effect, and making inferences)</li> <li>● Guided reading groups using leveled books</li> <li>● Learning Centers-hands on activities Small group, independent, and teacher directed)</li> </ul>	Writing Genre <ul style="list-style-type: none"> <li>● Journaling</li> <li>● Narrative/Fiction</li> <li>● Expository/Informational</li> <li>● Pillar non-fiction and fiction graphic organizer</li> <li>● Annotating writing samples: identify introduction, body, closing, topic sentences</li> <li>● Opinion</li> <li>● Descriptive Writing/Elaborative Writing</li> <li>● Extending introduction and conclusion/closing in student writing</li> <li>● Teacher/Peer Editing</li> <li>● Mechanics and Structure of Writing Upper case, punctuation, grade level appropriate sentence structure)</li> <li>● Sequence Writing (<i>First next, then, last</i>)</li> <li>● Holiday Themed writing (Thankful Turkey Booklet. How to Make the Grinch Grin)</li> <li>● Cross curricular writing assignments (social studies, science)</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>● Small and whole group discussions</li> <li>● Journaling &amp; Reflection</li> <li>● Project-based learning</li> <li>● Whole Class Read Aloud (<i>Magic Lake, Clementine</i>)</li> <li>● Class Presentations</li> </ul>	These standards are embedded within the writing process <ul style="list-style-type: none"> <li>● FUNdations</li> <li>● IXL</li> <li>● Grammar lessons (punctuation, upper case, nouns, proper nouns, verbs irregular verbs, plural, verb tense, adjectives)</li> <li>● Grammar workbook lessons</li> <li>● Small group-hands on activities</li> <li>● Free Writing</li> <li>● Self/Peer editing</li> <li>● Versatiles</li> <li>● Interdisciplinary connections across all subject areas</li> <li>● Real-world connections, civic responsibility, multicultural viewpoints</li> </ul>

	<ul style="list-style-type: none"> <li>• Versatiles (Reading comprehension, main idea, phonics)</li> <li>• RAZKids</li> <li>• Book Study - <i>Gingerbread Man</i>, <i>Gingerbread Girl</i>, <i>Gingerbread Baby</i>, <i>Gingerbread and Friends</i></li> <li>• IXL</li> <li>• Seasonal Poems</li> <li>• Foundations Units 1-4 (tile boards, dry erase boards, notebook, dictation practice, lesson/phonics based short stories)</li> <li>• Trick Word Entry</li> <li>• Scholastic Magazines</li> </ul>			
<p><a href="#">Unit 3</a> <a href="#">(2 months)</a> JAN-FEB</p>	<p>Primary Focus Standards:          RL.2.1    RI.2.4          RL.2.2    RI.2.10          RL.2.3    RF.2.3B,D,E          RL.2.4    RF.2.4A,B,C          RL.2.5          RL.2.6</p>	<p>Primary Focus Standards:          W.2.1          W.2.3          W.2.5          W.2.6</p> <p>Technology Literacy:</p>	<p>Primary Focus Standards:          SL.2.1A,B,C          SL.2.2          SL.2.3          SL.2.4          SL.2.6</p>	<p>Primary Focus Standards:          L.2.1A,B,C,D,E,F          L.2.2A,C          L.2.4C          L.6.4A,C,D          L.6.5A,C          L.6.6</p>



	<p>RL.2.7 RL. 2.9 RL.2.10</p>	<p>9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.6 9.4.2.TL.7</p> <p>Creativity and Innovation: 9.4.2.CI.1 9.4.2.CI.2</p> <p>Critical Thinking and Problem Solving: 9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3</p> <p>Digital Citizenship: 9.4.2.DC.1 9.4.2.DC.2 9.4.2.DC.3 9.4.2.DC.6</p>		
	<p>Text Type: (fiction and realistic fiction, non-fiction leveled, )</p> <ul style="list-style-type: none"> <li>● 4 - 6 Short Stories whole class (Anthology)</li> <li>● Targeted /Differentiated Readers Response activities</li> <li>● Using targeted books and text to identify author's purpose, summarizing,</li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>● Journaling</li> <li>● Narrative/Fiction</li> <li>● Expository/Informational</li> <li>● Pillar non-fiction and fiction graphic organizer</li> <li>● Annotating writing samples: identify introduction, body, closing, topic sentences</li> <li>● Opinion</li> <li>● Descriptive Writing</li> <li>● Extending</li> <li>● Teacher/Peer Editing</li> <li>● Mechanics and Structure of Writing Upper case, punctuation, grade level appropriate sentence structure)</li> <li>● Sequence Writing (<i>First next,</i></li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>● Small and whole group discussions</li> <li>● Journaling &amp; Reflection</li> <li>● Project-based learning</li> <li>● Student Read Aloud</li> <li>● Class Presentations</li> </ul>	<p>These standards are embedded within the writing process</p> <ul style="list-style-type: none"> <li>● FUNdations</li> <li>● IXL</li> <li>● Grammar lessons (punctuation, upper case, nouns, proper nouns, verbs irregular verbs, plural, verb tense, adjectives)</li> <li>● Grammar workbook lessons</li> <li>● Small group-hands on activities</li> <li>● Free Writing</li> <li>● Self/Peer editing</li> <li>● Versatiles</li> <li>● Interdisciplinary connections across all subject areas</li> <li>● Real-world connections, civic responsibility, multicultural viewpoints</li> </ul>

	<p>setting identification, character traits, main idea, cause and effect, and making inferences)</p> <ul style="list-style-type: none"> <li>• Guided reading groups using leveled books</li> <li>• Learning Centers-hands on activities Small group, independent, and teacher directed)</li> <li>• Versatiles (Reading comprehension, main idea, phonics)</li> <li>• RAZKids</li> <li>• Author Study</li> <li>• IXL activities</li> <li>• Seasonal Poems</li> <li>• Foundations Units (7-10 tile boards, dry erase boards, notebook, dictation practice, lesson/phonics based short stories)</li> <li>• Trick Word Entry</li> </ul>	<p><i>then, last)</i></p> <ul style="list-style-type: none"> <li>• Seasonal Themed writing (Magical Snowglobe)</li> <li>• Cross curricular writing assignments (social studies, science)</li> </ul>		
<p><u>Unit 4</u> <u>(2 months)</u> MAR-APR</p>	<p>Primary Focus Standards: RL.2.4      RI.2.1 RL.2.5      RI.2.2</p>	<p>Primary Focus Standards: W.2.2 W.2.5</p>	<p>Primary Focus Standards: SL.2.1A,B,C SL.2.2</p>	<p>Primary Focus Standards: L.2.1F L.2.2E</p>

	RL.2.7 RL.2.9 RL.2.10	RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI. 2.7 RI.2.8 RI.2.9 RI.2.10 RF.2.3A,B,I RF.2.4A,B,C	W.2.6 W.2.8  Technology Literacy: 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.6 9.4.2.TL.7  Creativity and Innovation: 9.4.2.CI.1 9.4.2.CI.2  Critical Thinking and Problem Solving: 9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3  Digital Citizenship: 9.4.2.DC.1 9.4.2.DC.2 9.4.2.DC.3 9.4.2.DC.6	SL.2.3 SL.2.4 SL.2.6	L.2.4B,E L.2.6
--	-----------------------------	--	--	----------------------------	-------------------

	<p>Text Type:</p> <ul style="list-style-type: none"> <li>● 4-6 short stories</li> <li>● Targeted /Differentiated Readers Response activities</li> <li>● Using targeted books and text to identify author's purpose, summarizing, setting identification, character traits, main idea, cause and effect, and making inferences)</li> <li>● Guided reading groups using leveled books</li> <li>● Centers-hands on activities Small group, independent, and teacher directed)</li> <li>● Versatiles (Reading comprehension, main idea, phonics)</li> <li>● RAZKids</li> <li>● Author Study</li> <li>● IXL activities</li> <li>● Seasonal Poems</li> <li>● Foundations Units (11-14 tile boards, dry erase boards,</li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>● Journaling</li> <li>● Narrative/Fiction</li> <li>● Expository/Informational</li> <li>● Pillar non-fiction and fiction graphic organizer</li> <li>● Annotating writing samples: identify introduction, body, closing, topic sentences</li> <li>● Opinion</li> <li>● Descriptive Writing</li> <li>● Extending</li> <li>● Teacher/Peer Editing</li> <li>● Mechanics and Structure of Writing Upper case, punctuation, grade level appropriate sentence structure)</li> <li>● Sequence Writing (<i>First next, then, last</i>)</li> <li>● Holiday Themed writing (Lucky Leprechaun, Spring themed writing)</li> <li>● Cross curricular writing assignments (social studies, science)</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>● Small and whole group discussions</li> <li>● Journaling &amp; Reflection</li> <li>● Project-based learning</li> <li>● Student Read Aloud</li> <li>● Class Presentations</li> </ul>	<p>These standards are embedded within the writing process</p> <ul style="list-style-type: none"> <li>● FUNdations</li> <li>● IXL</li> <li>● Grammar lessons (punctuation, upper case, nouns, proper nouns, verbs irregular verbs, plural, verb tense, adjectives)</li> <li>● Grammar workbook lessons</li> <li>● Small group-hands on activities</li> <li>● Free Writing</li> <li>● Self/Peer editing</li> <li>● Versatiles</li> <li>● Interdisciplinary connections across all subject areas</li> <li>● Real-world connections, civic responsibility, multicultural viewpoints</li> </ul>
--	---	--	---	---

	notebook, dictation practice, lesson/phonics based short stories) <ul style="list-style-type: none"> <li>• Trick Word Entry</li> </ul>			
--	--	--	--	--

Overview	Reading	Writing	Speaking and Listening	Language
<b>MONTH 1 - DISTRICT AND STATE MANDATED PRE-ASSESSMENT &amp; BASELINE ASSESSMENTS - MONTH 1</b>				
<u><a href="#">Unit 5</a></u> <u><a href="#">(2 months)</a></u> MAY-JUN	Primary Focus Standards: RL.2.1    RI.2.2 RL.2.2    RI.2.3 RL.2.3    RI.2.4 RL.2.5    RI.2.6 RL.2.6    RI.2.7 RL.2.7    RI.2.9 RL.2.9    RI.2.10 RL.2.10    RF.2.3A,B,C,D,E,F RF.2.4A,B,C	Primary Focus Standards: W.2.1 W.2.5 W.2.6 W.2.7 W.2.8  Technology Literacy: 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.6 9.4.2.TL.7  Creativity and Innovation: 9.4.2.CI.1 9.4.2.CI.2  Critical Thinking and Problem Solving: 9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3	Primary Focus Standards: SL.2.1A,B,C SL.2.2 SL.2.4 SL.2.6	Primary Focus Standards: L.2.1A,B,C,D,E,F L.2.2A,C,D L.2.3A L.2.4A,B,C,D,E L.2.5A,B L.2.6

		<p>Digital Citizenship:  9.4.2.DC.1  9.4.2.DC.2  9.4.2.DC.3  9.4.2.DC.6</p> <p>Information and Media Literacy:  9.4.2.IML.1  9.4.2.IML.2</p>		
	<p>Text Type:</p> <ul style="list-style-type: none"> <li>● 4-6 short stories</li> <li>● Targeted /Differentiated Readers Response activities</li> <li>● Using targeted books and text to identify author’s purpose, summarizing, setting identification, character traits, main idea, cause and effect, and making inferences)</li> <li>● Guided reading groups using leveled books</li> <li>● Centers-hands on activities Small group, independent, and teacher directed)</li> <li>● Versatiles (Reading comprehension, main idea, phonics)</li> <li>● RAZKids</li> <li>● Author Study</li> <li>● IXL activities</li> <li>● Seasonal Poems</li> <li>● Foundations Units (11-14 tile boards, dry erase boards, notebook, dictation practice, lesson/phonics based short stories)</li> <li>● Trick Word Entry</li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>● Journaling</li> <li>● Narrative/Fiction</li> <li>● Expository/Informational</li> <li>● Pillar non-fiction and fiction graphic organizer</li> <li>● Annotating writing samples: identify introduction, body, closing, topic sentences</li> <li>● Opinion</li> <li>● Descriptive Writing</li> <li>● Extending</li> <li>● Teacher/Peer Editing</li> <li>● Mechanics and Structure of Writing Upper case, punctuation, grade level appropriate sentence structure)</li> <li>● Sequence Writing (<i>First next, then, last</i>)</li> <li>● Holiday Themed writing (Mother’s Day Book)</li> <li>● Cross curricular writing assignments (social studies, science)</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>● Small and whole group discussions</li> <li>● Journaling &amp; Reflection</li> <li>● Project-based learning</li> <li>● Student Read Aloud</li> <li>● Class Presentations</li> </ul>	<p>These standards are embedded within the writing process</p> <ul style="list-style-type: none"> <li>● FUNdations</li> <li>● IXL</li> <li>● Grammar lessons (punctuation, upper case, nouns, proper nouns, verbs irregular verbs, plural, verb tense, adjectives)</li> <li>● Grammar workbook lessons</li> <li>● Small group-hands on activities</li> <li>● Free Writing</li> <li>● Self/Peer editing</li> <li>● Versatiles</li> <li>● Interdisciplinary connections across all subject areas</li> <li>● Real-world connections, civic responsibility, multicultural viewpoints</li> </ul>

Assessments K-2

Assessments K-2	
Formative Assessments	Summative/Benchmark Assessments
<ul style="list-style-type: none"> <li>• Daily independent practice</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Benchmark Assessments (FUNdations)</li> </ul>
<ul style="list-style-type: none"> <li>• Peer Discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Tests (Spelling)</li> </ul>
<ul style="list-style-type: none"> <li>• Student Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Reading Level (DRA3)</li> </ul>
<ul style="list-style-type: none"> <li>• Reading/Writing Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Tasks</li> </ul>
<ul style="list-style-type: none"> <li>• Self-Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• AIMSweb</li> </ul>
<ul style="list-style-type: none"> <li>• Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>• MAP testing</li> </ul>
<ul style="list-style-type: none"> <li>• Open-Ended Responses</li> </ul>	
<ul style="list-style-type: none"> <li>• Journal Entries</li> </ul>	
<ul style="list-style-type: none"> <li>• Reading Logs</li> </ul>	<p style="background-color: #d9e1f2; margin: 0;">Alternative Assessments</p>
<ul style="list-style-type: none"> <li>• Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>• Choice Projects</li> </ul>
	<ul style="list-style-type: none"> <li>• Notebook Assessments</li> </ul>
	<ul style="list-style-type: none"> <li>• Oral Presentations</li> </ul>
	<ul style="list-style-type: none"> <li>• Problem Solving Scenarios - developing solutions</li> </ul>

Differentiation and Accommodations K-2

Differentiation and Accommodations K-2	
Differentiation/Accommodations (IEP, 504, G&T)	ELL Differentiation and Accommodations
<ul style="list-style-type: none"> <li>• Provide graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</li> </ul>
<ul style="list-style-type: none"> <li>• Provide additional examples and opportunities of problem repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Picture vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>• Teaching concepts in different modalities</li> </ul>	<ul style="list-style-type: none"> <li>• Simplified language for understanding</li> </ul>
<ul style="list-style-type: none"> <li>• Adjusting pace and homework assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Picture books</li> </ul>

<ul style="list-style-type: none"> <li>• Extra time, charts/worksheets for vocab, word lists, modified quizzes, step by step instructions, word wall</li> </ul>	<ul style="list-style-type: none"> <li>• Modify homework, assignments and assessment (can be oral if necessary)</li> </ul>
<ul style="list-style-type: none"> <li>• Offer performance tasks of varied levels</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative learning</li> </ul>
<ul style="list-style-type: none"> <li>• Include more scaffolding questions and tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions and stories</li> </ul>
<ul style="list-style-type: none"> <li>• Cooperative Groups: Groupings will be homogenous to support struggling students as well as enrichment students. Challenge questions will be offered.</li> </ul>	<ul style="list-style-type: none"> <li>• Language support cards</li> </ul>
<ul style="list-style-type: none"> <li>• Enrichment/Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional center work focusing on high frequency words</li> </ul>
	<ul style="list-style-type: none"> <li>• Additional phonemic awareness teaching and practice</li> </ul>
	<ul style="list-style-type: none"> <li>• Reteach alphabet and alphabet sounds</li> </ul>



## GRADE 3 - LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONCEPTS & SKILLS

### Pacing Guide: Reading, Writing, Speaking & Listening, Language

Unit 1 (3-4 Months)

Unit 2 (2-3 Months)

Unit 3 (2-3 Months)

#### MONTH 1 - DISTRICT PRE-ASSESSMENT & BASELINE ASSESSMENTS

SKILLS	Unit 1 (3-4 Months)	
<b>READING</b>	<b>Primary Focus Standards</b>	<b>Text Type: Fiction and Nonfiction</b>
	<p><b>Reading Literature</b></p> <p><b>RL3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL3.3</b> Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p><b>RL3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p><b>RL3.7</b> Explain how specific aspects of a texts illustrations contribute to what conveyed by the words in a story (e.g. in books from a series).</p> <p><b>RL3.9</b> Compare and contrast themes, settings, plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p> <p><b>Reading Informational Text</b></p> <p><b>RI3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea</p> <p><b>RI3.4</b> Determine the meaning of general academic and domain specific words and phrases in a text relevant to grade 3 topic/subject.</p> <p><b>RI3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>Reading Foundational Skills</b></p> <p><b>RF3.3a</b> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><b>RF3.3b</b> Decode words with common Latin suffixes.</p> <p><b>RF3.3c</b> Decode multisyllable words.</p> <p><b>RF3.3d</b> Read grade-appropriate irregularly spelled words.</p> <p><b>RF3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RF3.4a</b> Read on-level text with purpose and understanding.</p> <p><b>RF3.4b</b> Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>RF3.4c</b> Use context to accurately read words with more than one pronunciation as well as using proper phrasing and inflection</p>	<p><i>Possible Texts/Not Limited To:</i></p> <ul style="list-style-type: none"> <li>● <i>Donavan's Word Jar</i></li> <li>● 3-4 shorter texts depending upon length and complexity</li> <li>● <i>Anthology, Achieve 3000, ReadWorks, Scholastic News</i></li> </ul> <p><i>Subskills:</i></p> <ul style="list-style-type: none"> <li>● Make relevant connections to demonstrate understanding of a text</li> <li>● Distinguish cause/effect - Fiction</li> <li>● Ask and Answer questions - Fiction &amp; Nonfiction</li> <li>● Context Clues - Fiction</li> <li>● Character Traits</li> <li>● Point of View - Nonfiction</li> <li>● Main idea/supporting details in interpreting texts - Nonfiction</li> <li>● Theme/Central Message</li> <li>● Compare and Contrast - Fiction</li> <li>● Sequence - Fiction</li> </ul> <p><i>Foundations Unit Instruction (1-4)</i></p> <p><b>Unit One:</b> Closed Syllables</p> <ul style="list-style-type: none"> <li>● Glued Sounds: all, an, am, ang, ong, ing, ung, ank, ink, onk, unk</li> <li>● Exceptions to closed syllables: olt, ost, ind, ild)</li> <li>● ck and tch spelling</li> <li>● Sample Words: quilt, elf, shred, kick, crush, string, pitch, colt, squash Sound Alike Words: know, no; which, witch</li> </ul> <p><b>Unit Two:</b> Suffixes</p> <ul style="list-style-type: none"> <li>● Suffixes: -s, -es, -ed, -ing, -able, -ive, -en, -er, est, -ish, -y, -less, -ful, -ness, -ly, -ty, -ment Forming plurals using -s and -es</li> <li>● -ed can make the sounds: /ed/ /d/ /t/</li> <li>● 1-1-1 Spelling Rule (doubling a consonant when adding a vowel suffix)</li> <li>● Sample Words: stronger, tallest, shipped, shipment</li> <li>● Sound Alike Words: son, sun; some, sum; banned, band; guest, guessed; missed, mist</li> </ul> <p><b>Unit Three:</b> Vowel-Consonant-e syllables</p>

	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• Motion and Stability: Forces and Interactions</li> <li>• Earth and Human Activity</li> <li>• Engineering Design</li> <li>• US History: American in the World: Geography, People, and the Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling of /k/ in a v-e syllable</li> <li>• s saying /z/ between two vowels</li> <li>• Review division of multisyllabic words</li> <li>• Two-syllable words with closed syllables</li> <li>• Two-syllable words with closed and vowel-consonant-e syllables Spelling multisyllabic words</li> <li>• Sample Words: rose, invent, splendid, hope, confuse, reptile Sound Alike Words: plain, plane</li> <li>• <b>Unit Four:</b> ive as a suffix</li> <li>• ve at the end of a word (v never ends words in English) Silent e spelling rule</li> <li>• Sample Words: olive, hoping, safer, lately, pavement Sound Alike Words: mail, male; mind, mined; find, fined</li> </ul>
<b>WRITING</b>	<p style="text-align: center;"><b>Primary Focus Standards</b></p> <p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.  <b>W.3.1.a</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  <b>W.3.1.b</b> Provide reasons that support the opinion.  <b>W.3.1.c</b> Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.  <b>W.3.1.d</b> Provide a concluding statement or section.</p> <p><b>W.3.3.</b> Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.  <b>W.3.3.a</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  <b>W.3.3.b</b> Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  <b>W.3.3.c</b> Use temporal words and phrases to signal event order.  <b>W.3.3.d</b> Provide a sense of closure</p> <p><b>Production and Distribution of Writing</b>  <b>W.3.4</b> With guidance and support, produce writing in which the development and organization are appropriate to task and purpose.  <b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  <b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>Range of Writing</b>  <b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p style="text-align: center;"><b>Writing Genres:</b></p> <p><i>Personal Narrative Writing Unit at a Glance</i></p> <ul style="list-style-type: none"> <li>• What is a personal narrative?</li> <li>• Generating Story Ideas</li> <li>• Narrowing Topic to a Seed</li> <li>• Rehearsal and Drafting</li> <li>• Writing a Lead</li> <li>• What is dialogue?</li> <li>• Punctuating Dialogue</li> <li>• Adding Details</li> <li>• Word Choice</li> <li>• Show. Don't Tell.</li> <li>• Using Transitions</li> <li>• Paragraphs</li> <li>• Writing an Ending</li> <li>• Edit</li> <li>• Peer Edit</li> <li>• Publishing</li> </ul> <p><i>Opinion Writing Unit at a Glance</i></p> <ul style="list-style-type: none"> <li>• What is an opinion piece?</li> <li>• Generating Opinion Ideas</li> <li>• Writing Strong Opinions</li> <li>• Supporting your Opinion with Reasons</li> <li>• Rehearsal and Drafting</li> <li>• Writing the Lead</li> <li>• Revising your Reasons</li> <li>• Consider your Audience</li> <li>• Consider Opposing Opinions</li> <li>• Support your Reasons with Examples</li> <li>• Organize Writing into Paragraphs</li> <li>• Topic and Concluding Sentences</li> <li>• Word Choice</li> </ul>

		<ul style="list-style-type: none"> <li>• Transitions</li> <li>• Conclusion</li> <li>• Editing</li> <li>• Peer Editing</li> <li>• Publishing</li> </ul> <p><i>Focuses In:</i></p> <ul style="list-style-type: none"> <li>• Interdisciplinary topics</li> <li>• Routine writing - <i>Google Classroom, ReadWorks, Scholastic, Achieve3000</i></li> </ul>
<p><b>SPEAKING AND LISTENING</b></p>	<p style="text-align: center;"><b>Primary Focus Standards</b></p> <p><b>SL3.1a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>SL3.1b</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>SL3.1c</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><b>SL3.1d</b> Explain their own ideas and understanding in light of the discussion.</p> <p><b>SL3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>SL3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p style="text-align: center;"><b>Task Types:</b></p> <ul style="list-style-type: none"> <li>• Small and whole group discussions</li> <li>• Main idea identification in diverse multimedia formats</li> <li>• Project based learning</li> <li>• Presentations</li> <li>• R.A.C.E.S. Responses</li> </ul>
<p><b>LANGUAGE</b></p>	<p style="text-align: center;"><b>Primary Focus Standards</b></p> <p><b>L3.1.a</b> Explain function of nouns, pronouns, verbs, and adverbs in general and in particular sentences.</p> <p><b>L3.1.b</b> Form and use regular and irregular plural nouns.</p> <p><b>L3.1.c</b> Use abstract nouns. (e.g. childhood)</p> <p><b>L3.1.i</b> Produce simple, compound, and complex sentences</p> <p><b>L.3.1.g</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>L3.2a</b> Capitalize appropriate words in titles.</p> <p><b>L3.2e</b> Use conventional spelling for high frequency and studied words and for adding suffixes to base words.</p> <p><b>L3.2f</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p><b>L3.2g</b> Consult reference materials, including beginning dictionaries, as needed to</p>	<p>These standards are embedded within the writing process. <b>Grammar</b> skills taught based on student need and/or writing genre concepts.</p> <ul style="list-style-type: none"> <li>• <i>Unit 1 Concepts: nouns, verbs, adjectives, adverbs, pronouns, regular plural nouns, irregular plural nouns</i></li> </ul> <p><b>Skill Development</b></p> <ul style="list-style-type: none"> <li>• Foundations instruction will support the learning of various spelling rules, high frequency words, and word patterns.</li> </ul> <p><b>Vocabulary Infusion</b></p> <ul style="list-style-type: none"> <li>• Context clues, multiple meaning words, synonyms and antonyms, utilizing new vocabulary in novel sentences and context</li> </ul>

	<p>check and correct spellings.</p> <p><b>Knowledge of Language</b></p> <p><b>L3.3a</b> Choose words and phrases for effect.  <b>L3.3b</b> Recognize and observe differences between the conventions of spoken and written standard English.</p> <p><b>Vocabulary Acquisition and Use</b></p> <p><b>L3.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase.  <b>L3.4c</b> Use a known root word as a clue to the meaning of an unknown word with the same root.  <b>L3.4d</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><b>L3.5a</b> Distinguish the literal and non-literal meanings of words and phrases in context.  <b>L3.5b</b> Identify real life connections between words and their use.</p>	
--	--	--

SKILLS	Unit 2 (2-3 Months)	
<b>READING</b>	<b>Primary Focus Standards</b>	<b>Text Type: Fiction and Nonfiction</b>
	<p><b>Reading Literature</b></p> <p><b>RL3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>Reading Informational Text</b></p> <p><b>RI3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  <b>RI3.5</b> Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  <b>RI 3.7</b> Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).  <b>RI3.9</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p><b>Reading Foundational Skills</b></p> <p><b>RF.3.3 &amp; RF.3.4</b></p>	<p><i>Possible Texts/Not Limited To:</i></p> <ul style="list-style-type: none"> <li>● <i>Because of Winn-Dixie</i></li> <li>● 3-4 shorter texts depending upon length and complexity</li> <li>● <i>Anthology, Achieve 3000, ReadWorks, Scholastic News</i></li> </ul> <p><i>Subskills:</i></p> <ul style="list-style-type: none"> <li>● Main idea/supporting details in interpreting texts - Fiction</li> <li>● Context Clues - Nonfiction</li> <li>● Text Features - Nonfiction</li> <li>● Distinguish cause/effect - Nonfiction</li> <li>● Compare and Contrast - Nonfiction</li> <li>● Sequence - Nonfiction</li> </ul> <p><i>Foundations Unit Instruction (5-8)</i></p> <p><b>Unit Five:</b> Identifying schwa</p> <ul style="list-style-type: none"> <li>● Reading words with a schwa in an unaccented syllable</li> <li>● Spelling words with a schwa in an unaccented syllable -et spelling at the end of words such as jacket Dictionary skills</li> <li>● Sample Words: wagon, salad, mitten, jacket</li> <li>● Sound Alike Words: weather, whether; father, farther</li> </ul> <p><b>Unit Six:</b> Open Syllables</p> <ul style="list-style-type: none"> <li>● Schwa in an open syllable with a</li> <li>● Schwa in an open syllable with i</li> <li>● Open syllable exception</li> </ul>

	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● Heredity: Inheritance and Variation of Traits</li> <li>● Biological Evolution: Unity and Diversity</li> <li>● Ecosystems: Interactions, Energy, and Dynamics</li> <li>● US History: American in the World Civics, Government, and Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>● Sample Words: music, relate, cry, baby, Alaska, animal, radio Sound Alike Words: hi, high; by, buy, bye; oh, owe</li> </ul> <p><b>Unit Seven:</b> Pluralizing words ending in y</p> <ul style="list-style-type: none"> <li>● Y and suffix spelling rule</li> <li>● Sample Words: happiest, studied, tries, babies, donkeys Sound Alike Words: flour, flower; thrown, throne</li> </ul> <p><b>Unit Eight:</b> Consonant-le syllables</p> <ul style="list-style-type: none"> <li>● Consonant-le exception</li> <li>● Final syllable with schwa vs. consonant-le</li> <li>● Consonant-le/adding suffixes</li> <li>● Sample Words: gobble, tumble, noble, bugle, whistle, bagel, settling, settlement</li> <li>● Sound Alike Words: principal, principle; wear, where; wait, weight; week, weak; meet, meat</li> </ul>
<b>WRITING</b>	<p style="text-align: center;"><b>Primary Focus Standards</b></p> <p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.2.a</b> Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</p> <p><b>W.3.2.b</b> Develop the topic with facts, definitions, and details.</p> <p><b>W.3.2.c</b> Using linking words and phrases (e.g. also another and more, more, but) to connect ideas within categories of information.</p> <p><b>W.3.2.d</b> Provide a conclusion.</p> <p><b>Production and Distribution of Writing</b></p> <p><b>W.3.4</b> With guidance and support, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>Research to Build and Present Knowledge</b></p> <p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>Range of Writing</b></p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p style="text-align: center;"><b>Writing Genre:</b></p> <p><i>Informational Writing Unit at a Glance:</i></p> <ul style="list-style-type: none"> <li>● What is an informational report?</li> <li>● Generating Report Ideas- Favorite Things</li> <li>● Generating Report Ideas- Things I'm Curious About</li> <li>● Narrowing the Topic</li> <li>● Research</li> <li>● Subtopics</li> <li>● Table of Contents</li> <li>● Paraphrasing</li> <li>● Note Taking</li> <li>● Draft</li> <li>● Writing a Lead</li> <li>● Topic &amp; Concluding Sentences</li> <li>● Word Choice- Vocab and Definitions</li> <li>● Adding Details</li> <li>● Transitions</li> <li>● Writing a Conclusion</li> <li>● Text Features</li> <li>● Editing</li> <li>● Peer Editing</li> <li>● Publishing</li> </ul> <p><i>Focuses In:</i></p> <ul style="list-style-type: none"> <li>● Interdisciplinary topics</li> <li>● Routine writing - <i>Google Classroom, ReadWorks, Scholastic, Achieve3000</i></li> </ul>

<p><b>SPEAKING AND LISTENING</b></p>	<p align="center"><b>Primary Focus Standards</b></p> <p><b>Revisist standards SL3.1-3.3</b></p> <p><b>SL3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p align="center"><b>Task Types:</b></p> <ul style="list-style-type: none"> <li>• Small and whole group discussions</li> <li>• Main idea identification in diverse multimedia formats</li> <li>• Design Challenges</li> <li>• Project-based learning</li> <li>• Present in small groups and the whole class</li> <li>• Guided Reading collaborative discussion</li> <li>• R.A.C.E.S. Responses</li> <li>• Identifying non-fiction text structures (sequence, chronological order, description, cause and effect, problem and solution, compare and contrast)</li> </ul>
	<p><b>LANGUAGE</b></p>	<p align="center"><b>Primary Focus Standards</b></p> <p><b>L3.1d</b> Form and use regular and irregular verbs.  <b>L3.1e</b> Form and use the simple (e.g. I walked; I walk; I will walk) verb tenses.  <b>L3.1f</b> Ensure subject-verb and pronoun-antecedent agreement.  <b>L3.1h</b> Use coordinating and subordinating conjunctions.</p> <p><b>L3.2d</b> Form and use possessives</p> <p><b>L3.4b</b> Determine the meaning of the new word formed when a known affix is added to a known word.</p>

<p><b>SKILLS</b></p>	<p align="center"><b>Unit 3 (2-3 Months)</b></p>	
<p><b>READING</b></p>	<p align="center"><b>Primary Focus Standards</b></p> <p><b>Reading Literature</b>  <b>RL3.5</b> Refer to parts of stories, drama, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part build on earlier sections.  <b>RL3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.  <b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade-level complexity of above, with scaffolding as needed.</p> <p><b>Reading Informational Text</b>  <b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effec, first/second/third in a sequence) to support specific points the author makes in a text.</p>	<p align="center"><b>Text Type: Fiction and Nonfiction</b></p> <p><i>Possible Texts/Not Limited To:</i></p> <ul style="list-style-type: none"> <li>• <i>Frindle</i></li> <li>• 3-4 shorter texts depending upon length and complexity</li> <li>• <i>Anthology, Achieve 3000, ReadWorks, Scholastic News</i></li> </ul> <p><i>Subskills:</i></p> <ul style="list-style-type: none"> <li>• Point of View - Fiction</li> <li>• Poetry and Figurative Language</li> </ul> <p><i>Foundations Unit Instruction (9-14)</i>  <b>Unit Nine:</b> ward and or as a suffix</p> <ul style="list-style-type: none"> <li>• All sounds of ar, er, ir, or, and ur</li> <li>• Combining r-controlled syllables with er, ir and ur with other syllable types</li> </ul>

	<p><b>RI.3.10</b> <i>By the end of the year</i>, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>Reading Foundational Skills</b>  <b>RF.3.3 &amp; RF.3.4</b></p> <p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• From Molecules to Organisms: Structures &amp; Processes</li> <li>• Earth's Systems</li> <li>• US History: American in the World: Economics, Innovation, and Technology</li> </ul>	<p>Dictionary skills</p> <ul style="list-style-type: none"> <li>• r-controlled exception (rr)</li> <li>• 1-1-1 spelling rule with r-controlled words</li> <li>• Sample Words: burst, termite, orbit, solar, cherry, warmth, furry, stirred Sound Alike Words: heard, herd; berry, bury; warn, worn</li> </ul> <p><b>Unit Ten:</b> Double vowels</p> <ul style="list-style-type: none"> <li>• Double vowel syllables</li> <li>• Additional sounds: eigh, ei, ea, ie, igh, oo, ui</li> <li>• Adding suffixes to double vowel words</li> <li>• Double vowel exception</li> <li>• Sample Words: understood, delighted, destroying</li> <li>• Sound Alike Words: led, lead; break, brake; sail, sale; pail, pale</li> </ul> <p><b>Unit Eleven:</b> Contractions</p> <ul style="list-style-type: none"> <li>• Sample Words: doesn't, can't, don't</li> <li>• Sound Alike Words: it's, its; there, their, they're</li> </ul> <p><b>Unit Twelve:</b> Soft sound of c and g after e, i, y</p> <ul style="list-style-type: none"> <li>• English words do not end in j</li> <li>• dge after a short vowel</li> <li>• Silent e spelling rule after soft g and c</li> <li>• Sample Words: gentlemen, entrance, bridges, replacing</li> <li>• Sound Alike Words: cell, sell; peace, piece; cent, sent, scent; scene, seen</li> </ul> <p><b>Unit Thirteen:</b> Silent letters</p> <ul style="list-style-type: none"> <li>• New sounds: ch-chorus-/k/; ph-phone-/f/</li> <li>• Sample Words: chorus, triumph, column, wrinkle</li> <li>• Sound Alike Words: knew, new, knight, night; right, write; knows, nose</li> </ul> <p><b>Unit Fourteen:</b> tion and sion / ture and tu / ci and ti</p> <ul style="list-style-type: none"> <li>• Advanced suffix endings -ous, -al, -ent, -an</li> <li>• Sample Words: vision, protection, adventure, factual, patient, artificial</li> <li>• Sound Alike Words: stationary, stationery; eight, ate; straight, strait; side, sighed</li> </ul>
<p style="text-align: center;"><b>WRITING</b></p>	<p style="text-align: center;"><b>Primary Focus Standards</b></p> <p><b>W.3.3.</b> Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p><b>W.3.3.a</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>W.3.3.b</b> Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><b>W.3.3.c</b> Use temporal words and phrases to signal event order.</p> <p><b>W.3.3.d</b> Provide a sense of closure</p> <p><b>Production and Distribution of Writing</b></p> <p><b>W.3.4</b> With guidance and support, produce writing in which the development and</p>	<p style="text-align: center;"><b>Writing Genre:</b></p> <p><i>Fiction Narrative Writing Unit at a Glance</i></p> <ul style="list-style-type: none"> <li>• What is a fiction narrative?</li> <li>• Characters</li> <li>• Setting</li> <li>• Problem</li> <li>• Solution</li> <li>• Point of View</li> <li>• Draft</li> <li>• Revise the Lead</li> <li>• Develop the Characters</li> <li>• Develop the Setting (Show- Don't Tell)</li> </ul>

	<p>organization are appropriate to task and purpose.</p> <p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>Range of Writing</b></p> <p><b>W3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Create Suspense</li> <li>● Adding Dialogue</li> <li>● Punctuating Dialogue</li> <li>● Word Choice (Strong Verbs)</li> <li>● Paragraphs</li> <li>● Transitions</li> <li>● Revising the Ending</li> <li>● Edit</li> <li>● Peer Edit</li> <li>● Publishing</li> </ul> <p><i>Focuses In:</i></p> <ul style="list-style-type: none"> <li>● Interdisciplinary topics</li> <li>● Routine writing - <i>Google Classroom, ReadWorks, Scholastic, Achieve3000</i></li> </ul>
<p><b>SPEAKING AND LISTENING</b></p>	<p style="text-align: center;"><b>Primary Focus Standards</b></p> <p><b>Revisit standards SL3.1-3.4</b></p> <p><b>SL3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><b>SL3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p style="text-align: center;"><b>Task Types:</b></p> <ul style="list-style-type: none"> <li>● Small and whole group discussions</li> <li>● Design Challenges</li> <li>● Project based learning; and multimedia</li> <li>● Present in small groups and the whole class</li> <li>● Guided Reading collaborative discussion</li> <li>● R.A.C.E.S. Responses</li> <li>● Debates</li> <li>● Dialect and prosody in cultural texts and poetry</li> </ul>
<p><b>LANGUAGE</b></p>	<p style="text-align: center;"><b>Primary Focus Standards</b></p> <p><b>L3.2b</b> Use commas in addresses.</p> <p><b>L3.2c</b> Use commas and quotation marks in dialogue.</p> <p><b>L3.5c</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p> <p><b>L3.6</b> Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal special and temporal relationships.</p>	<p style="text-align: center;"><b>Task Types</b></p> <p>These standards are embedded within the writing process. <b>Grammar</b> skills taught based on student need and/or writing genre concepts.</p> <ul style="list-style-type: none"> <li>● <i>Unit 3 Concepts: superlatives &amp; comparatives, conjunctions, subject &amp; predicate, subject &amp; verb agreement, pronoun &amp; antecedent, simple &amp; compound sentences, and capitalizing titles</i></li> <li>● <i>Unit 4 Concepts: Quotation Marks &amp; Dialogue, Commas in Addresses, Prefixes, Suffixes, Multiple Meaning Words, Shades of Meaning, Dictionary Skills</i></li> </ul> <p><b>Skill Development</b></p> <ul style="list-style-type: none"> <li>● Foundations instruction will support the learning of various spelling rules, high frequency words, and word patterns.</li> <li>● Skill application in context</li> </ul> <p><b>Vocabulary Infusion</b></p> <ul style="list-style-type: none"> <li>● Context clues, multiple meaning words, synonyms and antonyms, utilizing new vocabulary in novel sentences and context</li> </ul>



## Assessments

### Formative, Summative, Benchmark, and Alternative

Students can demonstrate competency with tasks such as:

- Unit assessments may include but not limited to tests, quizzes, and projects
- Constructing spoken and written explanations
- Response/Exit Tickets
- Engaging in evidence-based discussion
- Reflecting on their own understanding
- Student Growth Assessments
  - Beginning of Year Benchmark
  - Mid Year Benchmark
  - End of Year Benchmark
- MAP
- Student Portfolios
- STEAM projects
- Design Challenges
- Oral Presentations
- Problem Based Learning projects

## Differentiation Strategies

### Students with Disabilities/Students at Risk of School Failure

*(For students with disabilities, appropriate accommodations, instructional adaptations, and/or modifications should be determined by the IEP or 504 team)*

*(content, process, product and learning environment)*

#### Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Give repetition and practice exercises
- Model skills/techniques to be mastered

- Give extended time to complete class work
- Provide copy of class notes
- Determine if preferential seating would be beneficial
- Provide access to a computer
- Provide copies of textbooks for home
- Provide access to digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Reading response aloud to student

#### **Modifications for Homework and Assignments**

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

#### **Modifications for Assessments**

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

### **Differentiation for English Language Learners**

*(content, process, product and learning environment)*

#### **Modifications for Classroom**

- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Provide word banks / word walls
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding

- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Pair visual prompts with verbal presentations
- Provide repetition and practice
- Model skills/techniques to be mastered
  
- Give examples/exemplars
- Reading response aloud to student

**Modifications for Homework/Assignments**

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

**Modifications for Assessments**

- Provide extended time on classroom tests and quizzes
- Restate, reread, and clarify directions/questions
- Provide word banks / word walls when applicable
- Establish procedures for accommodations /modifications for assessments

**Gifted and Talented**

*(content, process, product and learning environment)*

**Modifications for Classroom**

- Set individual goals.
- Encourage creative expression by allowing students to choose how to explore a problem
- Invite students to explore points of view
- Allow team-teaching opportunities and collaboration
- Varied levels of reading text
- Enriched hands on center that students can explore independently
- Use Higher-Level Questioning Techniques
- Provide leadership opportunities in groups
- Allow opportunities to analyze and evaluate materials
- Design surveys to generate and analyze data to be used in discussion

**Modifications for Homework/Assignments**

- Provide assessments at a higher level of thinking
- Allow students to pursue independent projects based on their individual interests

- Conduct research and provide presentation of appropriate topics

## Integration of 21st Century Skills

### Career Readiness, Life Literacies, and Key Skills

Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

#### Mission

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

#### Vision

An education in career readiness, life literacies, and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- Uses effective communication and collaboration skills and resources to interact with a global society;
- Possesses financial literacy and responsibility at home and in the broader community;
- Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

### Creativity and Innovation

Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

- Collaboration with individuals with diverse perspectives can result in new
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with

- ways of thinking and/or innovative solutions.
- Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.

individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

### **Critical Thinking and Problem-solving**

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

- The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

### **Digital Citizenship**

- Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
- Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
- Digital identities must be managed in order to create a positive digital
- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

- footprint.
- Digital tools have positively and negatively changed the way people interact socially.
- Digital engagement can improve the planning and delivery of climate change actions.

- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

### **Global and Cultural Awareness**

- Culture and geography can shape an individual's experiences and perspectives.

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

## Curricular Frameworks English Language Arts for Essex Fells School **Grade 4** (updated December, 2022)

Pacing Overview	Reading	Writing	Speaking and Listening	Language
<b>MONTH 1- DISTRICT AND STATE MANDATED PRE-ASSESSMENTS &amp; BASELINE ASSESSMENTS</b>				
<b>Unit 1</b> (2-3 months)	Primary Focus Standards: RL.4.1, 4.2, RL. 4.4, RL. 4.6 RI.1, RI.2, RI.4, RI.6 RF.4.3A RF.4.4 A, B, C	Primary Focus Standards: W.4.1A, B, C, D W.4.4 W.4.5 W.4.6 W.4.7 W.4.10	Primary Focus Standards: SL.4.1A, B, C, D SL.4.6	Primary Focus Standards: L.4.1A, B L.4.2A, D L.4.4A, C L.4.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>● 2-3 Extended Texts  <i>-Tales of a Fourth Grade Nothing</i>  <i>-Save Me a Seat</i></li> <li>● 3-6 shorter and supplemental texts depending upon length and complexity: Anthology, Readworks, Achieve 3000, Newsela, Greatbooks</li> <li>● Interdisciplinary connections                      -Energy                      -Electricity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>● Narrative Writing</li> <li>● Journaling</li> <li>● Write routinely over extended time frames (time for research, reflection, and revision)</li> <li>● Write for shorter time frames (a single sitting or a day or two)                             <ul style="list-style-type: none"> <li>-Point of View</li> </ul> </li> <li>-Sensory Details</li> <li>-Show, Not Tell</li> <li>-Dialogue &amp; Dialogue Tags</li> <li>-Transition words &amp; phrases</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>● Project-based learning</li> <li>● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)</li> <li>● Presentations</li> </ul>	These standards are embedded within the writing process. Grammar skills taught based on student need and/or writing genre concepts <ul style="list-style-type: none"> <li>● IXL &amp; StudyIsland</li> <li>● Grammar lessons based on student needs</li> <li>-Run-ons &amp; fragments</li> <li>-Kinds of sentences</li> <li>-Simple, compound, and complex sentences</li> <li>-Simple subjects &amp; predicates</li> <li>● Vocabulary Acquisition &amp; Use</li> <li>-Context clues</li> <li>-figurative language</li> </ul>

				-idioms, adages, & proverbs -synonyms & antonyms
<b>Unit 2</b> (2-3 months)	Primary Focus Standards: RL.4.1, RL.4.2 RI.4.1, RI.4.2 RI.4.3, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9 RF.4.3A, RF.4.4A, B, C	Primary Focus Standards: W.4.2A, B, C, D, E W.4.4 W.4.5 W.4.6 W.4.8 W.4.10	Primary Focus Standards: SL.4.1A, B, C, D SL.4.2 SL.4.3 SL.4.6	Primary Focus Standards: L.4.1C, D L.4.2B, D L.4.3A, B, C L.4.4A, C L.4.6
	Text Type: (fiction and nonfiction) ● 2-3 Extended Text - <i>George Washington's Socks</i> - <i>Greek Mythology Unit</i> ● 3-6 shorter and supplemental texts depending upon length and complexity: Anthology, Readworks, Achieve 3000, Newsela, Greatbooks, Women's Studies ● Interdisciplinary connections ○ Native Americans ○ Weathering & Erosion ● Grade-level prose, drama, & poetry ○ Langston Hughes	Writing Genre: ● Research/Informative/ Explanatory -Incorporating textual evidence ● Journaling ● Interdisciplinary topics	Task Type: ● Project-based presentations focusing on use of multimedia and visual displays ● Skits/ Play performances	These standards are embedded within the writing process. Grammar skills taught based on student need and/or writing genre concepts.  ● IXL & StudyIsland ● Vocabulary Workshop ○ StoryBoard That! ● Grammar lessons based on student needs ○ Commas and quotation marks ○ Nouns & verbs ● Vocabulary Acquisition & Use ○ Greek & Latin affixes and roots ○ Confused words



<p><b>Unit 3</b> (2-3 months)</p>	<p>Primary Focus Standards: RL 4.1, RL 4.2, RL 4.3, RL 4.4, RL 4.5, RL 4.6, RL 4.7, RL 4.9 RI.4 RF.4.3A, 4.4A, B, C</p>	<p>Primary Focus Standards: W.4.3A, B, C, D W.4.4 W.4.5 W.4.6 W.4.9 W.4.10</p>	<p>Primary Focus Standards: SL.4.1A, B, C, D SL.4.2 SL.4.4 SL.4.6</p>	<p>Primary Focus Standards: L.4.1E, F L.4.2C, D L.4.4A, C L.4.5A, B, C L.4.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> <li>● 1 - 2 Extended Texts -<i>Wonder</i></li> <li>● 4-8 shorter and supplemental texts depending upon length and complexity Anthology, Readworks, Achieve 3000, Newsela, Greatbooks</li> <li>● Interdisciplinary topics <ul style="list-style-type: none"> <li>○ Colonial Life</li> <li>○ Sounds Waves</li> </ul> </li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>● Literary Analysis</li> <li>● Informative writing</li> <li>● Opinion pieces</li> <li>● Routine Writing -Journal Writing</li> <li>● Interdisciplinary topics</li> <li>● Google Classroom &amp; Google Slides</li> </ul>	<p>Task Type:</p> <ul style="list-style-type: none"> <li>● Present in small groups and to whole class</li> </ul>	<p>These standards are embedded within the writing process. Grammar skills taught based on student need and/or writing genre concepts.</p> <ul style="list-style-type: none"> <li>● IXL &amp; StudyIsland</li> <li>● Vocabulary Workshop</li> <li>● Grammar lessons based on student needs <ul style="list-style-type: none"> <li>○ Pronouns &amp; Adjectives</li> </ul> </li> </ul>
<p><b>Unit 4</b> (2-3 months)</p>	<p>Primary Focus Standards: RL 4.1, 4.2, 4.4, 4.5, 4.6, 4.10  RI 4.1, 4.2, 4.4, 4.5, 4.6, 4.10  RF.4.3A, RF.4.4 A, B, C</p>	<p>Primary Focus Standards: W.4.2A, B, C, D, E W.4.4 W.4.5 W.4.6 W.4.10 Select at least one from W.4.7, W.4.8, W.4.9</p>	<p>Primary Focus Standards: SL.4.1A, B, C, D SL.4.2 SL.4.5 SL.4.6</p>	<p>Primary Focus Standards: L.4.1G L.4.2D L.4.4A, B, C L.4.6</p>

	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> <li>● 2 Extended Texts Literature Circles</li> <li>● 3-6 shorter and supplemental texts depending upon length and complexity Anthology, Readworks, Achieve3000, Newsela, Greatbooks,</li> <li>● Interdisciplinary connections <ul style="list-style-type: none"> <li>○ Government &amp; Human Rights</li> <li>○ Plants &amp; Animal Systems</li> </ul> </li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>● Research</li> <li>● Informative and Explanatory</li> <li>● Routine Writing <ul style="list-style-type: none"> <li>-Journal writing</li> <li>-Google Classroom</li> </ul> </li> <li>● Interdisciplinary topics</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>● Debates</li> <li>● Present in small groups and to whole class</li> </ul>	<p>These standards are embedded within the writing process. Grammar skills taught based on student need and/or writing genre concepts.</p> <ul style="list-style-type: none"> <li>● IXL &amp; StudyIsland</li> <li>● Vocabulary Workshop</li> <li>● Grammar lessons based on student needs <ul style="list-style-type: none"> <li>○ Prepositions</li> </ul> </li> </ul>
--	--	---	---	---

Standard	Student Learning Objective:
<p><b>RL.4.5.</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<ul style="list-style-type: none"> <li>● there are specific structural elements in poetry (e.g. verse, rhythm, meter)</li> <li>● there are specific structural elements in drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions)</li> </ul>
<p><b>RL.4.7.</b> Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p>	<ul style="list-style-type: none"> <li>● there are connections among the text and its visual and oral presentations</li> <li>● make connections between specific descriptions and directions in a text and a visual representation of the text</li> <li>● make connections between specific descriptions and directions in a text and an oral representation of the text</li> </ul>
<p><b>RL.4.9.</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and</p>	<ul style="list-style-type: none"> <li>● compare and contrast on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their</li> </ul>

<p>adventure stories) on their approaches to similar themes and topics.</p>	<p>approaches to similar topics</p> <ul style="list-style-type: none"> <li>● reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar topics</li> </ul>
<p><b>W.4.3.</b> Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p>	<ul style="list-style-type: none"> <li>● write narratives to develop real or imagined experiences or events using narrative technique</li> <li>● write narratives to develop real or imagined experiences or events using descriptive details</li> <li>● write narratives to develop real or imagined experiences or events using clear event sequences</li> </ul>
<p><b>L.4.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<ul style="list-style-type: none"> <li>● acquire and use accurately grade-appropriate general academic words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic</li> <li>● acquire and use accurately domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic</li> </ul>
<p><b>RI.4.6.</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<ul style="list-style-type: none"> <li>● firsthand and secondhand accounts show different points of view</li> <li>● compare and contrast the firsthand and secondhand account of the same event or topic</li> <li>● describe the difference of the firsthand and secondhand focus of the same event or topic</li> <li>● describe the different information provided in the firsthand and secondhand account of the same event or topic</li> </ul>
<p><b>RI.4.7.</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain</p>	<ul style="list-style-type: none"> <li>● interpret information presented visually, orally and quantitatively</li> <li>● explain how the information contributes to the</li> </ul>

how the information contributes to an understanding of the text in which it appears.	understanding of the text
<b>RI.4.9.</b> Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> <li>integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write about the subject</li> <li>integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to speak about the subject</li> </ul>
<b>W.4.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<ul style="list-style-type: none"> <li>write informative/explanatory texts to examine a topic and convey ideas and information clearly</li> </ul>
<b>W.4.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	<ul style="list-style-type: none"> <li>draw evidence from informational texts to support analysis, reflection, and research</li> <li>apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”)</li> </ul>
<b>SL.4.5.</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> <li>add audio recordings and add visual displays to presentations when appropriate to enhance the development of main ideas or themes</li> <li>add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes</li> </ul>
<b>L.4.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ul style="list-style-type: none"> <li>figurative language, word relationships and nuances contribute to the meaning of a text</li> <li>demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> </ul>

[https://www.nj.gov/education/standards/ela/Docs/2016NJSL-ELA\\_Grade4.pdf](https://www.nj.gov/education/standards/ela/Docs/2016NJSL-ELA_Grade4.pdf)

**Assessments**

**Formative, Summative, Benchmark, and Alternative**

Students can demonstrate competency with tasks such as:

- Unit assessments may include but not limited to tests, quizzes, rubrics, and projects
- Constructing spoken and written explanations
- Response/Exit Tickets
- Engaging in evidence-based discussion
- Novel assessments & projects
- Reflecting on their own understanding
- Student Growth Assessments
- Beginning of Year Benchmark
- Mid Year Benchmark
- End of Year Benchmark
- MAP scores
- Student Portfolios
- Grammar infusion in writing
- Vocabulary application
- Oral Presentations
- Problem Based Learning projects
- STEAM projects and design challenges

### **Differentiation Strategies**

**Students with Disabilities/ Students at Risk of School Failure**

*(For students with disabilities, appropriate accommodations, instructional adaptations, and/or modifications should be determined by the IEP or 504 team)*

*(content, process, product and learning environment)*

**Modifications for Classroom**

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

**Modifications for Homework and Assignments**

- Provide extended time to complete assignments

- Break down assignments
- Provide the student with clearly stated (written) expectations and grading criteria for assignments

#### **Modifications for Assessments**

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

### **Differentiation for English Language Learners**

*(content, process, product and learning environment)*

#### **Modifications for Classroom**

- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Provide word banks / word walls
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments



- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Pair visual prompts with verbal presentations
- Provide repetition and practice
- Model skills/techniques to be mastered
- Reading response aloud to student

#### **Modifications for Homework/Assignments**

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

#### **Modifications for Assessments**

- Provide extended time on classroom tests and quizzes
- Restate, reread, and clarify directions/questions
- Provide word banks / word walls
- Establish procedures for accommodations /modifications for assessments
- Provide manipulative examples

### **Gifted and Talented**

*(content, process, product and learning environment)*

#### **Modifications for Classroom**

- Set individual goals.

- Encourage creative expression by allowing students to choose how to explore a problem
- Invite students to explore points of view
- Allow team-teaching opportunities and collaboration
- Varied levels of reading text
- Enriched hands on center that students can explore independently
- Use Higher-Level Questioning Techniques
- Provide leadership opportunities in groups
- Allow opportunities to analyze and evaluate materials
- Design surveys to generate and analyze data to be used in discussion

#### **Modifications for Homework/Assignments**

- Provide assessments at a higher level of thinking
- Allow students to pursue independent projects based on their individual interests
- Conduct research and provide presentation of appropriate topics

## **Integration of 21st Century Skills**

### **Career Readiness, Life Literacies, and Key Skills**

Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

#### **Mission**

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

### **Vision**

An education in career readiness, life literacies, and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- Uses effective communication and collaboration skills and resources to interact with a global society;
- Possesses financial literacy and responsibility at home and in the broader community;
- Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

### **Creativity and Innovation**

Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

- Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
- Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

### **Critical Thinking and Problem-solving**

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

- The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

	<ul style="list-style-type: none"> <li>● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul>
--	---

**Digital Citizenship**

<ul style="list-style-type: none"> <li>● Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people’s ideas in one’s own work provided that proper credit is given to the original source.</li> <li>● Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.</li> <li>● Digital identities must be managed in order to create a positive digital footprint.</li> <li>● Digital tools have positively and negatively changed the way people interact socially.</li> <li>● Digital engagement can improve the planning and delivery of climate change actions.</li> </ul>	<ul style="list-style-type: none"> <li>● 9.4.5.DC.1: Explain the need for and use of copyrights.</li> <li>● 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</li> <li>● 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</li> <li>● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</li> <li>● 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.</li> <li>● 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).</li> <li>● 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</li> <li>● 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).</li> </ul>
---	---

**Global and Cultural Awareness**

<ul style="list-style-type: none"> <li>● Culture and geography can shape an individual’s experiences and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li> </ul>
---	--

# 5th Grade

Pacing Overview	Reading	Writing	Speaking and Listening	Language
<b>MONTH 1- DISTRICT AND STATE MANDATED PRE-ASSESSMENT &amp; BASELINE ASSESSMENTS</b>				
<b>Unit 1</b> <b>(2-3 months)</b>	Primary Focus Standards: RL.5.1    RI.5.1    RF.5.3A RL.5.2    RI.5.2    RF.5.4A,B,C RL.5.4    RI.5.4 RL.5.6    RI.5.6	Primary Focus Standards: W.5.1A,B,C,D W.5.4 W.5.5 W.5.6 W.5.7 W.5.10	Primary Focus Standards: SL.5.1A,B,C,D SL.5.6	Primary Focus Standards: L.5.1A,B L.5.2A,E L.5.4A,C L.5.6 L.1 L.2
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>Extended Text <i>Possible/not limited to: The Sisters Grimm: The Fairy-Tale Detectives</i></li> <li>3-4 shorter texts depending upon length and complexity <i>Anthology, Readworks, Achieve 3000, Newsela, Scholastic, Greatbooks</i></li> <li>Interdisciplinary connections <i>(ecosystems, life cycles, current events)</i></li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>Opinion/ research writing</li> <li>Interdisciplinary connections</li> <li>Routine writing <i>Weekly post, Journaling, Google Classroom, ReadWorks, Scholastic, Achieve3000</i></li> </ul> <i>Focuses in: life cycles, fairy tales, fractured fairy-tales, folktales, fables, short stories, mythology</i>	Task Types: <ul style="list-style-type: none"> <li>Small and whole group discussions</li> <li>Design Challenges</li> <li>Project based learning; and multimedia</li> <li>Presentations</li> <li>Skits/ Play performances</li> </ul>	These standards are embedded within the writing process. Grammar skills taught based on student need and/or writing genre concepts. <ul style="list-style-type: none"> <li><i>simple, compound, and complex sentences</i></li> <li><i>types of sentences</i></li> <li><i>fragments/run-ons</i></li> </ul> Vocabulary infusion <ul style="list-style-type: none"> <li><i>context clues, multiple meaning words, synonyms and antonyms, utilizing new vocabulary in novel sentences and contexts</i></li> </ul>
<b>Unit 2</b> <b>(2-3 months)</b>	Primary Focus Standards: RL.5.1    RI.5.1    RF.5.3A RL.5.2    RI.5.2    RF.5.4A,B,C RI.5.3 RI.5.4 RI.5.5 RI.5.6	Primary Focus Standards: W.5.2A,B,C,D,E W.5.4 W.5.5 W.5.6 W.5.8 W.5.10	Primary Focus Standards: SL.5.1A,B,C,D SL.5.2 SL.5.3 SL.5.6	Primary Focus Standards: L.5.1A,C L.5.2B,E L.5.3A,B L.5.4A,C L.5.6 L.1

	RI.5.7 RI.5.8 RI.5.9			L.2
	Text Type:(fiction and nonfiction) <ul style="list-style-type: none"> <li>Extended Text <i>Possible/not limited to: Number the Stars</i></li> <li>Shorter and supplemental texts depending upon length and complexity</li> <li>Non-Fiction Texts <i>Anthology, Readworks, Achieve3000, Newsela, Scholastic, Greatbooks,</i></li> <li>Interdisciplinary topics <i>(World War II, The Holocaust, Poetry, Black History, Women's History, Earth Systems)</i></li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>Research/informative</li> <li>Interdisciplinary Topics</li> <li>Routine writing <i>Weekly post, Journaling, Google Classroom, ReadWorks, Achieve3000, Scholastic</i></li> </ul> <p><i>Focuses in: World War II, The Holocaust, Poetry, Black History, Women's History, Earth Systems</i></p>	Task Type: <ul style="list-style-type: none"> <li>Small and whole group discussions</li> <li>Design Challenges</li> <li>Project based learning; and multimedia</li> <li>R.A.C.E responses</li> <li>Identifying non-fiction text structures (sequence, chronological order, description, cause and effect, problem and solution, compare and contrast)</li> </ul>	These standards are embedded within the writing process. Grammar skills taught based on student need and/or writing genre concepts. <ul style="list-style-type: none"> <li><i>verbs &amp; verb tenses</i></li> <li><i>simple, progressive, perfect tenses</i></li> <li><i>irregular verbs</i></li> <li><i>adjectives, adverbs, conjunctions, &amp; prepositions.</i></li> </ul>
<b>Unit 3</b> <b>(2-3 months)</b>	Primary Focus Standards: RL.5.1 RI.5. RF.5.3A RL.5.2 1RI. RF.5.4A,B,C RL.5.3 5.2 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9	Primary Focus Standards: W.5.3A,B,C,D,E W.5.4 W.5.5 W.5.6 W.5.9 W.5.10	Primary Focus Standards: SL.5.1A,B,C,D SL.5.2 SL.5.4 SL.5.6	Primary Focus Standards: L.5.1A,D L.5.2C,E L.5.4A,C L.5.5A,B,C L.5.6 L.1. L.2.
	Text Type:(fiction and nonfiction) <ul style="list-style-type: none"> <li>Extended Texts <i>Literature Circles/ Battle of the Books (Holes, Dog Called Kitty, The Door in the Lake, Tarot Says Beware by Betsy Byars, Sign of the Beaver, The Wish Giver, The Friendship, The Golden Cadillac, Riding Freedom, Finding Buck McHenry)</i></li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>Narrative</li> <li>Research/literary analysis</li> <li>Interdisciplinary Topics</li> <li>Routine writing <i>Weekly post, Journaling, Google Classroom, ReadWorks, Scholastic, Achieve3000</i></li> </ul> <p><i>Focuses in: space, current events, government. human rights</i></p>	Task Type: <ul style="list-style-type: none"> <li>Present in small groups and the whole class.</li> <li>Design Challenges</li> <li>Presentations</li> <li>Literature Circle collaborative discussion</li> </ul>	These standards are embedded within the writing process. Grammar skills taught based on student need and/or writing genre concepts. <ul style="list-style-type: none"> <li><i>skill application in context</i></li> <li><i>Pronouns (relative, possessive, demonstrative)</i></li> </ul>

	<ul style="list-style-type: none"> <li>Supplemental and shorter texts depending upon length and complexity <i>Anthology, Digital Readworks, Achieve 3000, Newsela, Greatbooks, Scholastic, Poetry</i></li> <li>Interdisciplinary Topics (<i>space, current events, government, human rights</i>)</li> </ul>			
<b>Unit 4</b> <b>(2-3 months)</b>	<p>Primary Focus Standards:</p> <p>RL.5.1 RI.5.1 RF.5.3A          RL.5.2 RI.5.2 RF.5.4A,B,C          RL.5.4 RI.5.4          RL.5.5 RI.5.5          RL.5.6 RI.5.6          RL.5.10 RI.5.10</p>	<p>Primary Focus Standards:</p> <p>W.5.2A,B,C,D,E          W.5.4          W.5.5          W.5.6          W.5.10          W.5.7, W.5.8, W.5.9</p>	<p>Primary Focus Standards:</p> <p>SL.5.1A,B,C,D          SL.5.5          SL.5.6</p>	<p>Primary Focus Standards:</p> <p>L.5.1A,B,C,D          L.5.2D,E          L.5.4A,B,C          L.5.6          L.1          L.2</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> <li>1 Extended Text <i>Possible/not limited to: When You Reach Me</i></li> <li>Shorter and supplemental texts depending upon length and complexity <i>Anthology, Digital Readworks, Achieve 3000, Newsela, Greatbooks, Poetry</i></li> <li>Interdisciplinary Topics (<i>matter, economy, human rights</i>)</li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>Research/Informative and Explanatory</li> <li>Interdisciplinary Topics</li> <li>Routine Writing <i>Weekly post, Journaling, Google Classroom, ReadWorks, Achieve3000</i></li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>Debates</li> <li>Present in small groups and to whole class</li> <li>Dialect &amp; prosody in cultural texts, poetry,</li> </ul>	<p>These standards are embedded within the writing process. Grammar skills taught based on student need and/or writing genre concepts.</p> <ul style="list-style-type: none"> <li><i>skill application in context</i></li> <li><i>capitalization, punctuation, &amp; spelling</i></li> </ul>

**Unit 1 Grade 5**

<b>Unit 1 Reading Standards</b>		<b>Unit 1 Reading Critical Knowledge and Skills</b>
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>• Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>• Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li> </ul>
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RL.5.2: <ul style="list-style-type: none"> <li>• Identify the key details in a text</li> <li>• Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>• Identify the theme of the text</li> <li>• Determine central message or theme</li> </ul>
		RI.5.2: <ul style="list-style-type: none"> <li>• Summarize the key points of a text</li> <li>• Identify details to support the main idea</li> <li>• Identify at least two main ideas in informational texts</li> <li>• Explain how the author supports main ideas in informational text with key details</li> </ul>
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>• Identify metaphors and similes</li> <li>• Analyze similes and metaphors in text and how it impacts the reader</li> </ul>
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RL.5.6: <ul style="list-style-type: none"> <li>• Identify the narrator's point of view</li> <li>• Explain how the point of view impacts the events in the text</li> </ul>
		RI.5.6: <ul style="list-style-type: none"> <li>• Discuss the similarities and differences unique to the various perspectives presented in text</li> <li>• Give descriptions about how the information is presented for each perspective</li> </ul>
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3.A. Use combined knowledge of all letter-sound correspondences,		<ul style="list-style-type: none"> <li>• Identify specific strategies for decoding words in texts</li> <li>• Apply the specific strategies for decoding and spelling multisyllabic words</li> </ul>



<p>syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.  RF.5.4.A. Read grade-level text with purpose and understanding.  RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>● Use various strategies to understand text and read with purpose</li> <li>● Accurately read grade-level poetry and prose aloud</li> <li>● Use an appropriate rate and expression when reading aloud</li> <li>● Use various strategies to support word recognition and understanding</li> <li>● Reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul>
<p><b>Unit 1 Writing Standards</b></p>	<p><b>Unit 1 Writing Critical Knowledge and Skills</b></p>
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.  W.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.  W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  W.5.1.D. Provide a conclusion related to the opinion presented.</p>	<ul style="list-style-type: none"> <li>● Distinguish fact from opinions</li> <li>● Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)</li> <li>● Group supporting details to support the writer’s purpose</li> <li>● Introduce a topic or text clearly</li> <li>● State an opinion to be supported with evidence</li> <li>● Write a thesis statement to focus the writing</li> <li>● Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose</li> <li>● Logically order reasons that are supported by facts and details</li> <li>● Quote directly from text when appropriate</li> <li>● Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)</li> <li>● Provide a conclusion or section related to the opinion presented</li> </ul>
<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> <li>● Produce writing that is clear and understandable to the reader</li> <li>● Unpack writing tasks (type of writing assignment)</li> <li>● Unpack writing purpose (the writer’s designated reason for writing)</li> <li>● Focus the organization and development of a topic to reflect the task and purpose</li> </ul>
<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p>	<ul style="list-style-type: none"> <li>● Practice revising and editing skills</li> <li>● Change word choice and sentence structure in writing to strengthen the piece</li> <li>● Use and create a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>● Recognize spelling, grammar, and punctuation errors</li> <li>● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing, utilizing rubrics)</li> </ul>
<p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> <li>● Use digital tools to collaborate on written works</li> <li>● Ask for guidance when appropriate</li> <li>● Use technology for producing and publishing writing, and collaborating</li> </ul>

	<ul style="list-style-type: none"> <li>with others</li> <li>● Demonstrate keyboarding skills</li> </ul>
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.	<ul style="list-style-type: none"> <li>● Research a topic through investigation of the topic</li> <li>● Explore a topic in greater detail by developing a research question that helps bring focus to the topic</li> <li>● Gather information from multiple sources to support a topic</li> <li>● Select relevant information from texts to support main ideas or claims</li> <li>● Group like ideas to organize writing</li> </ul>
W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>● Produce numerous pieces of writing over various time frames</li> <li>● Develop skills in research</li> <li>● Reflect on the choices made while writing</li> <li>● Reflect on and revise writing</li> <li>● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul>
<b>Unit 1 Speaking and Listening Standards</b>	<b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b>
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<ul style="list-style-type: none"> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>● Engage in collaborative conversations (such as book groups, literature circles, partner reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</li> </ul>
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> <li>● Speak for a variety of purposes</li> <li>● Distinguish between formal and informal discourse</li> <li>● Adapt speech to a variety of contexts and tasks</li> </ul>
<b>Unit 1 Language Standards</b>	<b>Unit 1 Language Critical Knowledge and Skills</b>
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>	<ul style="list-style-type: none"> <li>● Utilize conjunctions, prepositions, and interjections in written work</li> <li>● Identify conjunctions, prepositions, and interjections in sentences</li> <li>● Explain the purpose of conjunctions, prepositions, and interjections in sentences</li> <li>● Identify the tense of verbs</li> <li>● Identify perfect verb tenses in writing</li> <li>● Conjugate verbs using the perfect verb tenses</li> </ul>
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> <li>● Define and identify items in a series</li> <li>● Separate items in a series using appropriate punctuation</li> </ul>

<p>L.5.2.A. Use punctuation to separate items in a series.* L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> <li>● Spell grade-appropriate words correctly</li> <li>● Use references as needed to aid in spelling</li> </ul>
<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p>	<ul style="list-style-type: none"> <li>● Decipher the meanings of words and phrases by using sentence context</li> <li>● Identify the purpose and use of glossaries and dictionaries</li> <li>● Determine the structure of glossaries and dictionaries</li> <li>● Use both print and digital glossaries and dictionaries to define and clarify words</li> </ul>
<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<ul style="list-style-type: none"> <li>● Use 5th grade vocabulary fluently when discussing academic or domain-specific topics</li> <li>● Choose the most accurate word when describing contrast, addition, or other relationships</li> <li>● Choose the most accurate word when discussing a particular topic</li> <li>● Use knowledge of conjunctions to broaden vocabulary</li> </ul>

### Unit 2 Grade 5

Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
<p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> <li>● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li> </ul>
<p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p>	<p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>RL.5.2:</p> <ul style="list-style-type: none"> <li>● Identify the key details in a text</li> <li>● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>● Identify the theme of the text</li> <li>● Determine central message or theme</li> </ul> <p>RI.5.2:</p> <ul style="list-style-type: none"> <li>● Summarize the key points of a text</li> <li>● Identify details to support the main idea</li> <li>● Identify at least two main ideas in informational texts</li> <li>● Explain how the author supports main ideas in informational text with key details</li> </ul>

	RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<ul style="list-style-type: none"> <li>● Identify the relationships or interactions between people, places and ideas in text</li> <li>● Explain the relationship to analyze the text</li> </ul>
	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<ul style="list-style-type: none"> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>● Identify metaphors and similes</li> <li>● Analyze similes and metaphors in text and how it impacts the reader</li> </ul>
	RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<ul style="list-style-type: none"> <li>● Find the similarities and differences in the structure of two or more texts</li> <li>● Determine the impact of the structure on text meaning</li> </ul>
	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<p>RI.5.6:</p> <ul style="list-style-type: none"> <li>● Discuss the similarities and differences unique to the various perspectives presented in text</li> <li>● Give descriptions about how the information is presented for each perspective</li> </ul>
	RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<ul style="list-style-type: none"> <li>● Read texts closely to determine the main ideas and important details</li> <li>● Synthesize information from multiple sources</li> <li>● Use media efficiently to answer questions and to solve problems</li> </ul>
	RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<ul style="list-style-type: none"> <li>● Identify the points or claims an author makes in a text</li> <li>● Identify reasons and evidence for those points or claims made</li> <li>● Prove each point with evidence from the text</li> <li>● Explain how an author uses proof to support a point in the text</li> </ul>
	RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> <li>● Find similarities and differences in themes and topics when reading stories of the same genre</li> <li>● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)</li> <li>● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</li> </ul>

<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<ul style="list-style-type: none"> <li>● Identify specific strategies for decoding words in texts</li> <li>● Apply the specific strategies for decoding and spelling multisyllabic words</li> </ul>
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>● Use various strategies to understand text and read with purpose</li> <li>● Accurately read grade-level poetry and prose aloud</li> <li>● Use an appropriate rate and expression when reading aloud</li> <li>● Use various strategies to support word recognition and understanding</li> <li>● Reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul>
<p><b>Unit 2 Writing Standards</b></p>	<p><b>Unit 2 Writing Critical Knowledge and Skills</b></p>
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2.C. Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2.E. Provide a conclusion related to the information or explanation presented.</p>	<ul style="list-style-type: none"> <li>● Organize ideas using various strategies</li> <li>● Introduce a topic clearly</li> <li>● Compose a clear thesis statement</li> <li>● Provide a general observation and focus</li> <li>● Group related information logically</li> <li>● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate</li> <li>● Purposefully select information to develop the topic</li> <li>● Link ideas within paragraphs and sections of information</li> <li>● Use transitional words, phrases, and clauses</li> <li>● Select specific language and vocabulary to convey ideas and information</li> <li>● Write a conclusion that is related to the information or explanation</li> </ul>
<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> <li>● Produce writing that is clear and understandable to the reader</li> <li>● Unpack writing tasks (type of writing assignment)</li> <li>● Unpack writing purpose (the writer’s designated reason for writing)</li> <li>● Focus the organization and development of a topic to reflect the task and purpose</li> </ul>
<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p>	<ul style="list-style-type: none"> <li>● Practice revising and editing skills</li> <li>● Change word choice and sentence structure in writing to strengthen the piece</li> <li>● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>● Recognize spelling, grammar, and punctuation errors</li> <li>● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul>
<p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and</p>	<ul style="list-style-type: none"> <li>● Use digital tools to collaborate on written works</li> <li>● Ask for guidance when appropriate</li> </ul>

collaborate with others.	<ul style="list-style-type: none"> <li>● Use technology for producing and publishing writing, and collaborating with others</li> <li>● Demonstrate keyboarding skills</li> </ul>
W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<ul style="list-style-type: none"> <li>● Locate information from print and digital sources</li> <li>● Integrate information from personal experiences</li> <li>● Include a list of sources used</li> <li>● Take notes on information gathered from the sources to support the topic</li> <li>● Synthesize information to avoid plagiarism</li> <li>● Organize information into categories</li> </ul>
W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>● Produce numerous pieces of writing over various time frames</li> <li>● Develop skills in research</li> <li>● Reflect on the choices made while writing</li> <li>● Reflect on and revise writing</li> <li>● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul>
<b>Unit 2 Speaking and Listening Standards</b>	<b>Unit 2 Speaking and Listening Critical Knowledge and Skills</b>
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<ul style="list-style-type: none"> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</li> </ul>
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).	<ul style="list-style-type: none"> <li>● Identify the key points and supporting details of a text presented orally</li> <li>● Summarize a written text read aloud or information presented in multiple formats</li> </ul>
SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<ul style="list-style-type: none"> <li>● Report on a topic or text, telling a story, or recounting an event in an organized, logical manner</li> <li>● Present information orally and in coherent, spoken sentences</li> <li>● Use an appropriate pace when presenting</li> <li>● Present and logically support personal opinions</li> </ul>
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> <li>● Speak for a variety of purposes</li> <li>● Distinguish between formal and informal discourse</li> <li>● Adapt speech to a variety of contexts and tasks</li> </ul>
<b>Unit 2 Language Standards</b>	<b>Unit 2 Language Critical Knowledge and Skills</b>

<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.C. Use verb tense to convey various times, sequences, states, and conditions.</p>	<ul style="list-style-type: none"> <li>● Utilize conjunctions, prepositions, and interjections</li> <li>● Identify conjunctions, prepositions, and interjections in sentences</li> <li>● Explain the purpose of conjunctions, prepositions, and interjections in sentences</li> <li>● Identify the tense of verbs describe time, sequences, states, and conditions in reading</li> <li>● Convey various times, sequences, states, and conditions using verb tenses in writing</li> </ul>
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.B. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> <li>● Outline comma rules for setting off introductory words and phrases, the words <i>yes</i> and <i>no</i>, tag questions, and direct address</li> <li>● Identify introductory words and phrases</li> <li>● Separate an introductory element from the rest of the sentence by using commas</li> <li>● Spell grade-appropriate words correctly</li> <li>● Use references as needed to aid in spelling</li> </ul>
<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, or listening.</p> <p>L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<ul style="list-style-type: none"> <li>● Identify sentences in writing that need revision</li> <li>● Revise writing by expanding, combining, and reducing sentences</li> <li>● Determine similarities and differences in the presentation of English used in stories</li> </ul>
<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p>	<ul style="list-style-type: none"> <li>● Decipher the meanings of words and phrases by using sentence context</li> <li>● Identify the purpose and use of glossaries and dictionaries</li> <li>● Determine the structure of glossaries and dictionaries</li> <li>● Use both print and digital glossaries and dictionaries to define and clarify words</li> </ul>
<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<ul style="list-style-type: none"> <li>● Use 5th grade vocabulary fluently when discussing academic or domain-specific topics</li> <li>● Choose the most accurate word when describing contrast, addition, or other relationships</li> <li>● Choose the most accurate word when discussing a particular topic</li> <li>● Use knowledge of conjunctions to broaden vocabulary</li> </ul>
<p><b>Holocaust Law: N.J.S.A 18A:35-28</b></p>	
<p>Instruction on the Holocaust and genocides in an appropriate place in curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever in happens.</p>	

**Unit Plan 3 Grade 5**

<b>Unit 3 Reading Standards</b>		<b>Unit 3 Reading Critical Knowledge and Skills</b>
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li> </ul>
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RL.5.2: <ul style="list-style-type: none"> <li>● Identify the key details in a text</li> <li>● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>● Identify the theme of the text</li> <li>● Determine central message or theme</li> </ul>
		RI.5.2: <ul style="list-style-type: none"> <li>● Summarize the key points of a text</li> <li>● Identify details to support the main idea</li> <li>● Identify at least two main ideas in informational texts</li> <li>● Explain how the author supports main ideas in informational text with key details</li> </ul>
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		RL.5.3: <ul style="list-style-type: none"> <li>● Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts</li> <li>● Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events</li> </ul>
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes		<ul style="list-style-type: none"> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>● Identify metaphors and similes</li> <li>● Analyze similes and metaphors in text and how it impacts the reader</li> </ul>
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem		RL.5.5: <ul style="list-style-type: none"> <li>● Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)</li> <li>● Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text</li> </ul>



<p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>RL.5.6:</p> <ul style="list-style-type: none"> <li>● Identify the narrator's point of view</li> <li>● Explain how the point of view impacts the events in the text</li> </ul>
<p>RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>		<ul style="list-style-type: none"> <li>● Synthesize information from multiple sources</li> <li>● Use media efficiently to answer questions and to solve problems</li> </ul>
<p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>		<ul style="list-style-type: none"> <li>● Find similarities and differences in themes and topics when reading stories of the same genre</li> <li>● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)</li> <li>● Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)</li> </ul>
<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>		<ul style="list-style-type: none"> <li>● Identify specific strategies for decoding words in texts</li> <li>● Apply the specific strategies for decoding and spelling multisyllabic words</li> </ul>
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> <li>● Use various strategies to understand text and read with purpose</li> <li>● Accurately read grade-level poetry and prose aloud</li> <li>● Use an appropriate rate and expression when reading aloud</li> <li>● Use various strategies to support word recognition and understanding</li> <li>● Reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul>
<p><b>Unit 3 Writing Standards</b></p>	<p><b>Unit 3 Writing Critical Knowledge and Skills</b></p>	
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3.C. Use a variety of transitional words, phrases, and clauses to</p>		<ul style="list-style-type: none"> <li>● Compose a story hook to engage the reader</li> <li>● Establish the story's background or situation</li> <li>● Introduce a narrator and/or characters</li> <li>● Purposefully arrange events to make the story flow</li> <li>● Use dialogue and description to develop experiences and events</li> <li>● Show the responses of characters to situations, when appropriate</li> <li>● Use a variety of transitional words and phrases to manage the sequence of events</li> <li>● Use concrete words and phrases to relay story details</li> <li>● Use sensory details to convey experiences and events precisely</li> </ul>

<p>manage the sequence of events.  W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.  W.5.3.E. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> <li>● Provide a conclusion that follows from the narrated experiences or events</li> </ul>
<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> <li>● Produce writing that is clear and understandable to the reader</li> <li>● Unpack writing tasks (type of writing assignment)</li> <li>● Unpack writing purpose (the writer’s designated reason for writing)</li> <li>● Focus the organization and development of a topic to reflect the task and purpose</li> </ul>
<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p>	<ul style="list-style-type: none"> <li>● Practice revising and editing skills</li> <li>● Change word choice and sentence structure in writing to strengthen the piece</li> <li>● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>● Recognize spelling, grammar, and punctuation errors</li> <li>● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul>
<p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> <li>● Use digital tools to collaborate on written works</li> <li>● Ask for guidance when appropriate</li> <li>● Use technology for producing and publishing writing, and collaborating with others</li> <li>● Demonstrate keyboarding skills</li> </ul>
<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> <li>● Use strategies for reading literary and informational text to investigate topics</li> <li>● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events</li> <li>● Explain how an author uses proof to support a point in informational text</li> <li>● Prove each point with evidence from the text</li> <li>● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</li> </ul>
<p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Produce numerous pieces of writing over various time frames</li> <li>● Develop skills in research</li> <li>● Reflect on the choices made while writing</li> <li>● Reflect on and revise writing</li> <li>● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul>
<p><b>Unit 3 Speaking and Listening Standards</b></p>	<p><b>Unit 3 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.  SL.5.1.A. Explicitly draw on previously read text or material and other</p>	<ul style="list-style-type: none"> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Engage as part of a whole class, in small groups, and with a partner, sharing the</li> </ul>

<p>information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>roles of participant, leader, and observer</p> <ul style="list-style-type: none"> <li>Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)</li> </ul>
<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> <li>Identify the key points and supporting details of a text presented orally</li> <li>Summarize a written text read aloud or information presented in multiple formats</li> </ul>
<p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<ul style="list-style-type: none"> <li>Report on a topic or text, telling a story, or recounting an event in an organized, logical manner</li> <li>Present information orally and in coherent, spoken sentences</li> <li>Use an appropriate pace when presenting</li> <li>Present and logically support personal opinions</li> </ul>
<p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> <li>Speak for a variety of purposes</li> <li>Distinguish between formal and informal discourse</li> <li>Adapt speech to a variety of contexts and tasks</li> </ul>
<p><b>Unit 3 Language Standards</b></p>	<p><b>Unit 3 Language Critical Knowledge and Skills</b></p>
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.D. Recognize and correct inappropriate shifts in verb tense.*</p>	<ul style="list-style-type: none"> <li>Define conjunctions, prepositions, and interjections</li> <li>Identify conjunctions, prepositions, and interjections in sentences</li> <li>Explain the purpose of conjunctions, prepositions, and interjections in sentences</li> <li>Identify the tense of verbs</li> <li>Identify and correct inappropriate shifts in verb tense in writing</li> </ul>
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> <li>Outline comma rules for setting off the words yes and no, tag questions, and direct address</li> <li>Apply comma rules to set off the words yes and no in sentences</li> <li>Apply comma rules to set off a tag question from the rest of the sentence</li> <li>Apply comma rules to indicate direct address</li> <li>Indicate a title by using the proper punctuation for the text</li> <li>Spell grade-appropriate words correctly</li> <li>Use references as needed to aid in spelling</li> </ul>

<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p>	<ul style="list-style-type: none"> <li>● Decipher the meanings of words and phrases by using sentence context</li> <li>● Identify the purpose and use of glossaries and dictionaries</li> <li>● Determine the structure of glossaries and dictionaries</li> <li>● Use both print and digital glossaries and dictionaries to define and clarify words</li> </ul>
<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.5.A. Interpret figurative language, including similes and metaphors, in context.</p> <p>L.5.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.5.5.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</p>	<ul style="list-style-type: none"> <li>● Identify similes and metaphors in text</li> <li>● Infer the meaning of simple similes and metaphors</li> <li>● Identify idioms, adages, and proverbs in text</li> <li>● Explain the meaning of common idioms, adages, and proverbs</li> <li>● Determine synonyms and antonyms of words to show meaning</li> <li>● Identify and explain the difference in meanings in related words, like homographs</li> </ul>
<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<ul style="list-style-type: none"> <li>● Use 5th grade vocabulary fluently when discussing academic or domain-specific topics</li> <li>● Choose the most accurate word when describing contrast, addition, or other relationships</li> <li>● Choose the most accurate word when discussing a particular topic</li> <li>● Use knowledge of conjunctions to broaden vocabulary</li> </ul>

Unit 4 Grade 5		
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
<p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> <li>● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li> </ul>
<p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p>	<p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>RL.5.2:</p> <ul style="list-style-type: none"> <li>● Identify the key details in a text</li> <li>● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>● Identify the theme of the text</li> <li>● Determine central message or theme</li> </ul>

		<p>RI.5.2:</p> <ul style="list-style-type: none"> <li>Summarize the key points of a text</li> <li>Identify details to support the main idea</li> <li>Identify at least two main ideas in informational texts</li> <li>Explain how the author supports main ideas in informational text with key details</li> </ul>
<p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes</p>	<p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<ul style="list-style-type: none"> <li>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>Identify metaphors and similes</li> <li>Analyze similes and metaphors in text and how it impacts the reader</li> </ul>
<p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem</p>	<p>RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>RL.5.5:</p> <ul style="list-style-type: none"> <li>Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)</li> <li>Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text</li> </ul>
		<p>RI.5.5:</p> <ul style="list-style-type: none"> <li>Find the similarities and differences in the structure of two or more texts <ul style="list-style-type: none"> <li>Determine the impact of the structure on text meaning</li> </ul> </li> </ul>
<p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>RL.5.6:</p> <ul style="list-style-type: none"> <li>Identify the narrator's point of view</li> <li>Explain how the point of view impacts the events in the text</li> </ul>
		<p>RI.5.6:</p> <ul style="list-style-type: none"> <li>Discuss the similarities and differences unique to the various perspectives presented in text</li> <li>Give descriptions about how the information is presented for each perspective</li> </ul>
		<p>RI.5.9:</p> <ul style="list-style-type: none"> <li>Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</li> </ul>
<p>*RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p>	<p>*RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</p>	<ul style="list-style-type: none"> <li>Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year</li> <li>Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts <ul style="list-style-type: none"> <li>Read texts with scaffolding as needed</li> </ul> </li> </ul>
<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>		<ul style="list-style-type: none"> <li>Identify specific strategies for decoding words in texts</li> <li>Apply the specific strategies for decoding and spelling multisyllabic words</li> </ul>

<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.  RF.5.4.A. Read grade-level text with purpose and understanding.  RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>● Use various strategies to understand text and read with purpose</li> <li>● Accurately read grade-level poetry and prose aloud</li> <li>● Use an appropriate rate and expression when reading aloud</li> <li>● Use various strategies to support word recognition and understanding</li> <li>● Reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul>
<p><b>Unit 4 Writing Standards</b></p>	<p><b>Unit 4 Writing Critical Knowledge and Skills</b></p>
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  W.5.2.C. Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially).  W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.  W.5.2.E. Provide a conclusion related to the information or explanation presented.</p>	<ul style="list-style-type: none"> <li>● Organize ideas using various strategies</li> <li>● Introduce a topic clearly</li> <li>● Compose a clear thesis statement</li> <li>● Provide a general observation and focus</li> <li>● Group related information logically</li> <li>● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate</li> <li>● Purposefully select information to develop the topic</li> <li>● Link ideas within paragraphs and sections of information</li> <li>● Use transitional words, phrases, and clauses</li> <li>● Select specific language and vocabulary to convey ideas and information</li> <li>● Write a conclusion related to the information or explanation</li> </ul>
<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> <li>● Produce writing that is clear and understandable to the reader</li> <li>● Unpack writing tasks (type of writing assignment)</li> <li>● Unpack writing purpose (the writer’s designated reason for writing)</li> <li>● Focus the organization and development of a topic to reflect the task and purpose</li> </ul>
<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p>	<ul style="list-style-type: none"> <li>● Practice revising and editing skills</li> <li>● Change word choice and sentence structure in writing to strengthen the piece</li> <li>● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>● Recognize spelling, grammar, and punctuation errors</li> <li>● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul>
<p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> <li>● Use digital tools to collaborate on written works</li> <li>● Ask for guidance when appropriate</li> <li>● Use technology for producing and publishing writing, and collaborating with others</li> <li>● Demonstrate keyboarding skills</li> </ul>
<p>W.5.7. (Choice) Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p>	<ul style="list-style-type: none"> <li>● Research a topic through investigation of the topic</li> <li>● Explore a topic in greater detail by developing a research question that helps</li> </ul>

	<ul style="list-style-type: none"> <li>bring focus to the topic</li> <li>Gather information from multiple sources to support a topic</li> <li>Select relevant information from texts to support main ideas or claims</li> <li>Group like ideas to organize writing</li> </ul>
W.5.8. (Choice) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<ul style="list-style-type: none"> <li>Locate information from print and digital sources</li> <li>Integrate information from personal experiences</li> <li>Include a list of sources used</li> <li>Take notes on information gathered from the sources to support the topic</li> <li>Synthesize information to avoid plagiarism</li> <li>Organize information into categories</li> </ul>
W.5.9. (Choice). Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> <li>Use reading literary and informational text to research and investigate topics</li> <li>Write a thesis statement</li> <li>Cite specific details in literary text when finding the similarities and differences between two or more characters, settings or events</li> <li>Explain how an author uses proof to support a point in informational text</li> <li>Prove each point with evidence from the text</li> <li>Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</li> </ul>
W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>Produce numerous pieces of writing over various time frames</li> <li>Develop skills in research</li> <li>Reflect on the choices made while writing</li> <li>Reflect on and revise writing</li> <li>Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul>
<b>Unit 4 Speaking and Listening Standards</b>	<b>Unit 4 Speaking and Listening Critical Knowledge and Skills</b>
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<ul style="list-style-type: none"> <li>Use previous knowledge to expand discussions about a topic</li> <li>Engage in conversations about grade-appropriate topics and texts</li> <li>Participate in a variety of rich, structured conversations</li> <li>Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</li> </ul>
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> <li>Identify main ideas and themes of a presentation</li> <li>Combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes</li> </ul>

<p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> <li>● Speak for a variety of purposes</li> <li>● Distinguish between formal and informal discourse</li> <li>● Adapt speech to a variety of contexts and tasks.</li> </ul>
<p><b>Unit 4 Language Standards</b></p>	<p><b>Unit 4 Language Critical Knowledge and Skills</b></p>
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.E. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>	<ul style="list-style-type: none"> <li>● Define conjunctions, prepositions, and interjections</li> <li>● Identify conjunctions, prepositions, and interjections in sentences</li> <li>● Explain the purpose of conjunctions, prepositions, and interjections in sentences</li> <li>● Define correlative conjunctions and explain the purpose</li> <li>● Use correlative conjunctions appropriately when writing or speaking</li> </ul>
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.D. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> <li>● Indicate a title by using the proper punctuation for the text</li> <li>● Explain the different types of punctuation used to indicate title and why</li> <li>● Spell grade-appropriate words correctly</li> <li>● Use references as needed to aid in spelling</li> </ul>
<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>)</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p>	<ul style="list-style-type: none"> <li>● Decipher the meanings of words and phrases by using sentence context</li> <li>● Determine the meaning of commonly used prefixes and suffixes</li> <li>● Separate a base word from the prefix or suffix</li> <li>● Use the definition of known prefixes and suffixes to define new words</li> <li>● Identify root words in unknown words</li> <li>● Use known root words to aid in defining unknown words</li> <li>● Identify the purpose and use of glossaries and dictionaries</li> <li>● Determine the structure of glossaries and dictionaries</li> <li>● Use both print and digital glossaries and dictionaries to define and clarify words</li> </ul>
<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<ul style="list-style-type: none"> <li>● Use 5th grade vocabulary fluently when discussing academic or domain-specific topics</li> <li>● Choose the most accurate word when describing contrast, addition, or other relationships</li> <li>● Choose the most accurate word when discussing a particular topic</li> <li>● Use knowledge of conjunctions to broaden vocabulary</li> </ul>



## Assessments

### Formative, Summative, Benchmark, and Alternative

Students can demonstrate competency with tasks such as:

- Unit assessments may include but not limited to tests, quizzes, and projects
- Constructing spoken and written explanations
- Response/Exit Tickets
- Engaging in evidence-based discussion
- Reflecting on their own understanding
- Student Growth Assessments
  - Beginning of Year Benchmark
  - Mid Year Benchmark
  - End of Year Benchmark
- MAP
- Student Portfolios
- STEAM projects
- Design Challenges
- Oral Presentations
- Problem Based Learning projects

## Differentiation Strategies

### Students with Disabilities/ Students at Risk of School Failure

*(For students with disabilities, appropriate accommodations, instructional adaptations, and/or modifications should be determined by the IEP or 504 team)*

*(content, process, product and learning environment)*

#### Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Give repetition and practice exercises
- Model skills/techniques to be mastered
- Give extended time to complete class work
- Provide copy of class notes
- Determine if preferential seating would be beneficial
- Provide access to a computer
- Provide copies of textbooks for home
- Provide access to digital media, as available and appropriate
- Assign a peer helper in the class setting

- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Reading response aloud to student

#### **Modifications for Homework and Assignments**

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

#### **Modifications for Assessments**

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

### **Differentiation for English Language Learners**

*(content, process, product and learning environment)*

#### **Modifications for Classroom**

- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity

- Provide word banks / word walls
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Pair visual prompts with verbal presentations
- Provide repetition and practice
- Model skills/techniques to be mastered
- Give examples/exemplars
- Reading response aloud to student

#### **Modifications for Homework/Assignments**

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

#### **Modifications for Assessments**

- Provide extended time on classroom tests and quizzes
- Restate, reread, and clarify directions/questions
- Provide word banks / word walls when applicable
- Establish procedures for accommodations /modifications for assessments

### **Gifted and Talented**

*(content, process, product and learning environment)*

#### **Modifications for Classroom**

- Set individual goals.
- Encourage creative expression by allowing students to choose how to explore a problem

- Invite students to explore points of view
- Allow team-teaching opportunities and collaboration
- Varied levels of reading text
- Enriched hands on center that students can explore independently
- Use Higher-Level Questioning Techniques
- Provide leadership opportunities in groups
- Allow opportunities to analyze and evaluate materials
- Design surveys to generate and analyze data to be used in discussion

#### **Modifications for Homework/Assignments**

- Provide assessments at a higher level of thinking
- Allow students to pursue independent projects based on their individual interests
- Conduct research and provide presentation of appropriate topics

## **Integration of 21st Century Skills**

### **Career Readiness, Life Literacies, and Key Skills**

Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

#### **Mission**

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

#### **Vision**

An education in career readiness, life literacies, and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- Uses effective communication and collaboration skills and resources to interact with a global society;

- Possesses financial literacy and responsibility at home and in the broader community;
- Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

**Creativity and Innovation**

Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

<ul style="list-style-type: none"> <li>● Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</li> <li>● Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.</li> </ul>	<ul style="list-style-type: none"> <li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</li> <li>● 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</li> </ul>
--	--

**Critical Thinking and Problem-solving**

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one’s use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

<ul style="list-style-type: none"> <li>● The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> <li>● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> </ul>
---	---

	<ul style="list-style-type: none"> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul>
<p><b><u>Digital Citizenship</u></b></p>	
<ul style="list-style-type: none"> <li>● Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people’s ideas in one’s own work provided that proper credit is given to the original source.</li> <li>● Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.</li> <li>● Digital identities must be managed in order to create a positive digital footprint.</li> <li>● Digital tools have positively and negatively changed the way people interact socially.</li> <li>● Digital engagement can improve the planning and delivery of climate change actions.</li> </ul>	<ul style="list-style-type: none"> <li>● 9.4.5.DC.1: Explain the need for and use of copyrights.</li> <li>● 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</li> <li>● 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</li> <li>● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</li> <li>● 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.</li> <li>● 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).</li> <li>● 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</li> <li>● 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).</li> </ul>
<p><b><u>Global and Cultural Awareness</u></b></p>	
<ul style="list-style-type: none"> <li>● Culture and geography can shape an individual’s experiences and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li> </ul>

**Curricular Frameworks English Language Arts for Essex Fells School **Grade 6** (updated December 2022)**

Pacing Overview	Reading	Writing	Speaking and Listening	Language
<b>MONTH 1 - DISTRICT AND STATE MANDATED PRE-ASSESSMENT &amp; BASELINE ASSESSMENTS - MONTH 1</b>				
<a href="#"><u>Unit 1</u></a> <a href="#"><u>(2-3 months)</u></a>	Primary Focus Standards: RL.6.1      RI.6.1 RL.6.2      RI.6.2 RL.6.4      RI.6.4 RL.6.5      RI.6.5 RL.6.6      RI.6.6	Primary Focus Standards: W.6.2A,B,C,D,E,F W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A, B	Primary Focus Standards: SL.6.1A,B,C,D SL.6.4 SL.6.6	Primary Focus Standards: L.6.1A,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.6
	Text Type: (fiction and realistic fiction, non-fiction leveled, ) <ul style="list-style-type: none"> <li>● 1 - 2 Extended Texts <i>Front Desk</i> and <i>Garvey's Choice</i></li> <li>● Extended texts possible/not limited to-"Tell Tale Heart"</li> <li>● Independent: Achieve3000 levelset; Independent Reading Book; Notice &amp; Note</li> <li>● Supplemental Sources: Digital Readworks Achieve3000 Newsela</li> <li>● Whole Class Novels: <i>Ghost</i> Jason Reynolds</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>● Journaling</li> <li>● Narrative/Fiction</li> <li>● Arguments: "The Tell-Tale Heart"</li> <li>● Reading response with text support structure</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>● Small and whole group discussions</li> <li>● Socratic Seminars</li> <li>● Journaling &amp; Reflection</li> <li>● project-based learning; multimedia &amp; G-Suite Application usage</li> </ul>	These standards are embedded within the writing process <ul style="list-style-type: none"> <li>● IXL</li> <li>● grammar skills taught based upon student need and/or writing genre concepts</li> <li>● <i>Dependent/ independent clauses; phrases; conjunctions; quotations; comma usage</i></li> <li>● Bi-weekly vocabulary infusion                             <ul style="list-style-type: none"> <li>○ Theme words related to novels and class readings</li> </ul> </li> <li>● Interdisciplinary Connections:                             <ul style="list-style-type: none"> <li>○ Volume and Vocabulary project</li> </ul> </li> </ul>



<p><b>Unit 2</b> <b>(2-3 months)</b></p>	<p>Primary Focus Standards:            RL.6.1      RI.6.1            RL.6.2      RI.6.2            RL.6.6      RI.6.3                             RI.6.4                             RI.6.5                             RI.6.6                             RI.6.7                             RI.6.8                             RI.6.9</p>	<p>Primary Focus Standards:            W.6.1A,B,C,D,E            W.6.4              W.6.5            W.6.6            W.6.10            Select at least one from W.6.7, 6.8,            6.9A,B</p>	<p>Primary Focus Standards:            SL.6.1A,B,C,D            SL.6.3            SL.6.4            SL.6.6</p>	<p>Primary Focus Standards:            L.6.1B,E            L.6.2A,B            L.6.3A,B            L.6.4A,C,D            L.6.5B            L.6.6</p>
	<p>Text Type: Graphic Novel; Poetry;</p> <ul style="list-style-type: none"> <li>● 1 - 2 Extended Texts</li> <li>- <i>The Boy, The Mole, The Fox &amp; The Child</i>;</li> <li>- Selected Shakespeare samples;</li> <li>● 21st Century Career Readiness, Life Literacies, and Key Skills: Billings v. Pearson Court Case</li> <li>● Digital Readworks: Suspenseful Stories The Run-Narrative Fiction</li> </ul> <p>Supplemental Sources:            Achieve3000            Newsela            Readworks</p>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>● Compare/Contrast</li> <li>● The Run - fiction/narrative story continuation</li> <li>● Literary Analysis - defining a hero</li> <li>● Routine Writing</li> <li>● TP-CASTT song and poetry analysis</li> <li>● Interdisciplinary Connections: King Tutankhamun Research</li> </ul>	<p>Task Type:</p> <ul style="list-style-type: none"> <li>● LAW UNIT</li> <li>● Discuss, analyze and present effectiveness of media messages in small groups and whole class</li> <li>● Small and whole group discussions</li> <li>● Socratic Seminars</li> <li>● BREAK / RACE Responses</li> <li>● Journaling &amp; Reflection</li> <li>● project-based learning; multimedia &amp; G-Suite Application usage</li> </ul>	<p>These standards are embedded within the writing process</p> <ul style="list-style-type: none"> <li>● IXL</li> <li>● grammar skills taught based upon student need and/or writing genre concepts</li> <li>● <i>Prepositions, prepositional phrases, adjective phrases</i></li> <li>● Bi-weekly vocabulary infusion-Prefixes             <ul style="list-style-type: none"> <li>○ <i>dis, un, in, im, non, il, ir.</i></li> <li>○ <i>pre, post, mid, inter, intra, and for</i></li> </ul> </li> <li>● Latin and Greek roots             <ul style="list-style-type: none"> <li>○ <i>dict, script, graph, and aud/audi.</i></li> <li>○ <i>tract, mot, mov, and port</i></li> </ul> </li> </ul>

<p><b><u>Unit 3</u></b> <b><u>2-4 months</u></b></p>	<p>Primary Focus Standards:            RL.6.1      RI.6.1            RL.6.2      RI.6.2            RL.6.3      RI.6.6            RL.6.4            RL.6.5            RL.6.6            RL.6.7            RL. 6.9</p>	<p>Primary Focus Standards:            W.6.3A,B,C,D,E            W.6.4            W.6.5            W.6.6            W.6.10            Select at least one from W.6.7, 6.8,            6.9A,B</p>	<p>Primary Focus Standards:            SL.6.1A,B,C,D            SL.6.2            SL.6.4            SL.6.6</p>	<p>Primary Focus Standards:            L.6.1C,D,E            L.6.2A,B            L.6.3A,B            L.6.4A,C,D            L.6.5A,C            L.6.6</p>
	<p>Text Type: Poetry;</p> <ul style="list-style-type: none"> <li>● Amanda Gorman “The Hill We Climb”</li> <li>● Asian-American poetry highlight</li> <li>● Interdisciplinary Connections: Socrates history and excerpts</li> </ul> <p>Supplemental Sources:            Achieve3000            Newsela            Readworks</p>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>● Literary Analysis</li> <li>● Routine Writing</li> <li>● 21st Century Career Readiness, Life Literacies, and Key Skills: Asian-American poets</li> <li>● Google Classroom</li> <li>● TP-CASTT poetry analysis</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>● Discuss, analyze and present effectiveness of media messages in small groups and whole class</li> <li>● Socratic Seminars</li> </ul>	<p>These standards are embedded within the writing process</p> <ul style="list-style-type: none"> <li>● IXL</li> <li>● grammar units-<i>verbs, principle parts; subject/verb agreement; conjugating verbs; regular/irregular; tenses: simple tense-present, past, future; progressive tense-present, past, future; perfect tense-present, past, future; perfect progressive tense-present, past, future</i></li> <li>● Bi-weekly vocabulary infusion-             <ul style="list-style-type: none"> <li>○ Poetic themes</li> <li>○ Varied verbs</li> </ul> </li> </ul>
<p><b><u>Unit 4</u></b> <b><u>(2-4 months)</u></b></p>	<p>Primary Focus Standards:            RL.6.1      RI.6.1            RL.6.2      RI.6.2            RL.6.3      RI.6.3            RL.6.4      RI.6.4            RL.6.5      RI.6.5            RL.6.6      RI.6.6            RL.6.10     RI. 6.10</p>	<p>Primary Focus Standards:            W.6.2A,B,C,D,E,F            W.6.4            W.6.5            W.6.6            W.6.10            Select at least one from W.6.7, 6.8,            6.9A,B</p>	<p>Primary Focus Standards:            SL.6.1A,B,C,D            SL.6.2            SL.6.4            SL.6.5            SL.6.6</p>	<p>Primary Focus Standards:            L.6.1E            L.6.2A,B            L.6.3A,B            L.6.4A,B,C,D            L.6.6</p>

	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> <li>• 1 - 2 Extended Texts <i>The Outsiders</i></li> <li>• 4-8 shorter texts depending upon length and complexity</li> <li>• Interdisciplinary Connections: Darwin Study-Traits and Reproduction</li> </ul> <p>Supplemental Sources: Achieve3000 Newsela Readworks</p>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Informative and Explanatory</li> <li>• Routine Writing</li> <li>• Google Classroom</li> <li>• TP-CASTT poetry analysis</li> <li>• Kicks for a Cause</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>• Socratic Seminars and Debates</li> <li>• Project-based presentations focusing on use of multimedia and visual displays</li> </ul>	<p>These standards are embedded within the writing process</p> <ul style="list-style-type: none"> <li>• IXL</li> <li>• grammar units-<i>nouns: common/proper; singular/plural; possessive; collective; uncountable/countable; concrete, appositives, pronouns singular-first, second, third person, plural-first, second, third person, personal pronouns-subject/object/possessive, demonstrative; interrogative; relative; indefinite</i></li> </ul>
--	--	---	--	--

**Unit 1 Grade 6**

<b>Unit 1 Reading Standards</b>		<b>Unit1 Reading Critical Knowledge and Skills</b>
RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>● Use evidence from the text to make and check predictions when reading</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Gather evidence from the text to support inferences or explicit meaning.</li> <li>● Read and analyze a variety of literary genres and informational texts</li> <li>● Closely examine the text’s explicit content</li> <li>● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>● Reconstruct and understand the text segment’s new meaning</li> <li>● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>● Refer to the text for support when analyzing and drawing inferences</li> <li>● Correctly cite evidence from the text (this is the first time the term “cite” is used, before that it says quote accurately and refer to)</li> </ul>
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> <li>● Determine the theme or central message</li> <li>● Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text</li> <li>● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</li> <li>● Summarize texts by evaluating key details in which the central idea or theme is located</li> <li>● Distinguish key (thematic) details from all other details</li> <li>● Evaluate recurring ideas and changes in the characters and plot over the course of the text</li> <li>● Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author’s choices</li> <li>● Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment</li> </ul>
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>● Provide an analysis of the impact of specific word choice on meaning and/or tone (possibly break this down more, see bullets below)</li> <li>● Analyze why the author made a specific word choice</li> <li>● Analyze the impact of the word choice on the reader</li> <li>● Evaluate the effectiveness of the author’s word choice</li> </ul>

		<ul style="list-style-type: none"> <li>● Identify poetic devices used in text</li> <li>● Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text</li> </ul>
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<ul style="list-style-type: none"> <li>● Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope</li> <li>● Recognize how form relates to function and how a part relates to a whole</li> <li>● Distinguish between different text structures</li> <li>● Identify part to whole and whole to part relationships</li> <li>● Observe how the individual components of the text add to the development of the theme, setting, and plot</li> <li>● Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text</li> <li>● Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader</li> <li>● Evaluate the effectiveness of the author’s choice to include this section (chapter, scene, or stanza, etc.)</li> </ul>
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> <li>● Identify various points of view</li> <li>● Determine how the author develops the point-of-view of the narrator or speaker in the text</li> <li>● Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader</li> <li>● Determine how the author’s word choice helps develop the narrator or speaker’s point of view</li> <li>● Evaluate the effectiveness of the author’s choice in point of view</li> </ul>
<b>Unit 1 Writing Standards</b>		<b>Unit 1 Writing Critical Knowledge and Skills</b>
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>		<ul style="list-style-type: none"> <li>● Introduce a topic</li> <li>● Compose a well-developed thesis statement</li> <li>● Select appropriate text structures and text features for clarity</li> <li>● Include formatting, graphics, and multimedia when useful to aid comprehension</li> <li>● Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic</li> <li>● Cite information correctly by following the proper format</li> <li>● Transition between ideas and concepts using appropriate words and phrases</li> <li>● Select specific vocabulary to inform about or explain the topic</li> <li>● Consistently use a formal style</li> <li>● Write a conclusion to bring all ideas to a close</li> </ul>

<p>W.6.2.E. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.</p>	
<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>● Identify defining characteristics of different genres of writing</li> <li>● Unpack a writing prompt</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice</li> <li>● Create a tone that is appropriate for one’s audience</li> </ul>
<p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> <li>● Revise and edit intentionally to improve writing</li> <li>● Generate ideas to develop topic</li> <li>● Revise writing with a partner or self-editing checklists</li> <li>● Distinguish between editing and revising</li> </ul>
<p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<ul style="list-style-type: none"> <li>● Use technological resources to enhance writing</li> <li>● Give and receive feedback using technology</li> <li>● Seek out authentic publishing opportunities</li> <li>● Use tools including blogs and wikis, to develop writing and communicate with students in their classes</li> <li>● Type a minimum of three pages in a single sitting</li> <li>● Use keyboarding skills to make typing more efficient</li> <li>● Type three pages in an appropriate amount of time</li> </ul>
<p>W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> <li>● Explore inquiry topics through short research projects</li> <li>● Research and synthesize information from several sources</li> <li>● Conduct research and synthesize multiple sources of information</li> <li>● Compile a list of sources to use for a project</li> <li>● Refocus the intent of the research when appropriate</li> </ul>
<p>W.6.8. (Choice) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Assess the credibility and accuracy of each source</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Cite direct and indirect quotations</li> <li>● Identify examples of plagiarism in writing</li> <li>● Avoid plagiarism in writing</li> <li>● Follow typing appropriate typing format and conventions</li> </ul>
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems];</p>	<ul style="list-style-type: none"> <li>● Write a clear thesis statement</li> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Incorporate evidence into written pieces, using introductory phrases and transitions</li> </ul>

<p>historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>	<ul style="list-style-type: none"> <li>● Logically connect evidence to claims in writing</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Cite in-text direct and indirect quotations appropriately</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Provide adequate supporting details for each main idea in writing</li> <li>● Use and maintain a formal style in writing</li> <li>● Choose specific language to explain a topic</li> <li>● Write a concluding statement/section that follows from and supports analysis</li> <li>● Revise and edit the written piece for improvement</li> <li>● Apply a specific organizational strategy to a compare-contrast essay</li> </ul>
<p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>● Reflect on and be able to explain purposeful decisions made while writing</li> <li>● Respond to a wide-variety of topics for an array of purposes and audiences</li> <li>● Produce written reflections</li> </ul>
<p><b>Unit 1 Speaking and Listening Standards</b></p>	<p><b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> <li>● Read required texts prior to discussions</li> <li>● Prepare for discussions</li> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Define and identify rules for discussions, including group and individual roles</li> <li>● Model appropriate behavior during discussions</li> <li>● Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>● Reflect on and paraphrase what was discussed</li> <li>● Summarize the ideas expressed</li> </ul>
<p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>	<ul style="list-style-type: none"> <li>● Utilize skills that are common to the language production domain of writing</li> <li>● Organize ideas in a logical, sequential order</li> <li>● Present information using sound, detailed, and relevant evidence in a coherent manner</li> <li>● Use appropriate eye contact, adequate volume, and clear pronunciation</li> </ul>
<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> <li>● Orally present information, using appropriate speech, in a variety of situations</li> <li>● Manipulate the speech based upon context</li> </ul>
<p><b>Unit 1 Language Standards</b></p>	<p><b>Unit 1 Language Critical Knowledge and Skills</b></p>
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>● Identify pronouns in writing</li> <li>● Ensure that pronouns are in the proper case (subjective, objective, possessive)</li> </ul>

<p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<ul style="list-style-type: none"> <li>● Revise grammatical errors in writing</li> <li>● Perform peer reviews of writing to identify and correct grammatical errors</li> <li>● Identify and use strategies to revise writing</li> </ul>
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>● Define and identify nonrestrictive/parenthetical elements in writing</li> <li>● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements</li> <li>● Apply common rules and patterns to spell words correctly in writing</li> </ul>
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> <li>● Identify various sentence patterns in reading</li> <li>● Incorporate various sentence patterns to create style and voice in writing</li> <li>● Use a consistent style and tone when writing or speaking</li> </ul>
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>● Use a word's position in a sentence as a clue to the meaning of a word</li> <li>● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase</li> <li>● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.</li> <li>● Use reference materials to check the inferred meaning of words</li> </ul>
<p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>● Understand and apply conversational, academic, and domain specific vocabulary</li> <li>● Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</li> <li>● Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</li> <li>● Acquire and use accurately grade appropriate general academic and domain specific words and phrases</li> <li>● Dissect assignments and determine the key processes required</li> </ul>



**Unit 2 Grade 6**

<b>Unit 2 Reading Standards</b>		<b>Unit 2 Reading Critical Knowledge and Skills</b>
RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>● Use evidence from the text to make and check predictions when reading</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Gather evidence from the text to support inferences or explicit meaning.</li> <li>● Read and analyze a variety of literary genres and informational texts</li> <li>● Closely examine the text’s explicit content</li> <li>● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>● Reconstruct and understand the text segment’s new meaning</li> <li>● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>● Refer to the text for support when analyzing and drawing inferences</li> <li>● Correctly cite evidence from the text</li> </ul>
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> <li>● Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text</li> <li>● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</li> <li>● Summarize texts by evaluating key details in which the central idea or theme is located</li> <li>● Distinguish key (thematic) details from all other details</li> <li>● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)</li> <li>● distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment</li> </ul>
	RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<ul style="list-style-type: none"> <li>● Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</li> <li>● Identify the structure of a text</li> <li>● Distinguish between different text structures</li> <li>● Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</li> </ul>

		<ul style="list-style-type: none"> <li>Analyze an author’s method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method)</li> <li>Analyze how the text structure affects the relationships between individuals, ideas, or events.</li> <li>Analyze a writer’s style and presentation</li> <li>Determine the relationship between individuals, ideas, or events</li> </ul>
	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> <li>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>Provide an analysis of the impact of specific word choice on meaning and/or tone</li> <li>Analyze why the author made a specific word choice</li> <li>Analyze the impact of the word choice on the reader</li> <li>Evaluate the effectiveness of the author’s word choice</li> </ul>
	RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<ul style="list-style-type: none"> <li>Determine how individual elements of a work (section, chapter, etc.) contribute to a text’s overall scope</li> <li>Distinguish between different text structures</li> <li>Observe how the individual components of the text add to the development of the theme, setting, and plot</li> <li>Analyze why the author included a specific section of the text</li> <li>Analyze the impact the specific section has on you, the reader</li> <li>Evaluate the effectiveness of the author’s choice to include this section</li> </ul>
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> <li>Identify various points of view</li> <li>Determine how the author develops the point-of-view of the narrator or speaker in the text</li> <li>Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader</li> <li>Determine how the author’s word choice helps develop the narrator or speaker’s point of view</li> <li>Evaluate the effectiveness of the author’s choice in point of view</li> </ul>
	RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<ul style="list-style-type: none"> <li>Compare and contrast texts across various genres on the same theme or topic</li> <li>Gain a well-rounded perspective on issues presented in informational text</li> <li>Gather information from all media to assess and better understand how each is presented</li> <li>Interpret the meaning of text features, charts, graphs, etc</li> <li>Highlight information from articles and note-taking from live media to gain insight into the overall scope of an issue</li> </ul>
	RI.6.8. Trace and evaluate the	<ul style="list-style-type: none"> <li>Evaluate data, arguments and claims in a text</li> </ul>

	argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> <li>● Distinguish those supported by evidence from those which are not</li> <li>● Evaluate the effectiveness of different claims (one that is supported with facts, one that is supported with opinions, and one that is not supported)</li> <li>● Evaluate if there is enough evidence to support a particular claim within an informational text</li> </ul>
	RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<ul style="list-style-type: none"> <li>● Compare and contrast two author's presentations of similar events</li> <li>● Determine the similarities and differences of how information is presented depending on the "lens" through which it is being portrayed</li> <li>● Make connections across different authors' perspectives</li> <li>● Explore the implications of the differences</li> <li>● Analyze the impact of the differences in presentations on the reader</li> <li>● Evaluate the effectiveness of each author's presentation of events</li> </ul>
<b>Unit 2 Writing Standards</b>		<b>Unit 2 Writing Critical Knowledge and Skills</b>
W.6.1. Write arguments to support claims with clear reasons and relevant evidence. W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly. W.6.1.B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.6.1.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W.6.1.D. Establish and maintain a formal/academic style, approach, and form. W.6.1.E. Provide a concluding statement or section that follows from the argument presented.		<ul style="list-style-type: none"> <li>● Introduce claim(s)</li> <li>● Write a clear thesis statement</li> <li>● Write arguments to support claims</li> <li>● Organize the reasons and evidence logically</li> <li>● Support claim(s) with logical reasoning and evidence</li> <li>● Use accurate, credible sources to support claims</li> <li>● Demonstrate an understanding of the topic or text</li> <li>● Use transitional words and phrases</li> <li>● Use a consistent formal or academic style, approach, and form</li> <li>● Write a conclusion to bring the writing to a close</li> </ul>
W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		<ul style="list-style-type: none"> <li>● Identify defining characteristics of different genres of writing</li> <li>● Unpack a writing prompt</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice</li> <li>● Create a tone that is appropriate for one's audience</li> </ul>
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		<ul style="list-style-type: none"> <li>● Revise and edit intentionally to improve writing</li> <li>● Generate ideas to develop topic</li> <li>● Revise writing with a partner or self-editing checklists</li> <li>● Distinguish between editing and revising</li> </ul>
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		<ul style="list-style-type: none"> <li>● Use technological resources to enhance writing</li> <li>● Give and receive feedback using technology</li> <li>● Seek out authentic publishing opportunities</li> <li>● Use tools including blogs and wikis, to develop writing and communicate with students in their classes</li> <li>● Type a minimum of three pages in a single sitting</li> </ul>

	<ul style="list-style-type: none"> <li>● Use keyboarding skills to make typing more efficient</li> <li>● Type three pages in an appropriate amount of time</li> </ul>
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> <li>● Explore inquiry topics through short research projects</li> <li>● Research and synthesize information from several sources</li> <li>● Conduct research and synthesize multiple sources of information</li> <li>● Compile a list of sources to use for a project</li> <li>● Refocus the intent of the research when appropriate</li> </ul>
W.6.8. (Choice) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Assess the credibility and accuracy of each source</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Cite direct and indirect quotations</li> <li>● Identify examples of plagiarism in writing</li> <li>● Avoid plagiarism in writing</li> <li>● Follow typing appropriate typing format and conventions</li> </ul>
W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	<ul style="list-style-type: none"> <li>● Write a clear thesis statement</li> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Incorporate evidence into written pieces, using introductory phrases and transitions</li> <li>● Logically connect evidence to claims in writing</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Cite in-text direct and indirect quotations appropriately</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Provide adequate supporting details for each main idea in writing</li> <li>● Use and maintain a formal style in writing</li> <li>● Choose specific language to explain a topic</li> <li>● Write a concluding statement/section that follows from and supports analysis</li> <li>● Revise and edit the written piece for improvement</li> <li>● Apply a specific organizational strategy to a compare-contrast essay</li> </ul>
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>● Reflect on and be able to explain purposeful decisions made while writing</li> <li>● Respond to a wide-variety of topics for an array of purposes and audiences</li> <li>● Produce written reflections</li> </ul>
<b>Unit 2 Speaking and Listening Standards</b>	<b>Unit 2 Speaking and Listening Critical Knowledge and Skills</b>
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.1.A. Come to discussions prepared, having read or studied required	<ul style="list-style-type: none"> <li>● Read required texts prior to discussions</li> <li>● Prepare for discussions</li> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> </ul>

<p>material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> <li>● Participate in a variety of rich, structured conversations</li> <li>● Define and identify rules for discussions, including group and individual roles</li> <li>● Model appropriate behavior during discussions</li> <li>● Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>● Reflect on and paraphrase what was discussed</li> <li>● Summarize the ideas expressed</li> </ul>
<p>SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<ul style="list-style-type: none"> <li>● Determine the speaker's argument and claims</li> <li>● Unpack the arguments and claims</li> <li>● Evaluate whether the speaker's reasoning is rational and legitimate</li> <li>● Evaluate whether there is enough evidence to support the claims</li> </ul>
<p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>	<ul style="list-style-type: none"> <li>● Utilize skills that are common to the language production domain of writing</li> <li>● Organize ideas in a logical, sequential order</li> <li>● Present information using sound, detailed, and relevant evidence in a coherent manner</li> <li>● Use appropriate eye contact, adequate volume, and clear pronunciation</li> </ul>
<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> <li>● Orally present information, using appropriate speech, in a variety of situations</li> <li>● Manipulate the speech based upon context</li> </ul>
<p><b>Unit 2 Language Standards</b></p>	<p><b>Unit 2 Language Critical Knowledge and Skills</b></p>
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.B. Use intensive pronouns (e.g., myself, ourselves).</p> <p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<ul style="list-style-type: none"> <li>● Define and identify intensive pronouns in reading</li> <li>● Determine the appropriate instance to use intensive pronouns in writing</li> <li>● Revise grammatical errors in writing</li> <li>● Perform peer reviews of writing to identify and correct grammatical errors</li> <li>● Identify and use strategies to revise writing</li> </ul>
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>● Define and identify nonrestrictive/parenthetical elements in writing</li> <li>● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements</li> <li>● Apply common rules and patterns to spell words correctly</li> </ul>
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> <li>● Identify various sentence patterns</li> <li>● Incorporate various sentence patterns to create style and voice</li> <li>● Use a consistent style and tone when writing or speaking</li> </ul>
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words</p>	<ul style="list-style-type: none"> <li>● Use a word's position in a sentence as a clue to the meaning of a word</li> </ul>

<p>or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase</li> <li>● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.</li> <li>● Use reference materials to check the inferred meaning of words</li> </ul>
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<ul style="list-style-type: none"> <li>● Identify the relationship of words in reading</li> <li>● Clarify words by using the relationship between them in writing</li> </ul>
<p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>● Understand and apply conversational, academic, and domain specific vocabulary</li> <li>● Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</li> <li>● Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</li> <li>● Acquire and use accurately grade appropriate general academic and domain specific words and phrases</li> <li>● Dissect assignments and determine the key processes required</li> </ul>

**Unit 3 Grade 6**

<b>Unit 3 Reading Standards</b>		<b>Unit 3 Reading Critical Knowledge and Skills</b>
<p>RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> <li>● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>● Use evidence from the text to make and check predictions as you read</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Gather evidence from the text to support inferences or explicit meaning.</li> <li>● Read and analyze a variety of literary genres and informational texts</li> <li>● Closely examine the text's explicit content</li> <li>● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>● Reconstruct and understand the text segment's new meaning</li> <li>● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> </ul>

		<ul style="list-style-type: none"> <li>● Refer to the text for support when analyzing and drawing inferences</li> <li>● Correctly cite evidence from the text</li> </ul>
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> <li>● Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text</li> <li>● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</li> <li>● Summarize texts by evaluating key details in which the central idea or theme is located</li> <li>● Distinguish key (thematic) details from all other details</li> <li>● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)</li> <li>● Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment</li> </ul>
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		<ul style="list-style-type: none"> <li>● Explain the parts of a plot; provide a summary of each part</li> <li>● Observe and analyze how story characters and plot interact and develop throughout a given text</li> <li>● Read and evaluate texts with the goal of understanding how the story’s events and setting impact and shape the characters in different ways</li> <li>● Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters’ traits</li> </ul>
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone		<ul style="list-style-type: none"> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative)</li> <li>● Provide an analysis of the impact of specific word choice on meaning and/or tone</li> <li>● Analyze why the author made a specific word choice</li> <li>● Analyze the impact of the word choice on the reader</li> <li>● Evaluate the effectiveness of the author’s word choice</li> <li>● Identify poetic devices used in text</li> <li>● Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text</li> </ul>
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		<ul style="list-style-type: none"> <li>● Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope</li> <li>● Recognize how form relates to function and how a part relates to a whole</li> <li>● Distinguish between different text structures</li> <li>● Observe how the individual components of the text add to the development of the theme, setting, and plot</li> <li>● Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text</li> </ul>

		<ul style="list-style-type: none"> <li>Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader</li> <li>Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)</li> </ul>
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> <li>Identify various points of view</li> <li>Determine how the author develops the point-of-view of the narrator or speaker in the text</li> <li>Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader</li> <li>Determine how the author's word choice helps develop the narrator or speaker's point of view</li> <li>Evaluate the effectiveness of the author's choice in point of view</li> </ul>
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.		<ul style="list-style-type: none"> <li>Compare and contrast texts across various genres on the same theme or topic</li> <li>Evaluate multiple approaches to the same subject</li> <li>Compare text to multimedia as it impacts the audience</li> </ul>
RL.6.9. Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		<ul style="list-style-type: none"> <li>Compare and contrast texts of different genres that share similar themes</li> <li>Analyze how each author conveys the same message through different avenues</li> <li>Investigate the authors' dissimilar backgrounds that inspire such works (themes)</li> <li>Compare/contrast how each author infuses their philosophy and persona into their work</li> <li>Analyze the impact of the differences in forms or genres on the reader</li> <li>Evaluate the effectiveness of each author's approach to the theme and topic</li> </ul>
<b>Unit 3 Writing Standards</b>		<b>Unit 3 Writing Critical Knowledge and Skills</b>
<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3.A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>		<ul style="list-style-type: none"> <li>Engage and orient the reader by establishing a context</li> <li>Engage the reader with a story hook</li> <li>Introduce a narrator and/or characters</li> <li>Organize an event sequence that unfolds naturally and logically</li> <li>Use narrative techniques effectively to develop experiences, events, and/or characters</li> <li>Transition from one idea to the next by using appropriate words and phrases</li> <li>Use figurative language to aid in description</li> <li>Describe ideas by using sensory and specific language</li> <li>Write a conclusion that brings the story events to a meaningful close</li> </ul>



<p>W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3.E. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> <li>● Clearly convey a conflict and a resolution to the conflict</li> </ul>
<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>● Identify defining characteristics of different genres of writing</li> <li>● Unpack a writing prompt</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice</li> <li>● Create a tone that is appropriate for one’s audience</li> </ul>
<p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> <li>● Revise and edit intentionally to improve writing</li> <li>● Generate ideas to develop topic</li> <li>● Revise writing with a partner or self-editing checklists</li> <li>● Distinguish between editing and revising</li> </ul>
<p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<ul style="list-style-type: none"> <li>● Use technological resources to enhance writing</li> <li>● Give and receive feedback using technology</li> <li>● Seek out authentic publishing opportunities</li> <li>● Use tools including blogs and wikis, to develop writing and communicate with students in their classes</li> <li>● Type a minimum of three pages in a single sitting</li> <li>● Use keyboarding skills to make typing more efficient</li> <li>● Type three pages in an appropriate amount of time</li> </ul>
<p>W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> <li>● Explore inquiry topics through short research projects</li> <li>● Research and synthesize information from several sources</li> <li>● Conduct research and synthesize multiple sources of information</li> <li>● Compile a list of sources to use for a project</li> <li>● Refocus the intent of the research when appropriate</li> </ul>
<p>W.6.8. (Choice) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Assess the credibility and accuracy of each source</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Cite direct and indirect quotations</li> <li>● Identify examples of plagiarism in writing</li> <li>● Avoid plagiarism in writing</li> <li>● Follow typing appropriate typing format and conventions</li> </ul>
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems];</p>	<ul style="list-style-type: none"> <li>● Write a clear thesis statement</li> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Incorporate evidence into written pieces, using introductory phrases and transitions</li> <li>● Logically connect evidence to claims in writing</li> </ul>

<p>historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>	<ul style="list-style-type: none"> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Cite in-text direct and indirect quotations appropriately</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Provide adequate supporting details for each main idea in writing</li> <li>● Use and maintain a formal style in writing</li> <li>● Choose specific language to explain a topic</li> <li>● Write a concluding statement/section that follows from and supports analysis</li> <li>● Revise and edit the written piece for improvement</li> <li>● Apply a specific organizational strategy to a compare-contrast essay</li> </ul>
<p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>● Reflect on and be able to explain purposeful decisions made while writing</li> <li>● Respond to a wide-variety of topics for an array of purposes and audiences</li> <li>● Produce written reflections</li> </ul>
<p><b>Unit 3 Speaking and Listening Standards</b></p>	<p><b>Unit 3 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> <li>● Read required texts prior to discussions</li> <li>● Prepare for discussions</li> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Define and identify rules for discussions, including group and individual roles</li> <li>● Model appropriate behavior during discussions</li> <li>● Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>● Reflect on and paraphrase what was discussed</li> <li>● Summarize the ideas expressed</li> </ul>
<p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<ul style="list-style-type: none"> <li>● Interpret and evaluate information presented in diverse media and formats</li> <li>● Explain how each medium shapes or influences the audience's perception and understanding of the information presented</li> <li>● Evaluate the effectiveness of the chosen format for presenting the information</li> <li>● Observe how various mediums appeal to one or more senses with varying levels of intensity</li> <li>● Compare the reading of a speech to watching a video of the speech</li> </ul>
<p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>	<ul style="list-style-type: none"> <li>● Utilize skills that are common to the language production domain of writing</li> <li>● Organize ideas in a logical, sequential order</li> <li>● Present information using sound, detailed, and relevant evidence in a coherent manner</li> <li>● Use appropriate eye contact, adequate volume, and clear pronunciation</li> </ul>

<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> <li>● Orally present information, using appropriate speech, in a variety of situations</li> <li>● Manipulate the speech based upon context</li> </ul>
<p><b>Unit 3 Language Standards</b></p>	<p><b>Unit 3 Language Critical Knowledge and Skills</b></p>
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<ul style="list-style-type: none"> <li>● Recognize and correct inappropriate shifts in pronoun number and person</li> <li>● Recognize and correct vague pronouns</li> <li>● Revise grammatical errors in writing</li> <li>● Perform peer reviews of writing to identify and correct grammatical errors</li> <li>● Identify and use strategies to revise writing</li> </ul>
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>● Define and identify nonrestrictive/parenthetical elements in writing</li> <li>● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements</li> <li>● Apply common rules and patterns to spell words correctly</li> </ul>
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> <li>● Identify various sentence patterns</li> <li>● Incorporate various sentence patterns to create style and voice</li> <li>● Use a consistent style and tone when writing or speaking</li> </ul>
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>● Use a word's position in a sentence as a clue to the meaning of a word</li> <li>● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase</li> <li>● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.</li> <li>● Use reference materials to check the inferred meaning of words</li> </ul>
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.C. Distinguish among the connotations (associations) of words with</p>	<ul style="list-style-type: none"> <li>● Define and identify figures of speech</li> <li>● Determine the meaning of and purpose of figures of speech in context</li> <li>● Define the term <i>connotation</i></li> <li>● Discern the difference in meaning between closely related words</li> </ul>

similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> <li>• Understand and apply conversational, academic, and domain specific vocabulary</li> <li>• Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</li> <li>• Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</li> <li>• Acquire and use accurately grade appropriate general academic and domain specific words and phrases</li> <li>• Dissect assignments and determine the key processes required</li> </ul>

Unit 4 Grade 6		
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>• Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>• Use evidence from the text to make and check predictions when reading • Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>• Gather evidence from the text to support inferences or explicit meaning.</li> <li>• Read and analyze a variety of literary genres and informational texts • Closely examine the text’s explicit content</li> <li>• Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>• Reconstruct and understand the text segment’s new meaning</li> <li>• Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>• Refer to the text for support when analyzing and drawing inferences</li> <li>• Correctly cite evidence from the text</li> </ul>

<p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<ul style="list-style-type: none"> <li>• Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text</li> <li>• Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</li> <li>• Summarize texts by evaluating key details in which the central idea or theme is located</li> <li>• Distinguish key (thematic) details from all other details</li> <li>• Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)</li> <li>• Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment</li> </ul>
<p>RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>RL.6.3:</p> <ul style="list-style-type: none"> <li>• Explain the parts of a plot; provide a summary of each part</li> <li>• Observe and analyze how story characters and plot interact and develop throughout a given text</li> <li>• Read and evaluate texts with the goal of understanding how the story’s events and setting impact and shape the characters in different ways</li> <li>• Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters’ traits</li> </ul> <p>RI.6.3:</p> <ul style="list-style-type: none"> <li>• Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</li> <li>• Identify the structure of a text</li> <li>• Distinguish between different text structures</li> <li>• Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</li> <li>• Analyze an author’s method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method)</li> <li>• Analyze how the text structure affects the relationships between individuals, ideas, or events.</li> <li>• Analyze a writer’s style and presentation</li> <li>• Determine the relationship between individuals, ideas, or events</li> </ul>

<p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p>	<p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>• Provide an analysis of the impact of specific word choice on meaning and/or tone</li> <li>• Analyze why the author made a specific word choice</li> <li>• Analyze the impact of the word choice on the reader</li> <li>• Evaluate the effectiveness of the author’s word choice</li> <li>• Identify poetic devices used in text</li> <li>• Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text</li> </ul>
<p>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<ul style="list-style-type: none"> <li>• Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope</li> <li>• Recognize how form relates to function and how a part relates to a whole</li> <li>• Distinguish between different text structures</li> <li>• Identify part to whole and whole to part relationships</li> <li>• Observe how the individual components of the text add to the development of the theme, setting, and plot</li> <li>• Analyze why the author included a specific section of the text (chapter, scene, or stanza, etc.)</li> <li>• Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader</li> <li>• Evaluate the effectiveness of the author’s choice to include this section (chapter, scene, or stanza, etc.)</li> </ul>
<p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<ul style="list-style-type: none"> <li>• Identify various points of view</li> <li>• Determine how the author develops the point-of-view of the narrator or speaker in the text</li> <li>• Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader</li> <li>• Determine how the author’s word choice helps develop the narrator or speaker’s point of view</li> <li>• Evaluate the effectiveness of the author’s choice in point of view</li> </ul>

<p>RL.6.1.0 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.</p>	<p>RI.6.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text complexity (see Appendix A) or above, with scaffolding as needed.</p>	<ul style="list-style-type: none"> <li>• Determine difficulties in comprehending and making meaning</li> <li>• Apply appropriate strategies in order to increase comprehension when encountering text</li> <li>• Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life</li> <li>• Make an increasing number of connections among ideas and between texts</li> <li>• Use scaffolding when necessary</li> </ul>
<p><b>Unit 4 Writing Standards</b></p>		<p><b>Unit 4 Writing Critical Knowledge and Skills</b></p>
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2.E. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.</p>		<ul style="list-style-type: none"> <li>• Introduce a topic</li> <li>• Compose a well-developed thesis statement</li> <li>• Select appropriate text structures and text features for clarity</li> <li>• Include formatting, graphics, and multimedia when useful to aid comprehension</li> <li>• Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic</li> <li>• Cite information correctly by following the proper format</li> <li>• Transition between ideas and concepts using appropriate words and phrases</li> <li>• Select specific vocabulary to inform about or explain the topic</li> <li>• Consistently use a formal style</li> <li>• Write a conclusion to bring all ideas to a close</li> </ul>
<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<ul style="list-style-type: none"> <li>• Identify defining characteristics of different genres of writing</li> <li>• Unpack a writing prompt</li> <li>• Write for a specific purpose and audience</li> <li>• Select an appropriate text structure or format for the task</li> <li>• Use language that is precise and powerful to create voice</li> <li>• Create a tone that is appropriate for one’s audience</li> </ul>

<p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> <li>• Revise and edit intentionally to improve writing</li> <li>• Generate ideas to develop topic</li> <li>• Revise writing with a partner or self-editing checklists</li> <li>• Distinguish between editing and revising</li> </ul>
<p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<ul style="list-style-type: none"> <li>• Use technological resources to enhance writing</li> <li>• Give and receive feedback using technology</li> <li>• Seek out authentic publishing opportunities</li> <li>• Use tools including blogs and wikis, to develop writing and communicate with students in their classes</li> <li>• Type a minimum of three pages in a single sitting</li> <li>• Use keyboarding skills to make typing more efficient</li> <li>• Type three pages in an appropriate amount of time</li> </ul>
<p>W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> <li>• Explore inquiry topics through short research projects</li> <li>• Research and synthesize information from several sources</li> <li>• Conduct research and synthesize multiple sources of information</li> <li>• Compile a list of sources to use for a project</li> <li>• Refocus the intent of the research when appropriate</li> </ul>
<p>W.6.8. (Choice) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<ul style="list-style-type: none"> <li>• Use search terms effectively</li> <li>• Assess the credibility and accuracy of each source</li> <li>• Select direct and indirect quotations that relate to the topic as evidence</li> <li>• Explain quotations used as support to enhance meaning</li> <li>• Cite direct and indirect quotations</li> <li>• Identify examples of plagiarism in writing</li> <li>• Avoid plagiarism in writing</li> <li>• Follow typing appropriate format and conventions</li> </ul>
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and</p>	<ul style="list-style-type: none"> <li>• Write a clear thesis statement</li> <li>• Identify evidence that supports claims in literary analysis</li> <li>• Incorporate evidence into written pieces, using introductory phrases and transitions</li> <li>• Logically connect evidence to claims in writing</li> <li>• Select direct and indirect quotations that relate to the topic as evidence</li> <li>• Cite in-text direct and indirect quotations appropriately</li> <li>• Explain quotations used as support to enhance meaning</li> <li>• Provide• Use and maintain a formal style in writing</li> </ul>



<p>claims that are not").</p>	<ul style="list-style-type: none"> <li>• Choose specific language to explain a topic</li> <li>• Write a concluding statement/section that follows from and supports analysis</li> <li>• Revise and edit the written piece for improvement</li> <li>• Apply a specific organizational strategy to a compare-contrast essay adequate supporting details for each main idea in writing</li> </ul>
<p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>• Reflect on and be able to explain purposeful decisions made while writing</li> <li>• Respond to a wide-variety of topics for an array of purposes and audiences</li> <li>• Produce written reflections</li> </ul>
<p><b>Unit 4 Speaking and Listening Standards</b></p>	<p><b>Unit 4 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> <li>• Read required texts prior to discussions</li> <li>• Prepare for discussions</li> <li>• Use previous knowledge to expand discussions about a topic</li> <li>• Engage in conversations about grade-appropriate topics and texts</li> <li>• Participate in a variety of rich, structured conversations</li> <li>• Define and identify rules for discussions, including group and individual roles</li> <li>• Model appropriate behavior during discussions</li> <li>• Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>• Reflect on and paraphrase what was discussed</li> <li>• Summarize the ideas expressed</li> </ul>
<p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<ul style="list-style-type: none"> <li>• Interpret and evaluate information presented in diverse media and formats</li> <li>• Explain how each medium shapes or influences the audience's perception and understanding of the information presented</li> <li>• Evaluate the effectiveness of the chosen format for presenting the information</li> <li>• Observe how various mediums appeal to one or more senses with varying levels of intensity</li> <li>• Compare the reading of a speech to watching a video of the speech</li> </ul>

<p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>	<ul style="list-style-type: none"> <li>• Utilize skills that are common to the language production domain of writing</li> <li>• Organize ideas in a logical, sequential order</li> <li>• Present information using sound, detailed, and relevant evidence in a coherent manner</li> <li>• Use appropriate eye contact, adequate volume, and clear pronunciation</li> </ul>
<p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<ul style="list-style-type: none"> <li>• Incorporate multimedia and visual displays into presentations to add clarity to their content</li> <li>• Incorporate posters outlining charts/graphs to clarify information and captivate their audience</li> <li>• Incorporate music and/or sound effects into their presentation to bring the information “to life” and allow for greater engagement with the audience</li> <li>• Incorporate technology to enhance the presentation</li> </ul>
<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> <li>• Orally present information, using appropriate speech, in a variety of situations</li> <li>• Manipulate the speech based upon context</li> </ul>
<p><b>Unit 4 Language Standards</b></p>	<p><b>Unit 4 Language Critical Knowledge and Skills</b></p>
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<ul style="list-style-type: none"> <li>• Revise grammatical errors in writing</li> <li>• Perform peer reviews of writing to identify and correct grammatical errors</li> <li>• Identify and use strategies to revise writing</li> </ul>
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>• Define and identify nonrestrictive/parenthetical elements in writing</li> <li>• Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements</li> <li>• Apply common rules and patterns to spell words correctly</li> </ul>
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice. L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> <li>• Identify various sentence patterns</li> <li>• Incorporate various sentence patterns to create style and voice</li> <li>• Use a consistent style and tone when writing or speaking</li> </ul>

<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>• Use a word's position in a sentence as a clue to the meaning of a word</li> <li>• Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase</li> <li>• Determine the meaning of commonly used prefixes and suffixes</li> <li>• Separate a base word from the prefix or suffix</li> <li>• Use the definition of known prefixes and suffixes to define new words</li> <li>• Identify root words in unknown words</li> <li>• Use known root words to aid in defining unknown words</li> <li>• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.</li> <li>• Use reference materials to check the inferred meaning of words</li> </ul>
<p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>• Understand and apply conversational, academic, and domain specific vocabulary</li> <li>• Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</li> </ul>

## Assessments

### Formative, Summative, Benchmark, and Alternative

Students can demonstrate competency with tasks such as:

- Unit assessments may include but not limited to tests, quizzes, rubrics, and projects
- Novel assessments and projects
- Constructing spoken and written explanations
- Response/Exit Tickets
- Engaging in evidence-based discussion
- Reflecting on their own understanding
- Student Growth Assessments
  - Beginning of Year Benchmark
  - Mid Year Benchmark
  - End of Year Benchmark
- MAP
- Student Portfolios
- Grammar infusion in writing
- Vocabulary application
- Oral Presentations
- STEAM Projects
- Design Challenges/Problem Based Learning

## Differentiation Strategies

### Students with Disabilities/ Students at Risk of School Failure

*(For students with disabilities, appropriate accommodations, instructional adaptations, and/or modifications should be determined by the IEP or 504 team)  
(content, process, product and learning environment)*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Give repetition and practice exercises
- Model skills/techniques to be mastered
- Give extended time to complete class work
- Provide copy of class notes
- Determine if preferential seating would be beneficial
- Provide access to a computer
- Provide copies of textbooks for home
- Provide access to digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Breaking down and chunking of writing assignments
- Assist student with long and short term planning of assignments
- Modified graphic organizers
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Reading response aloud to student

### **Modifications for Homework and Assignments**

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

### **Modifications for Assessments**

- Provide extended time on classroom tests and quizzes
- Provide alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations /modifications for assessments
- Breaking down and chunking assignments
- Provide word bank when applicable

## Differentiation for English Language Learners

*(content, process, product and learning environment)*

### Modifications for Classroom

- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Provide word banks / word walls
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Pair visual prompts with verbal presentations
- Provide repetition and practice
- Model skills/techniques to be mastered
- Reading response aloud to student

### Modifications for Homework/Assignments

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

### Modifications for Assessments

- Provide extended time on classroom tests and quizzes
- Restate, reread, and clarify directions/questions
- Provide word banks / word walls
- Establish procedures for accommodations /modifications for assessments

## Gifted and Talented

*(content, process, product and learning environment)*

#### **Modifications for Classroom**

- Set individual goals.
- Encourage creative expression by allowing students to choose how to explore a problem
- Invite students to explore points of view
- Allow team-teaching opportunities and collaboration
- Varied levels of reading text
- Enriched hands on center that students can explore independently
- Use Higher-Level Questioning Techniques
- Provide leadership opportunities in groups
- Allow opportunities to analyze and evaluate materials
- Design surveys to generate and analyze data to be used in discussion

#### **Modifications for Homework/Assignments**

- Provide assessments at a higher level of thinking
- Allow students to pursue independent projects based on their individual interests
- Conduct research and provide presentation of appropriate topics

### **Integration of 21st Century Skills**

#### **Career Readiness, Life Literacies, and Key Skills**

Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key

Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

### **Mission**

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

### **Vision**

An education in career readiness, life literacies, and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- Uses effective communication and collaboration skills and resources to interact with a global society;
- Possesses financial literacy and responsibility at home and in the broader community;
- Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

### **Creativity and Innovation**

Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

- Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
- Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

### **Critical Thinking and Problem-solving**

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence,



claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

- The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

**Digital Citizenship**

- Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
- Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
- Digital identities must be managed in order to create a positive digital footprint.
- Digital tools have positively and negatively changed the way people interact socially.
- Digital engagement can improve the planning and delivery of climate change actions.

- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g.,

6.3.5.GeoHE.1).

**Global and Cultural Awareness**

- Culture and geography can shape an individual’s experiences and perspectives.

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).