

# FAIRFIELD PUBLIC SCHOOLS

12-6-2023, 7:30 PM  
501 Kings Highway East, CO Board Room  
Special Meeting Agenda

## **MEMBERS OF THE PUBLIC:**

This meeting will be conducted in-person only. There will be no opportunity to call-in with public comment.

The best way to listen or watch the meeting remotely is:

1. FairTV's cable channel (78 for Cablevision); or
2. Webex\*: Call **408-418-9388**, and use Meeting Number (access code): **2343 908 2276**  
(\*Audio only. All callers will be automatically muted and will not be heard by the BoE.)
3. [FairTV Education Channel and Livestream](#)

To view all agendas, minutes and enclosures, please click [here](#).

**Please Note:** Guidance on public comment is per [BoE Bylaws](#), Article V, Section 6.

1. Call to Order of the Special Meeting of the Board of Education and Roll Call
2. Pledge of Allegiance
3. Business Items
  - A. First Reading of Revised PK-12 English Language Arts Curriculum, Ms. Goss  
(Enclosure No. 1)
4. Public Comment
5. Adjournment  
**Recommended Motion:** "that this Special Meeting of the Board of Education adjourn"

## RELOCATION POLICY NOTICE

The Fairfield Public Schools System provides services to ensure students, parents and other persons have access to meetings, programs and activities. The School System will relocate programs in order to ensure accessibility of programs and activities to disabled persons. To make arrangements, please contact the office of Special Education, 501 Kings Highway East, Fairfield, CT 06825, Telephone: (203) 255-8379.

Enclosure No. 1  
December 6, 2023

## **Pre-Kindergarten English Language Arts**

**Course Information**

<b>Grade(s):</b>	Pre-Kindergarten (PreK)
<b>Discipline/Course:</b>	PreK English Language Arts (ELA)
<b>Course Title:</b>	PreK ELA
<b>Prerequisite(s):</b>	0-36 months old
<b>Course Description:</b> <i>Program of Studies</i>	<p>Preschool classrooms are joyful and engaging environments in which children are exposed to literacy and develop a love of reading and writing through play and exploration. Children learn to express their unique thoughts, feelings, and ideas through a variety of modalities. Preschool students engage with a diverse collection of books, toys, and materials that support the development of language comprehension and early literacy letter, sound, and word recognition skills. Through play-based learning and planned activities, students participate in a variety of experiences including read-alouds, book exploration, imaginative and dramatic play, developmental writing, social communication interactions, art, music, and learning centers. Through play-based and thoughtfully planned literacy work, children are exposed to the critical components of literacy: building of background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge, phonological awareness, alphabet knowledge and word recognition. Throughout the preschool years, students will learn to engage with social studies (understanding community- family, neighborhood, school), science (earth science-weather, physical science-transportation/moving objects, life science-animals and plants), arts (enjoying and creating music, visual art, dance), and social-emotional learning (SEL) (developing a sense of self, emotional expression, self-regulation, developing relationships with peers and adults). The skills and standards addressed in preschool prepare students for the content and skills they will continue to develop in kindergarten. Through their preschool education, children gain skills and confidence to engage with the ever-expanding world around them.</p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am? (Units 1, 2, 3, 6)</li> <li>● Why change? (Units 3, 7, 8)</li> <li>● How does our environment impact our lives? (Units 4, 5, 8)</li> <li>● How do I know what to believe in what I read, hear and view? (Units 7, 8)</li> </ul>

	<ul style="list-style-type: none"> <li>● Why are human relationships important? (Units 2, 3)</li> <li>● Why do we seek and build community? (Units 1, 2, 5, 6)</li> <li>● How do stories tell us about what a culture values? (Units 3, 9)</li> <li>● How is conflict essential to our growth? (Units 2, 3)</li> <li>● How does language work? (Units 1-9)</li> <li>● How do I develop my writer’s voice? (Units 1-9)</li> <li>● What do <b>good skilled</b> readers do? (Units 1-9)</li> <li>● How do I participate in collaborative conversations to deepen my understanding? (Units 1-9)</li> <li>● How do I best support and present my findings and conclusions? (Units 1-9)</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● School is a community in which we learn and play.</li> <li>● I can use my senses to explore and learn new things in my environment.</li> <li>● We all come from different backgrounds, or cultures, but we all live in America.</li> <li>● It is important to follow rules at school and at home in order to keep us safe.</li> <li>● We can play games, read books, and share with our friends.</li> <li>● We help friends when we play, clean up messes, and by taking turns.</li> <li>● Teachers work at school.</li> <li>● All families are different and a family’s history is unique.</li> <li>● Families celebrate, play, eat, help each other, and spend time together.</li> <li>● Food can come from a farm, store, restaurant, or garden.</li> <li>● Everyone likes and dislikes the taste of different foods.</li> <li>● A neighborhood can have houses, a library, a post office, a grocery store, a police station, and a fire station.</li> <li>● Librarians, grocery store workers, police officers, post office clerks, delivery workers, and firefighters are some of the people who work in our neighborhood</li> <li>● People use cars, boats, airplanes, trains, and buses to travel to and from different places.</li> <li>● Vehicles are alike and different in the way they travel.</li> <li>● Animals live in different places such as farms, in trees, in the ground, and in our homes.</li> <li>● Animals are alike and different in the way that they look, what they eat, how they move, and where they live.</li> <li>● Plants have parts that help them get what they need to grow such as seeds, roots, leaves, and</li> </ul>

	<p>flowers.</p> <ul style="list-style-type: none"> <li>● Living things’ activities, clothing, habitats, and the wonders of nature change as the weather and seasons change, too.</li> <li>● We can learn about the world around us through books, play, art, and music.</li> <li>● We share books everyday and learn from the books that are read aloud to us.</li> <li>● Our bodies, languages, signs, and writing communicate what we want to say to one another.</li> <li>● We help one another by talking and sharing with our friends.</li> <li>● We learn about the world around us through books, play, art, and music.</li> </ul>
<p><b>Duration:</b></p>	<p>Curricula can accommodate one to three PreK years:</p> <p>Students’ understanding of content and skills deepens through repeated exposure, as well as through differentiated and individualized instruction. Each year that the content and skills are taught, teachers will follow a progression of expectations based on the Early Learning Development Standards (ELDS) and what is considered to be developmentally and age-appropriate activities/scaffolding to meet diverse needs. For example, letter identification at age 3 focuses on the exposure and recognition of some letters, especially those in one’s own name. Letter identification at age 4 will progress to expressively or receptively identifying some letters and sounds, to age 5 when letter-sound connections are further solidified in preparation for their kindergarten experience.</p>
<p><b>Course Materials/Resources:</b></p>	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> <li>● Core Texts</li> <li>● Flip Charts: Literacy and Language, Science, Social Studies, Social-Emotional</li> <li>● My Word Book</li> <li>● Manipulatives <ul style="list-style-type: none"> <li>○ Kit: Counters, Magnifying Glasses, Instruments</li> <li>○ Cards: Oral Language, Alphabet, Retelling, Letter, Photo, Concepts</li> <li>○ Audio Collections: Music Favorites, Theme Songs</li> </ul> </li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness  Scholastic: My Big World Magazine  <a href="#">Connecticut Early Learning and Development Standards</a>  <a href="#">Dual Language Development Framework</a></p>

	<a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a> Core texts/videos may be replaced by the publisher when titles are out of print.
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Creating and Constructing</li> <li>● Collaborating Strategically</li> </ul>
<b>Year at a Glance (Units):</b>	Unit 1: Who We Are (4 weeks) Unit 2: Making Friends (4 weeks) Unit 3: Families (4 weeks) Unit 4: Food (4 weeks) Unit 5: Our Neighborhood (4 Weeks) Unit 6: Transportation (4 Weeks) Unit 7: Animals (4 Weeks) Unit 8: Nature (4 Weeks) Mini-Units: Teacher’s Choice (6 Weeks)

<b>Unit Number and Title:</b>	Unit 1: Who We Are
<b>Duration:</b>	4 weeks
<b>Resource(s):</b>	McGraw Hill World of Wonders <ul style="list-style-type: none"> <li>● Core texts:             <ul style="list-style-type: none"> <li>○ llama llama misses mama by Anna Dewdney</li> <li>○ If You're Happy by Elena Torres</li> <li>○ Always, Sometimes, Never by Ellen Cynthia Low</li> <li>○ Rosie Goes to PreSchool by Karen Katz</li> <li>○ Green is a Chile Pepper by Roseanna Greenfield Thong</li> <li>○ ABC I Like Me! By Nancy Carlson</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ The Big Book of Nursery Rhymes and Songs</li> <li>○ I Learn and Play in School</li> <li>○ Read Aloud Anthology with Stories, Rhymes, and Songs</li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness Scholastic: My Big World Magazine <a href="#">Connecticut Early Learning and Development Standards</a> <a href="#">Dual Language Development Framework</a> <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a></p>															
<b>Unit Overview:</b>	<p>In this unit, children will learn about the many things they can do and all the reasons they should feel good about themselves. Lessons in this unit will support children in their understanding of themselves as part of a classroom community and will help them to identify their responsibilities within the classroom in order to develop effective approaches to learning. Students will have the opportunity to compare various cultures, as well as similarities and differences amongst themselves. Children will learn and practice how they can help others and make friends. There will be many opportunities to investigate their five senses and how we use them to explore the world. Students will develop self-awareness, self-concept and competence. This unit will connect to the PK-12 overarching concepts of identity, community and society, and culture.</p>															
<b>Learning Goals</b>																
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	simple directions	<b>L.36.2 Follow two-step directions</b>		sunlight, and water)	
Vocabulary					
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)</b>	<b>L.36.3 Use nouns and verbs to label experiences, actions or events</b>	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts  <b>L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)</b>	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	
Expressing Ideas, Feelings and Needs					
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.6 Use words to request objects, have needs met or gain attention</b>	<b>L.36.7 Comment on a variety of experiences, interactions or observations</b>	<b>L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas</b>	L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)	
Conventions of Conversation/Language for Interaction					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand C (language for social interaction) Learning Progression Indicator →</i>	<b>L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward</b>	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two	L.36.10 Have conversations with adults and peers that include four or more exchanges	<b>L.48.11. Answer simple who, what, where and why questions</b>	<b>L.60.10 Use language to share ideas and gain information</b>



	speaker	turns			
		<b>L.24.9 Answer a basic question with a word</b>			
<b>Interest and Engagement with Books</b>					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.12.8 Engage with adults, showing shared attention to a book</b>	<b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b>	<b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b>	L.48.12 Select fiction and nonfiction books to be read and attend with interest	L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction
<b>Understands Stories or Information</b>					
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)</b>	<b>L.36.14 Enjoy telling and retelling stories and information</b>	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text  <b>L.48.14 Ask and answer simple who, what, where and why questions related to story or text</b>  L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text  L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)	L.60.14 Use connections between self and character, experience and emotions to increase comprehension

Book Concepts				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.24.14 Hold book upright</b>	<b>L.36.15 Turn pages of a book</b>	<b>L.48.16 Look at pages of a book from left to right (or according to conventions of home language)</b>	L.60.16 Know that books have titles, authors, illustrators or photographers
Print Concepts				
Age Range	24-36 months		3-4 years	
<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)</b>		<b>L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment</b>	
Letter Recognition				
Age Range	3-4 years		4-5 years	
<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.48.19 Recognize some letters especially those in one's own name</b>		L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words  L.60.21 Make some letter-sound connections	
Phonological Awareness				
Age Range	18-24 months	3-4 years	4-5 years	
<i>Strand F (develop phonological awareness) Learning Progression Indicator →</i>		<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  L.48.21 Identify when initial sounds in words are the same	L.60.22 Produce rhyming words or words that have same initial sound  L.60.23 Recognize which words in a set of words begin with the same sound  L.60.24 Distinguish syllables in	

					words
	Drawing and Writing				
	Age Range	18-24 months	24-36 months	3-4 years	4-5 years
<i>Strand G (convey meaning through drawing, letters and words) Learning Progression Indicator →</i>	<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble</b>	L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)	L.60.25 Draw original stories with a beginning, middle and end	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What do we do in school?</li> <li>• What are special things I can do?</li> <li>• How are we alike and different?</li> </ul>				
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• School is a community in which we learn and play.</li> <li>• I can use my senses to explore and learn new things in my environment.</li> <li>• We all come from different backgrounds, or cultures, but we all live in America.</li> </ul>				
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i>	<b>Content</b> <b>Students will know...</b> <ul style="list-style-type: none"> <li>• Directional vocabulary (e.g., on, in)</li> <li>• Descriptive vocabulary (e.g., color words, action words)</li> <li>• Simple pronouns (e.g., I, me, you, mine, he, she)</li> <li>• Vocabulary for nouns and verbs</li> <li>• Active Listening (speaker/listener)</li> </ul>		<b>Skills</b> <b>Students will be able to...</b> <p>Listening Comprehension</p> <ul style="list-style-type: none"> <li>• Listen with increasing attention</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Increase listening vocabulary and begin to develop a vocabulary of object names and common phrases</li> </ul>		

	<p>skills, e.g. eye contact, body orientation)</p> <ul style="list-style-type: none"> <li>● Print Concepts (Print carries meaning)</li> <li>● Book Concepts (Picture description)</li> <li>● Phonological Awareness (Exposure to letter sounds)</li> <li>● Letter Knowledge (Exposure to letter symbols)</li> </ul>	<p>Verbal Expression</p> <ul style="list-style-type: none"> <li>● Use language for a variety of purposes</li> <li>● Use single words and simple phrases to communicate meaning in social situations</li> </ul> <p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>● Become increasingly sensitive to the sounds of spoken words</li> </ul> <p>Print and Book Awareness</p> <ul style="list-style-type: none"> <li>● Understand that print carries a message by recognizing labels, signs, and other print forms in the environment</li> <li>● Understand that illustrations carry meaning but cannot be read</li> <li>● Understand that a book has a title and an author</li> <li>● Letter Knowledge and Early Word Recognition</li> <li>● Begin to associate the names of letters with their shapes</li> </ul>
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<b>Unit Number and Title:</b>	Unit 2: Making Friends
<b>Duration:</b>	4 weeks
<b>Resource(s):</b>	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> <li>● Core Texts:             <ul style="list-style-type: none"> <li>○ Friends All Around by Miela Ford</li> <li>○ Blue Chameleon by Emily Gravett</li> <li>○ Being Friends by Karen Beumont</li> <li>○ How Do Dinosaurs Play with Their Friends by Jane Yolen &amp; Mark Teague</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Virgil and Owen by Paulette Boga</li> <li>○ ABC for You and Me by Meg Gurnis</li> <li>○ The Big Book of Nursery Rhymes and Songs</li> <li>○ I Work and Play with Others</li> <li>○ Read Aloud Anthology of Stories, Rhymes, and Songs</li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness Scholastic: My Big World Magazine <a href="#">Connecticut Early Learning and Development Standards</a> <a href="#">Dual Language Development Framework</a> <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a></p>															
<b>Unit Overview:</b>	<p>In this unit children will learn about friendships. Lessons in this unit will support childrens’ social learning in how to make friends, how to be a good friend, and about activities to do together. Children will learn and practice rules that exist at home and at school. There will be opportunities to make comparisons about similarities and differences in home and school, as well as what characteristics make up good friends. Additionally, children will identify who works in a school, and about rules in the school environment. Children will practice observing their peers and describing actions they see. This unit will connect to the PK-12 overarching concepts of identity, human relationships, community, society, and culture.</p>															
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<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.6 Use words to request objects, have needs met or gain attention</b>	<b>L.36.7 Comment on a variety of experiences, interactions or observations</b>	<b>L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas</b>	L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)	
Conventions of Conversation/Language for Interaction					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand C (language for social interaction) Learning Progression</i>	<b>L.18.7 Pay attention to a speaker by pausing physical</b>	L.24.8 Take turns in conversations by initiating and	L.36.10 Have conversations with adults and peers that	<b>L.48.11. Answer simple who, what, where and why</b>	<b>L.60.10 Use language to share ideas and gain information</b>

<i>Indicators →</i>	<b>activity, shifting gaze or looking toward speaker</b>	sustaining a simple conversation over two turns  <b>L.24.9 Answer a basic question with a word</b>	include four or more exchanges	<b>questions</b>	
<b>Interest and Engagement with Books</b>					
<b>Age Range</b>	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.12.8 Engage with adults, showing shared attention to a book</b>	<b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b>	<b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b>	L.48.12 Select fiction and nonfiction books to be read and attend with interest	L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction
<b>Understands Stories or Information</b>					
<b>Age Range</b>	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand D (book appreciation and knowledge) Learning Progression Indicators →</i>	<b>L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)</b>	<b>L.36.14 Enjoy telling and retelling stories and information</b>	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text  <b>L.48.14 Ask and answer simple who, what, where and why questions related to story or text</b>  L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text  L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)	L.60.14 Use connections between self and character, experience and emotions to increase comprehension

Book Concepts				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.24.14 Hold book upright</b>	<b>L.36.15 Turn pages of a book</b>	<b>L.48.16 Look at pages of a book from left to right (or according to conventions of home language)</b>	L.60.16 Know that books have titles, authors, illustrators or photographers

  

Print Concepts		
Age Range	24-36 months	3-4 years
<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)</b>	<b>L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment</b>

  

Letter Recognition		
Age Range	3-4 years	4-5 years
<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.48.19 Recognize some letters especially those in one's own name</b>	L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words  L.60.21 Make some letter-sound connections

  

Phonological Awareness			
Age Range		3-4 years	4-5 years
<i>Strand F (develop phonological awareness) Learning Progression Indicator →</i>		<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  L.48.21 Identify when initial sounds in words are the same	L.60.22 Produce rhyming words or words that have same initial sound  L.60.23 Recognize which words in a set of words begin with the same sound



					L.60.24 Distinguish syllables in words
	Drawing and Writing				
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand G (convey meaning through drawing, letters and words) Learning Progression Indicator →</i>	<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble</b>	L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)	L.60.25 Draw original stories with a beginning, middle and end	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What are the school rules and why are they important?</li> <li>• What can we do with our friends?</li> <li>• How can we help our friends?</li> <li>• Who works in a school?</li> </ul>				
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• It is important to follow rules at school and at home in order to keep us safe.</li> <li>• We can play games, read books, and share with our friends.</li> <li>• We help friends when we play, clean up messes, and by taking turns.</li> <li>• Teachers work at school.</li> </ul>				
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i>	<b>Content:</b> (Students will know)		<b>Skills:</b> (Students will be able to...)		
	<ul style="list-style-type: none"> <li>• Directional vocabulary (e.g., in, on, under)</li> <li>• Descriptive vocabulary (e.g., color words, action words)</li> <li>• Simple pronouns (e.g., I, me, you, mine,</li> </ul>		Listening Comprehension <ul style="list-style-type: none"> <li>• Listen for different purposes</li> <li>• Enjoy listening to and responding to books</li> </ul>		

	<p>he, she)</p> <ul style="list-style-type: none"> <li>● Vocabulary for nouns and verbs</li> <li>● Active Listening (speaker/listener skills, e.g. eye contact, body orientation)</li> <li>● Phonological awareness (Break words into syllables)</li> <li>● Letter Knowledge (Exposure to letter symbols)</li> <li>● Comprehension Monitoring (Begin to retell, respond and talk about books)</li> <li>● Writing (Convey meaning through drawing, letters and words)</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Show a steady increase in listening and speaking vocabulary</li> <li>● Attempt to communicate more than current vocabulary will allow, borrowing and extending words to create meaning</li> </ul> <p>Verbal Expression</p> <ul style="list-style-type: none"> <li>● Attempt to use new vocabulary and grammar in speech (ESL)</li> </ul> <p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>● Begin to break words into syllables or claps along with each syllable in a phrase</li> </ul> <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> <li>● Begin to associate the names of letters with their shapes</li> </ul> <p>Developing Knowledge of Literary Forms</p> <ul style="list-style-type: none"> <li>● Begin to retell some sequence of events in stories</li> </ul> <p>Written Expression</p> <ul style="list-style-type: none"> <li>● Attempt to use a variety of forms of writing (e.g., lists, messages, stories)</li> </ul>
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<b>Unit Number and Title:</b>	Unit 3: Families
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<b>Duration:</b>	4 weeks
<b>Resource(s):</b>	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> <li>● Core texts:           <ul style="list-style-type: none"> <li>○ Families by Shelley Rotner</li> <li>○ Looking for Bongo by Eric Velasquez</li> <li>○ All the World by Liz Garton Scanlon</li> <li>○ Big Box of Shapes by Wiley Blevins</li> <li>○ Pecan Pie Baby by Jacqueline Woodson</li> <li>○ A Birthday Basket for Tia by Pat Mora</li> <li>○ The Big Book of Nursery Rhymes and Songs</li> <li>○ Read Aloud Anthology with Stories, Rhymes, and Songs</li> <li>○ I Have Feelings</li> </ul> </li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness          Scholastic: My Big World Magazine  <a href="#">Connecticut Early Learning and Development Standards</a>  <a href="#">Dual Language Development Framework</a>  <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a></p>
<b>Unit Overview:</b>	<p>In this unit, children will learn about families and their cultural differences. Through this unit, children will gain an understanding of their family and how they may be similar to or different from other families both within their community and in the world. Through an understanding of culture, children can begin to understand who they are, their place in a community and society, and how their culture informs their interpersonal relationships. In this way, multiple areas of the overarching concepts are connected to this unit such as identity, change, human relationships, culture, and conflict.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>Connecticut Early Learning and Development Standards (ELDS):  <b>Priority standards are in bold print.</b></p>

Word/Language Comprehension				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand A (receptive language) Learning Progression Indicators →</i>	<b>L.24.2 Point to familiar objects, people and body parts</b>  <b>L.24.3 Respond to questions and follow simple directions</b>	<b>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships</b>  <b>L.36.2 Follow two-step directions</b>	<b>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)</b>	L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (e.g. “plants are living things that will not survive without soil, sunlight, and water)
Vocabulary				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)</b>	<b>L.36.3 Use nouns and verbs to label experiences, actions or events</b>	<b>L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts</b>  <b>L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)</b>	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts
Expressing Ideas, Feelings and Needs				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.6 Use words to request objects, have needs met or gain attention</b>	<b>L.36.7 Comment on a variety of experiences, interactions or observations</b>	<b>L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas</b>	L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)

Conventions of Conversation/Language for Interaction					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand C (language for social interaction) Learning Progression Indicator →</i>	<b>L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker</b>	<b>L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns</b>  <b>L.24.9 Answer a basic question with a word</b>	L.36.10 Have conversations with adults and peers that include four or more exchanges	<b>L.48.11. Answer simple who, what, where and why questions</b>	<b>L.60.10 Use language to share ideas and gain information</b>
Interest and Engagement with Books					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.12.8 Engage with adults, showing shared attention to a book</b>	<b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b>	<b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b>	<b>L.48.12 Select fiction and nonfiction books to be read and attend with interest</b>	<b>L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction</b>
Understands Stories or Information					
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)</b>	<b>L.36.14 Enjoy telling and retelling stories and information</b>	<b>L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text</b>	L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text	

			<b>L.48.14 Ask and answer simple who, what, where and why questions related to story or text</b>  <b>L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures</b>	<b>L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)</b>  <b>L.60.14 Use connections between self and character, experience and emotions to increase comprehension</b>
<b>Book Concepts</b>				
<b>Age Range</b>	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.24.14 Hold book upright</b>	<b>L.36.15 Turn pages of a book</b>	<b>L.48.16 Look at pages of a book from left to right (or according to conventions of home language)</b>	<b>L.60.16 Know that books have titles, authors, illustrators or photographers</b>
<b>Print Concepts</b>				
<b>Age Range</b>	24-36 months		3-4 years	
<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)</b>		<b>L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment</b>	
<b>Letter Recognition</b>				
<b>Age Range</b>	3-4 years		4-5 years	
<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.48.19 Recognize some letters especially those in one's own name</b>		<b>L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words</b>  <b>L.60.21 Make some letter-sound connections</b>	

	Phonological Awareness				
	Age Range		3-4 years	4-5 years	
	<i>Strand F (develop phonological awareness) Learning Progression Indicator →</i>		<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  L.48.21 Identify when initial sounds in words are the same	L.60.22 Produce rhyming words or words that have same initial sound  L.60.23 Recognize which words in a set of words begin with the same sound  <b>L.60.24 Distinguish syllables in words</b>	
	Drawing and Writing				
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand G (convey meaning through drawing, letters and words) Learning Progression Indicator →</i>	<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble</b>	<b>L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)</b>	L.60.25 Draw original stories with a beginning, middle and end
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What makes a family?</li> <li>• What do families do together?</li> </ul>				
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• All families are different and a family’s history is unique.</li> <li>• Families celebrate, play, eat, help each other, and spend time together.</li> </ul>				
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning</i>	<b>Content:</b> (Students will know)		<b>Skills:</b> (Students will be able to...)		
	<ul style="list-style-type: none"> <li>• Directional vocabulary (e.g., on, in)</li> </ul>				

<p>to:</p>	<ul style="list-style-type: none"> <li>● Descriptive vocabulary (e.g., color words, action words)</li> <li>● Simple pronouns (e.g., I, me, you, mine, he, she)</li> <li>● Vocabulary for nouns and verbs</li> <li>● Word Knowledge (e.g., associations, relations)</li> <li>● Active Listening (speaker/listener skills, e.g. eye contact, body orientation)</li> <li>● Rules of conversation (e.g., turn-taking, waiting for turn to talk)</li> <li>● Print Concepts (Print directionality)</li> <li>● Book Concepts (Picture description)</li> <li>● Phonological Awareness (Identify initial sounds in words)</li> <li>● Letter Knowledge (identify familiar letter symbols; e.g., letters in name)</li> <li>● Writing (Convey meaning through drawing, letters, and words)</li> </ul>	<p>Listening Comprehension</p> <ul style="list-style-type: none"> <li>● Understand and follow simple oral directions</li> </ul> <p>Speech Production and Speech Discrimination</p> <ul style="list-style-type: none"> <li>● Experiment with new language sounds</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Use new vocabulary in everyday conversation</li> <li>● Link new learning experiences and vocabulary to what is already known about a topic</li> </ul> <p>Verbal Expression</p> <ul style="list-style-type: none"> <li>● Begin to engage in conversation and follow conversational rules</li> </ul> <p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>● Begin to attend to the beginning sounds in familiar words by identifying that the pronunciation of several words all begin the same way</li> </ul> <p>Print and Book Awareness</p> <ul style="list-style-type: none"> <li>● Begin to understand some basic print</li> </ul>
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		<p>conventions</p> <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> <li>● Begin to associate the names of letters with their shapes</li> </ul> <p>Written Expression</p> <ul style="list-style-type: none"> <li>● Attempt to write messages as part of playful activity</li> <li>● Understand that writing is used to communicate ideas and information</li> </ul>
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<b>Unit Number and Title:</b>	Unit 4: Food
<b>Duration:</b>	4 Weeks
<b>Resource(s):</b>	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> <li>● Core texts: <ul style="list-style-type: none"> <li>○ Yummy! Good Food Makes Me Strong! by Shelley Rotner &amp; Sheila M. Kelly</li> <li>○ The Apple Pie that Papa Baked by Lauren Thompson</li> <li>○ Chew, Chew, Gulp! By Lauren Thompson</li> <li>○ Plants Feed Me by Lizzy Rockwell</li> <li>○ Feast for 10 by Cathryn Falwell</li> <li>○ Bunny Cakes by Rosemary Wells</li> <li>○ I Can Do It!</li> <li>○ The Big Book of Nursery Rhymes and Songs</li> <li>○ Read Aloud Anthology with Stories, Rhymes, and Songs</li> </ul> </li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness</p>

	Scholastic: My Big World Magazine <a href="#">Connecticut Early Learning and Development Standards</a> <a href="#">Dual Language Development Framework</a> <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a>																			
<b>Unit Overview:</b>	In this unit, children will learn about different kinds of food, where food comes from, and how food changes when you cook it. Lessons in this unit will support children in their understanding of healthy food choices, foods related to culture, where food comes from (i.e., plants, farms). Lessons will include how to describe foods, talk about their favorite foods, how foods are alike and different, and how food changes when you cook it. There will be opportunities to work on routines such as washing hands before mealtime and exchanging money when making purchases. Opportunities to describe attributes (similarities and differences), act out actions or scenarios involving familiar roles (cook, farmer, etc.) will be provided. In this unit, children will also work on emotional skills including demonstrating a sense of self and sharing individual likes and dislikes. This unit will connect to the overarching concepts of identity and culture and align with the Prek- 12 essential questions.																			
<b>Learning Goals</b>																				
<b>Standard(s):</b>	Connecticut Early Learning and Development Standards (ELDS): <b>Priority standards are in bold print.</b> <table border="1" data-bbox="569 1003 1906 1344"> <thead> <tr> <th colspan="5" data-bbox="569 1003 1906 1062">Word/Language Comprehension</th> </tr> <tr> <th data-bbox="569 1062 835 1117">Age Range</th> <th data-bbox="835 1062 1098 1117">18-24 months</th> <th data-bbox="1098 1062 1360 1117">24-36 months</th> <th data-bbox="1360 1062 1623 1117">3 to 4 years</th> <th data-bbox="1623 1062 1906 1117">4 to 5 years</th> </tr> </thead> <tbody> <tr> <td data-bbox="569 1117 835 1344"> <i>Strand A (receptive language) Learning Progression Indicators →</i> </td> <td data-bbox="835 1117 1098 1344"> <b>L.24.2 Point to familiar objects, people and body parts</b>   <b>L.24.3 Respond to questions and follow simple directions</b> </td> <td data-bbox="1098 1117 1360 1344"> <b>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships</b>   <b>L.36.2 Follow two-step directions</b> </td> <td data-bbox="1360 1117 1623 1344"> <b>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)</b> </td> <td data-bbox="1623 1117 1906 1344">           L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (eg. e “plants are living things that will not survive without soil, sunlight, and water)         </td> </tr> </tbody> </table>					Word/Language Comprehension					Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	<i>Strand A (receptive language) Learning Progression Indicators →</i>	<b>L.24.2 Point to familiar objects, people and body parts</b>  <b>L.24.3 Respond to questions and follow simple directions</b>	<b>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships</b>  <b>L.36.2 Follow two-step directions</b>	<b>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)</b>	L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (eg. e “plants are living things that will not survive without soil, sunlight, and water)
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Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)</b>	<b>L.36.3 Use nouns and verbs to label experiences, actions or events</b>	<b>L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts</b>  <b>L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)</b>	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	
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Conventions of Conversation/Language for Interaction					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand C (language for social interaction) Learning Progression Indicator →</i>	<b>L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker</b>	<b>L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns</b>  <b>L.24.9 Answer a</b>	L.36.10 Have conversations with adults and peers that include four or more exchanges	<b>L.48.11. Answer simple who, what, where and why questions</b>	<b>L.60.10 Use language to share ideas and gain information</b>

		basic question with a word			
Interest and Engagement with Books					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.12.8 Engage with adults, showing shared attention to a book</b>	<b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b>	<b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b>	<b>L.48.12 Select fiction and nonfiction books to be read and attend with interest</b>	<b>L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction</b>
Understands Stories or Information					
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)</b>	<b>L.36.14 Enjoy telling and retelling stories and information</b>	<b>L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text</b>  <b>L.48.14 Ask and answer simple who, what, where and why questions related to story or text</b>  <b>L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures</b>	<b>L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text</b>  <b>L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)</b>  <b>L.60.14 Use connections between self and character, experience and emotions to increase comprehension</b>	

Book Concepts				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.24.14 Hold book upright</b>	<b>L.36.15 Turn pages of a book</b>	<b>L.48.16 Look at pages of a book from left to right (or according to conventions of home language)</b>	L.60.16 Know that books have titles, authors, illustrators or photographers
Print Concepts				
Age Range	24-36 months		3-4 years	
<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)</b>		<b>L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment</b>	
Letter Recognition				
Age Range	3-4 years		4-5 years	
<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.48.19 Recognize some letters especially those in one's own name</b>		L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words  L.60.21 Make some letter-sound connections	
Phonological Awareness				
Age Range		3-4 years	4-5 years	
<i>Strand F (develop phonological awareness)</i> <i>Learning Progression Indicator →</i>		<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  L.48.21 Identify when initial sounds in words are the same	L.60.22 Produce rhyming words or words that have same initial sound  L.60.23 Recognize which words in a set of words begin with the same sound  <b>L.60.24 Distinguish syllables in</b>	

					words
	Drawing and Writing				
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand G (convey meaning through drawing, letters and words) Learning Progression Indicator →</i>	<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble</b>	<b>L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)</b>	<b>L.60.25 Draw original stories with a beginning, middle and end</b>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● Where does food come from?</li> <li>● What foods do you like/not like?</li> </ul>				
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Food can come from a farm, store, restaurant, or garden.</li> <li>● Everyone likes and dislikes the taste of different foods.</li> </ul>				
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i>	<b>Content:</b> (Students will know):		<b>Skills:</b> (Students will be able to...)		
	<ul style="list-style-type: none"> <li>● Directional vocabulary (e.g., on, in)</li> <li>● Descriptive vocabulary (e.g., color words, action words)</li> <li>● Simple pronouns (e.g., I, me, you, mine, he, she)</li> <li>● Vocabulary for nouns and verbs</li> <li>● Active Listening (gather information to show understanding through listening)</li> <li>● Print Concepts (Story telling/re-telling)</li> </ul>		<b>Listening Comprehension</b> <ul style="list-style-type: none"> <li>● Listen purposefully to teachers and peers to gather information and to show some understanding of the language being spoken</li> </ul> <b>Speech Production and Speech Discrimination</b> <ul style="list-style-type: none"> <li>● Experiment with and demonstrates growing understanding of the sounds and</li> </ul>		

	<ul style="list-style-type: none"> <li>● Book Concepts (Answer “wh” questions regarding text).</li> <li>● Phonological Awareness (sensitivity to the sounds of spoken words)</li> <li>● Letter Knowledge (associating letter name with their shape)</li> </ul>	<p>intonation of the English language</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Refine and extend understanding of known words</li> </ul> <p>Verbal Expression</p> <ul style="list-style-type: none"> <li>● Use language to express common routines and familiar scripts</li> </ul> <p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>● Become increasingly sensitive to the sounds of spoken words</li> </ul> <p>Print and Book Awareness</p> <ul style="list-style-type: none"> <li>● Understand that reading and writing are ways to obtain information and knowledge, generates and communicate thoughts and ideas</li> </ul> <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> <li>● Begin to associate the names of letters with their shapes</li> </ul> <p>Written Expression</p> <ul style="list-style-type: none"> <li>● Attempt to use a variety of forms of writing</li> </ul>
	<b>Unit Number and Title:</b>	Unit 5: Our Neighborhood

<b>Duration:</b>	4 weeks
<b>Resource(s):</b>	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> <li>● Core texts: <ul style="list-style-type: none"> <li>○ Say Hello! by Rachel Isadora</li> <li>○ Whose Hat Is This? by Sharon Katz Cooper</li> <li>○ All Through My Town by Jean Reidy</li> <li>○ When Dinosaurs Came with Everything by Elise Broach</li> <li>○ One Is a Drummer A Book of Numbers by Roseanne Thong</li> <li>○ Round Is a Tortilla A Book of Shapes by Roseanne Thong</li> <li>○ I Make Good Choices</li> <li>○ The Big Book of Nursery Rhymes and Songs</li> <li>○ Read Aloud Anthology with Stories, Rhymes, and Songs</li> </ul> </li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness  Scholastic: My Big World Magazine  <a href="#">Connecticut Early Learning and Development Standards</a>  <a href="#">Dual Language Development Framework</a>  <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a></p>
<b>Unit Overview:</b>	<p>In this unit, children will learn about the many people and places in their neighborhood communities—from farms to cities. Children will be introduced to their local community and the people within them that keep them safe and help their neighborhood thrive. Children will learn and practice what to do in an emergency and how adults can help. Children will explore how their neighborhoods work and what buildings are important around them. Lessons in this unit will teach children how to keep their neighborhoods clean. This unit allows for the identification of different plants and animals in their environment. There will be opportunities for children to discover the differences and similarities about the people around them. This unit will connect to the PK-12 overarching concepts of community and society.</p>
<b>Learning Goals</b>	



**Standard(s):**

Connecticut Early Learning and Development Standards (ELDS):  
**Priority standards are in bold print.**

Word/Language Comprehension				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand A (receptive language) Learning Progression Indicators →</i>	<b>L.24.2 Point to familiar objects, people and body parts</b>  <b>L.24.3 Respond to questions and follow simple directions</b>	<b>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships</b>  <b>L.36.2 Follow two-step directions</b>	<b>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g., “Put the blue paper under the box)”) )</b>	L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (e.g. “plants are living things that will not survive without soil, sunlight, and water)
Vocabulary				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)</b>	<b>L.36.3 Use nouns and verbs to label experiences, actions or events</b>	<b>L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts</b>  <b>L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)</b>	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts
Expressing Ideas, Feelings and Needs				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.6 Use words to request objects, have needs met or gain attention</b>	<b>L.36.7 Comment on a variety of experiences, interactions or observations</b>	<b>L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate</b>	<b>L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g.,</b>

				ideas	position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)
Conventions of Conversation/Language for Interaction					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand C (language for social interaction) Learning Progression Indicator →</i>	<b>L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker</b>	<b>L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns</b>  <b>L.24.9 Answer a basic question with a word</b>	<b>L.36.10 Have conversations with adults and peers that include four or more exchanges</b>	<b>L.48.11. Answer simple who, what, where and why questions</b>	<b>L.60.10 Use language to share ideas and gain information</b>
Interest and Engagement with Books					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.12.8 Engage with adults, showing shared attention to a book</b>	<b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b>	<b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b>	<b>L.48.12 Select fiction and nonfiction books to be read and attend with interest</b>	<b>L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction</b>
Understands Stories or Information					
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand D (book appreciation and</i>	<b>L.24.13 Answer simple specific questions about</b>	<b>L.36.14 Enjoy telling and retelling stories and</b>	<b>L.48.13 Demonstrate comprehension through</b>	L.60.12 With prompting and support, retell familiar	

	<i>knowledge) Learning Progression Indicator →</i>	<b>familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)</b>	<b>information</b>	<b>retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text</b>  <b>L.48.14 Ask and answer simple who, what, where and why questions related to story or text</b>  <b>L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures</b>	stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text  L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)  <b>L.60.14 Use connections between self and character, experience and emotions to increase comprehension</b>
	Book Concepts				
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.24.14 Hold book upright</b>	<b>L.36.15 Turn pages of a book</b>	<b>L.48.16 Look at pages of a book from left to right (or according to conventions of home language)</b>	<b>L.60.16 Know that books have titles, authors, illustrators or photographers</b>
	Print Concepts				
	Age Range	24-36 months		3-4 years	
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)</b>		<b>L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment</b>	
	Letter Recognition				
	Age Range	3-4 years		4-5 years	

	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>		<b>L.48.19 Recognize some letters especially those in one’s own name</b>	<b>L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words</b>  <b>L.60.21 Make some letter-sound connections</b>	
	Phonological Awareness				
	Age Range		3-4 years	4-5 years	
	<i>Strand F (develop phonological awareness) Learning Progression Indicator →</i>		<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  L.48.21 Identify when initial sounds in words are the same	L.60.22 Produce rhyming words or words that have same initial sound  L.60.23 Recognize which words in a set of words begin with the same sound  <b>L.60.24 Distinguish syllables in words</b>	
Drawing and Writing					
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand G (convey meaning through drawing, letters and words) Learning Progression Indicator →</i>	<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble</b>	<b>L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)</b>	L.60.25 Draw original stories with a beginning, middle and end	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What is in a neighborhood?</li> <li>• Who works in our neighborhood?</li> </ul>				
<b>Enduring</b>	<ul style="list-style-type: none"> <li>• A neighborhood can have houses, a library, a post office, a grocery store, a police station, and a</li> </ul>				

<b>Understanding(s):</b>	fire station. <ul style="list-style-type: none"> <li>• Librarians, grocery store workers, police officers, post office clerks, delivery workers, and firefighters are some of the people who work in our neighborhood.</li> </ul>	
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i>	<b>Content:</b> (Students will know) <ul style="list-style-type: none"> <li>• Directional vocabulary (e.g., in, on, under)</li> <li>• Descriptive vocabulary (e.g., color words, action words)</li> <li>• Simple pronouns (e.g., I, me, you, mine, he, she)</li> <li>• Vocabulary for nouns and verbs</li> <li>• Academic Vocabulary</li> <li>• Active Listening (speaker/listener skills, e.g. eye contact, body orientation)</li> <li>• Phonological Awareness (Syllables 1 or 2)</li> <li>• Comprehension Monitoring (Answering WH questions, story sequencing)</li> <li>• Story grammar vocabulary (first, next, last)</li> <li>• Print Concepts/Book Concepts (Print carries meaning and text genres e.g. nonfiction, fiction)</li> <li>• Letter Knowledge (Exposure to letter symbols)</li> <li>• Writing (Convey meaning through drawing, letters and words)</li> </ul>	<b>Skills:</b> (Students will be able to...) <p>Listening Comprehension</p> <ul style="list-style-type: none"> <li>• Listen with increasing attention</li> <li>• Enjoy listening and responding to books</li> </ul> <p>Speech Production and Speech Discrimination</p> <ul style="list-style-type: none"> <li>• Perceive differences between similar sounding words</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Attempt to communicate more than current vocabulary with allow, borrowing and extending words to create meaning</li> <li>• Increase listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (SEL)</li> </ul> <p>Verbal Expression</p> <ul style="list-style-type: none"> <li>• Use language for a variety of purposes</li> <li>• Ask questions and makes comments related to the current topic of discussion</li> <li>• Begin to engage in conversation and follows conversational rules</li> <li>• Use single words and simple phrases to communicate meaning in social situations (ESL)</li> </ul>

		<p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>● Begin to blend syllables to form words</li> </ul> <p>Print and Book Awareness</p> <ul style="list-style-type: none"> <li>● Understand that print carries a message by recognizing labels, signs, and other print forms in the environment</li> <li>● Understand that a book has a title and an author</li> <li>● Begin to understand some basic print conventions</li> <li>● Understand that different text forms are used for different functions</li> </ul> <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> <li>● Begin to associate the names of letters with their shapes</li> </ul> <p>Developing Knowledge of Literary Forms</p> <ul style="list-style-type: none"> <li>● Begin to predict what will happen next</li> <li>● Connect information and events in books to real-life experiences</li> </ul> <p>Written Expression</p> <ul style="list-style-type: none"> <li>● Attempt to use a variety of forms of writing</li> </ul>
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<b>Unit Number and Title:</b>	Unit 6: Transportation
<b>Duration:</b>	4 weeks
<b>Resource(s):</b>	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> <li>● Core Texts: <ul style="list-style-type: none"> <li>○ The Bus for Us by Suzanne Bloom</li> <li>○ Goodnight, Goodnight, Construction Site by Sherri Duskey Rinker</li> <li>○ Alphabeep A Zipping, Zooming ABC by Debora Pearson</li> <li>○ Clickety Clack by Amy Spence &amp; Robert Spence III</li> <li>○ Toy Boat by Randall de Sève</li> <li>○ Row, Row, Row Your Boat by Jane Cabrera</li> <li>○ I Can Control Myself</li> <li>○ The Big Book of Nursery Rhymes and Songs</li> <li>○ Read Aloud Anthology with Stories, Rhymes, and Songs</li> </ul> </li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness  Scholastic: My Big World Magazine  <a href="#">Connecticut Early Learning and Development Standards</a>  <a href="#">Dual Language Development Framework</a>  <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a></p>
<b>Unit Overview:</b>	<p>In this unit children will learn about different ways to travel including in the air, on the ground, and through water. Children will be provided with an opportunity to compare and contrast various types of vehicles. They will discuss vehicles that are used for travel, as well as vehicles used to get to work. There will also be opportunities for children to explore maps and their purposes. Children will explore different bodies of water and the transportation used within them. Lessons in this unit allow children to identify and explore the properties and changing states of water. This unit will connect to the PK-12 overarching concepts of nature and the natural world.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	Connecticut Early Learning and Development Standards (ELDS):

**Priority standards are in bold print.**

Word/Language Comprehension				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand A (receptive language) Learning Progression Indicators →</i>	<b>L.24.2 Point to familiar objects, people and body parts</b>  <b>L.24.3 Respond to questions and follow simple directions</b>	<b>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships</b>  <b>L.36.2 Follow two-step directions</b>	<b>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)</b>	L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (e.g. “plants are living things that will not survive without soil, sunlight, and water)
Vocabulary				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)</b>	<b>L.36.3 Use nouns and verbs to label experiences, actions or events</b>	<b>L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts</b>  <b>L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)</b>	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts
Expressing Ideas, Feelings and Needs				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.6 Use words to request objects, have needs met or gain attention</b>	<b>L.36.7 Comment on a variety of experiences, interactions or observations</b>	<b>L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas</b>	<b>L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as</b>



					“under” or “beside” and comparative words such as “bigger” or “longer”)
Conventions of Conversation/Language for Interaction					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand C (language for social interaction) Learning Progression Indicator →</i>	<b>L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker</b>	<b>L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns</b>  <b>L.24.9 Answer a basic question with a word</b>	<b>L.36.10 Have conversations with adults and peers that include four or more exchanges</b>	<b>L.48.11. Answer simple who, what, where and why questions</b>	<b>L.60.10 Use language to share ideas and gain information</b>
Interest and Engagement with Books					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.12.8 Engage with adults, showing shared attention to a book</b>	<b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b>	<b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b>	<b>L.48.12 Select fiction and nonfiction books to be read and attend with interest</b>	<b>L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction</b>
Understands Stories or Information					
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat</b>	<b>L.36.14 Enjoy telling and retelling stories and information</b>	<b>L.48.13 Demonstrate comprehension through retelling with use of pictures and props,</b>	<b>L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting,</b>	

	say?"). Ask basic questions about pictures (e.g., "Who is that?")		<p><b>acting out main events or sharing information learned from nonfiction text</b></p> <p><b>L.48.14 Ask and answer simple who, what, where and why questions related to story or text</b></p> <p><b>L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures</b></p>	<p>characters, events) and/or share key details from informational text</p> <p>L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)</p> <p><b>L.60.14 Use connections between self and character, experience and emotions to increase comprehension</b></p>
Book Concepts				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.24.14 Hold book upright</b>	<b>L.36.15 Turn pages of a book</b>	<b>L.48.16 Look at pages of a book from left to right (or according to conventions of home language)</b>	<b>L.60.16 Know that books have titles, authors, illustrators or photographers</b>
Print Concepts				
Age Range	24-36 months		3-4 years	
<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)</b>		<b>L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment</b>	
Letter Recognition				
Age Range	3-4 years		4-5 years	
<i>Strand E (knowledge of print and its uses)</i>	<b>L.48.19 Recognize some letters especially</b>		<b>L.60.20 Recognize and name known letters of</b>	

	<i>Learning Progression Indicator</i> →		<b>those in one’s own name</b>		<b>the alphabet in familiar and unfamiliar words</b>  <b>L.60.21 Make some letter-sound connections</b>	
	Phonological Awareness					
	Age Range		3-4 years			
	<i>Strand F (develop phonological awareness)</i> <i>Learning Progression Indicator</i> →		<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  L.48.21 Identify when initial sounds in words are the same		L.60.22 Produce rhyming words or words that have same initial sound  L.60.23 Recognize which words in a set of words begin with the same sound  <b>L.60.24 Distinguish syllables in words</b>	
Drawing and Writing						
Age Range		18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand G (convey meaning through drawing, letters and words)</i> <i>Learning Progression Indicator</i> →		<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble</b>	<b>L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)</b>	L.60.25 Draw original stories with a beginning, middle and end	
<b>Essential Question(s):</b>		<ul style="list-style-type: none"> <li>• What types of vehicles do people use?</li> <li>• How are vehicles alike and different?</li> </ul>				
<b>Enduring Understanding(s):</b>		<ul style="list-style-type: none"> <li>• People use cars, boats, airplanes, trains, and buses to travel to and from different places.</li> <li>• Vehicles are alike and different in the way they travel.</li> </ul>				

<p><b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i></p>	<p><b>Content:</b> (Students will know)</p> <ul style="list-style-type: none"> <li>● Directional vocabulary (e.g., in, on, under)</li> <li>● Descriptive vocabulary (e.g., color words, action words)</li> <li>● Simple pronouns (e.g., I, me, you, mine, he, she)</li> <li>● Vocabulary for nouns and verbs</li> <li>● Academic Vocabulary (use of vocabulary in conversations)</li> <li>● Active Listening (speaker/listener skills, e.g. eye contact, body orientation during conversations, interactions, and instruction; listen and follow simple step directions)</li> <li>● Phonological Awareness (Rhyming words end with the same sound, syllables 1 to 2)</li> <li>● Principles of alphabetic knowledge (some letters, some letter sounds)</li> <li>● Comprehension Monitoring (Answering WH questions)</li> <li>● Story grammar vocabulary (Story sequencing using first, next, last)</li> <li>● Print Concepts/Book Concepts (Print carries meaning/picture description)</li> <li>● Writing (Convey meaning through drawing, letters and words)</li> </ul>	<p><b>Skills:</b> (Students will be able to...)</p> <p>Listening Comprehension</p> <ul style="list-style-type: none"> <li>● Listen for different purposes</li> <li>● Understand and follows simple oral directions</li> </ul> <p>Speech Production and Speech Discrimination</p> <ul style="list-style-type: none"> <li>● Perceive differences between similar sounding words</li> <li>● Produce speech sounds with increasing ease and accuracy</li> <li>● Experiment with new language sounds</li> <li>● Experiment with and demonstrates growing understanding of the sounds and intonation of the English language</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Use new vocabulary in everyday conversation</li> </ul> <p>Verbal Expression</p> <ul style="list-style-type: none"> <li>● Use sentences of increasing length (3 or more words) in everyday speech and grammatical complexity in everyday speech</li> <li>● Attempt to use new vocabulary and grammar in speech</li> </ul> <p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>● Become increasingly sensitive to the</li> </ul>
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		<p>sounds of spoken words</p> <ul style="list-style-type: none"> <li>• Being to blend syllables to form words</li> <li>• Begin to attend to the beginning sounds in familiar words by identifying that the pronunciation of several words all begin the same way</li> </ul> <p>Print and Book Awareness</p> <ul style="list-style-type: none"> <li>• Begin to understand some basic print conventions</li> </ul> <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> <li>• Identify 10 or more printed alphabet letters</li> <li>• Begin to notice beginning letters in familiar words</li> <li>• Being to make some letter/sound matches</li> </ul> <p>Developing Knowledge of Literary Forms</p> <ul style="list-style-type: none"> <li>• Begin to retell some sequence of events in stories</li> </ul> <p>Written Expression</p> <ul style="list-style-type: none"> <li>• Attempt to write messages as part of playful activity</li> <li>• Use known letters and approximations of letters to represent written language</li> <li>• Understand that writing is used to communicate ideas and information</li> </ul>
		<b>Unit Number and Title:</b>

<b>Duration:</b>	4 weeks
<b>Resource(s):</b>	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> <li>● Text Choices:           <ul style="list-style-type: none"> <li>○ Farms ABC An Alphabet Book by B.A. Hoena</li> <li>○ Duck, Duck, Goose by Wiley Blevins</li> <li>○ What Puppies Do Best by Laura Nemeroff</li> <li>○ Gilbert Goldfish Wants a Pet by Kelly DiPucchio</li> <li>○ Hello, Hello! by Miriam Schlein</li> <li>○ Welcome Home Bear A Book of Animal Habitats by Il Sung Na</li> <li>○ I Keep Trying</li> <li>○ The Big Book of Nursery Rhymes and Songs</li> <li>○ Read Aloud Anthology with Stories, Rhymes and Songs</li> </ul> </li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness          Scholastic: My Big World Magazine  <a href="#">Connecticut Early Learning and Development Standards</a>  <a href="#">Dual Language Development Framework</a>  <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a></p>
<b>Unit Overview:</b>	<p>Children will learn that caring for pets is a responsibility. They will be able to differentiate between pets, farm animals, and animals in the wild. Children will develop an understanding of how animals grow and change. Lastly, children will learn about various habitats, as well as similarities and differences between animals. This unit will connect to the PK-12 overarching concepts of change, nature and the natural world, as well as human relationships with animals.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>Connecticut Early Learning and Development Standards (ELDS):  <b>Priority standards are in bold print.</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">       Word/Language Comprehension     </div>

	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand A (receptive language) Learning Progression Indicators →</i>	<b>L.24.2 Point to familiar objects, people and body parts</b>  <b>L.24.3 Respond to questions and follow simple directions</b>	<b>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships</b>  <b>L.36.2 Follow two-step directions</b>	<b>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box) ”</b>	<b>L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (e.g.e “plants are living things that will not survive without soil, sunlight, and water) ”</b>
Vocabulary					
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)</b>	<b>L.36.3 Use nouns and verbs to label experiences, actions or events</b>	<b>L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts</b>  <b>L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)</b>	<b>L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts</b>
Expressing Ideas, Feelings and Needs					
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.6 Use words to request objects, have needs met or gain attention</b>	<b>L.36.7 Comment on a variety of experiences, interactions or observations</b>	<b>L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas</b>	<b>L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)</b>

Conventions of Conversation/Language for Interaction					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand C (language for social interaction) Learning Progression Indicator →</i>	<b>L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker</b>	<b>L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns</b>  <b>L.24.9 Answer a basic question with a word</b>	<b>L.36.10 Have conversations with adults and peers that include four or more exchanges</b>	<b>L.48.11. Answer simple who, what, where and why questions</b>	<b>L.60.10 Use language to share ideas and gain information</b>
Interest and Engagement with Books					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.12.8 Engage with adults, showing shared attention to a book</b>	<b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b>	<b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b>	<b>L.48.12 Select fiction and nonfiction books to be read and attend with interest</b>	<b>L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction</b>
Understands Stories or Information					
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)</b>	<b>L.36.14 Enjoy telling and retelling stories and information</b>	<b>L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text</b>	<b>L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text</b>	



			<p>L.48.14 Ask and answer simple who, what, where and why questions related to story or text</p> <p>L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures</p>	<p>L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)</p> <p>L.60.14 Use connections between self and character, experience and emotions to increase comprehension</p>
<b>Book Concepts</b>				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.24.14 Hold book upright</b>	<b>L.36.15 Turn pages of a book</b>	<b>L.48.16 Look at pages of a book from left to right (or according to conventions of home language)</b>	<b>L.60.16 Know that books have titles, authors, illustrators or photographers</b>
<b>Print Concepts</b>				
Age Range	24-36 months		3-4 years	
<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)</b>		<b>L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment</b>	
<b>Letter Recognition</b>				
Age Range	3-4 years		4-5 years	
<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.48.19 Recognize some letters especially those in one's own name</b>		<b>L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words</b>	

			<b>L.60.21 Make some letter-sound connections</b>	
Phonological Awareness				
Age Range	18-24 months	3-4 years	4-5 years	
<i>Strand F (develop phonological awareness) Learning Progression Indicator →</i>		<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  <b>L.48.21 Identify when initial sounds in words are the same</b>	<b>L.60.22 Produce rhyming words or words that have same initial sound</b>  <b>L.60.23 Recognize which words in a set of words begin with the same sound</b>  <b>L.60.24 Distinguish syllables in words</b>	
Drawing and Writing				
Age Range	18-24 months	24-36 months	3-4 years	4-5 years
<i>Strand G (convey meaning through drawing, letters and words) Learning Progression Indicator →</i>	<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble</b>	<b>L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)</b>	L.60.25 Draw original stories with a beginning, middle and end
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● Where do animals live?</li> <li>● How are animals alike and different?</li> </ul>			
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Animals live in different places such as farms, in trees, in the ground, and in our homes.</li> <li>● Animals are alike and different in the way that they look, what they eat, how they move, and where they live.</li> </ul>			

<p><b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i></p>	<p><b>Content:</b> (Students will know)</p> <ul style="list-style-type: none"> <li>● Directional vocabulary (e.g., in, on, under)</li> <li>● Descriptive vocabulary (e.g., color words, action words)</li> <li>● Simple pronouns (e.g., I, me, you, mine, he, she)</li> <li>● Vocabulary for nouns and verbs</li> <li>● Academic Vocabulary (use of vocabulary in conversations)</li> <li>● Active Listening (speaker/listener skills, e.g. eye contact, body orientation during conversations, interactions, and instruction; listen and follow simple step directions)</li> <li>● Phonological Awareness (Rhyming words end with the same sound, syllables)</li> <li>● Letter Knowledge (Some letters, some letter sounds)</li> <li>● Comprehension Monitoring (Story elements, answer WH questions)</li> <li>● Story grammar vocabulary (First, next, last)</li> <li>● Print Concepts/Book Concepts (Print goes from left to right, letters are different from numbers)</li> <li>● Writing (Convey meaning through drawing, letters and words)</li> </ul>	<p><b>Skills:</b> (Students will be able to...)</p> <p>Listening Comprehension</p> <ul style="list-style-type: none"> <li>● Listen with increasing attention</li> <li>● Listen to and engages in several exchanges of conversation with others</li> </ul> <p>Speech Production and Speech Discrimination</p> <ul style="list-style-type: none"> <li>● Experiment with new language sounds</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Use new vocabulary in everyday conversation</li> <li>● Refine and extends understanding of known words</li> <li>● Link new learning experiences and vocabulary to what is already known about a topic</li> </ul> <p>Verbal Expression</p> <ul style="list-style-type: none"> <li>● Use sentences of increasing length (three or more words) in everyday speech and grammatical complexity in everyday speech</li> <li>● Tell a simple personal narrative, focusing on favorite or most memorable parts</li> </ul> <p>Print and Book Awareness</p> <ul style="list-style-type: none"> <li>● Understand that letters are different than numbers</li> <li>● Begin to understand that print runs from</li> </ul>
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	<p style="font-size: 48px; opacity: 0.2; transform: rotate(-45deg);">DRAFT</p>	<p>left to right and top to bottom</p> <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> <li>● Identify 10 or more printed alphabet letters</li> <li>● Begin to notice beginnings letters in familiar words</li> <li>● Begin to make some letter/sound matches</li> </ul> <p>Developing Knowledge of Literary Forms</p> <ul style="list-style-type: none"> <li>● Become increasingly familiar with narrative form and its elements by identifying characters and predicted events, plot, and the resolution of a story.</li> <li>● Imitate the special language in storybooks and story dialogue, and uses it in retelling and dramatic play (such as “Once upon a time...”)</li> <li>● Ask questions and makes comments about the information and events from books</li> <li>● Connect information and events in books to real-life experiences</li> <li>● Begin to retell some sequence of events in stories</li> <li>● Show appreciation of retelling language patterns</li> </ul> <p>Written Expression</p> <ul style="list-style-type: none"> <li>● Attempt to write messages as part of playful activity</li> <li>● Understand that writing is used to communicate ideas and information</li> </ul>
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<b>Unit Number and Title:</b>	Unit 8: Nature
<b>Duration:</b>	4 weeks
<b>Resource(s):</b>	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> <li>● Core texts: <ul style="list-style-type: none"> <li>○ Spring is Here by Taro Gami</li> <li>○ Leaves by David Ezra Stein</li> <li>○ Are Trees Alive? by Debbie S. Miller</li> <li>○ The Great Big Green by Peggy Gifford</li> <li>○ What Makes the Seasons? by Megan Montague Cash</li> <li>○ Raindrop, Plop! by Wendy Cheyette Lewison</li> <li>○ I Have Feelings, Too</li> <li>○ The Big Book of Nursery Rhymes and Songs</li> <li>○ Read Aloud Anthology with Stories, Rhymes and Songs</li> </ul> </li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness  Scholastic: My Big World Magazine  <a href="#">Connecticut Early Learning and Development Standards</a>  <a href="#">Dual Language Development Framework</a>  <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a></p>
<b>Unit Overview:</b>	<p>In this unit, children will learn about the wonders in nature and understand how the Earth is made of water and land. Children will learn how living things change with the seasons. Lessons in this unit will include how changes in the weather affect plants, animals, and people, different types of habitats, and how we enjoy nature and care for the environment. Students will learn about the concept of change by exploring how they are growing and by observing the changes in what they can do. Comparisons will be made between changes in themselves and the world around them. Teamwork and making fair choices, thinking about other people, and sharing will be emphasized throughout all lessons. Connections will be made between making choices to help the environment and the world around them. This unit will connect to the PK-12 overarching concepts of identity, change, nature and the natural world.</p>

## Learning Goals

**Standard(s):**

Connecticut Early Learning and Development Standards (ELDS):  
**Priority standards are in bold print.**

Word/Language Comprehension				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand A (receptive language) Learning Progression Indicator →</i>	<b>L.24.2 Point to familiar objects, people and body parts</b>  <b>L.24.3 Respond to questions and follow simple directions</b>	<b>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships</b>  <b>L.36.2 Follow two-step directions</b>	<b>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)</b>	<b>L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (eg.e “plants are living things that will not survive without soil, sunlight, and water)</b>
Vocabulary				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)</b>	<b>L.36.3 Use nouns and verbs to label experiences, actions or events</b>	<b>L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts</b>  <b>L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)</b>	<b>L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts</b>
Expressing Ideas, Feelings and Needs				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years

<p><i>Strand B (expressive language) Learning Progression Indicator →</i></p>	<p><b>L.24.6 Use words to request objects, have needs met or gain attention</b></p>		<p><b>L.36.7 Comment on a variety of experiences, interactions or observations</b></p>		<p><b>L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas</b></p>		<p><b>L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)</b></p>					
	<p>Conventions of Conversation/Language for Interaction</p>											
	<p>Age Range</p>		<p>12-18 months</p>		<p>18-24 months</p>		<p>24-36 months</p>		<p>3 to 4 years</p>		<p>4 to 5 years</p>	
	<p><i>Strand C (language for social interaction) Learning Progression Indicator →</i></p>		<p><b>L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker</b></p>		<p><b>L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns</b></p> <p><b>L.24.9 Answer a basic question with a word</b></p>		<p><b>L.36.10 Have conversations with adults and peers that include four or more exchanges</b></p>		<p><b>L.48.11. Answer simple who, what, where and why questions</b></p>		<p><b>L.60.10 Use language to share ideas and gain information</b></p>	
	<p>Interest and Engagement with Books</p>											
<p>Age Range</p>		<p>12-18 months</p>		<p>18-24 months</p>		<p>24-36 months</p>		<p>3 to 4 years</p>		<p>4 to 5 years</p>		
<p><i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i></p>		<p><b>L.12.8 Engage with adults, showing shared attention to a book</b></p>		<p><b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b></p>		<p><b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b></p>		<p><b>L.48.12 Select fiction and nonfiction books to be read and attend with interest</b></p>		<p><b>L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction</b></p>		
<p>Understands Stories or Information</p>												

	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)</b>	<b>L.36.14 Enjoy telling and retelling stories and information</b>	<b>L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text</b>  <b>L.48.14 Ask and answer simple who, what, where and why questions related to story or text</b>  <b>L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures</b>	<b>L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text</b>  <b>L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)</b>  <b>L.60.14 Use connections between self and character, experience and emotions to increase comprehension</b>
	Book Concepts				
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.24.14 Hold book upright</b>	<b>L.36.15 Turn pages of a book</b>	<b>L.48.16 Look at pages of a book from left to right (or according to conventions of home language)</b>	<b>L.60.16 Know that books have titles, authors, illustrators or photographers</b>
	Print Concepts				
	Age Range	24-36 months		3-4 years	



	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>		<b>L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)</b>	<b>L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment</b>		
	Letter Recognition					
	Age Range		3-4 years	4-5 years		
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>		<b>L.48.19 Recognize some letters especially those in one's own name</b>	<b>L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words</b>  <b>L.60.21 Make some letter-sound connections</b>		
	Phonological Awareness					
	Age Range		18-24 months	3-4 years	4-5 years	
	<i>Strand F (develop phonological awareness) Learning Progression Indicator →</i>		<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  <b>L.48.21 Identify when initial sounds in words are the same</b>	<b>L.60.22 Produce rhyming words or words that have same initial sound</b>  <b>L.60.23 Recognize which words in a set of words begin with the same sound</b>  <b>L.60.24 Distinguish syllables in words</b>		
	Drawing and Writing					
	Age Range		18-24 months	24-36 months	3-4 years	4-5 years
	<i>Strand G (convey meaning)</i>		<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using</b>	<b>L.48.23 Draw or "write" to convey an idea, event or story. "Writing"</b>	<b>L.60.25 Draw original stories with a beginning, middle and end</b>

	<i>through drawing, letters, and words) Learning Progression Indicator →</i>		<b>controlled linear scribble</b>	<b>involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)</b>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do plants grow?</li> <li>• How do the four seasons affect us and change our environment?</li> </ul>				
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Plants have parts that help them get what they need to grow such as seeds, roots, leaves, and flowers.</li> <li>• Living things' activities, clothing, habitats, and the wonders of nature change as the weather and seasons change, too.</li> </ul>				
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i>	<b>Content:</b> (Students will know) <ul style="list-style-type: none"> <li>• Directional vocabulary (e.g., in, on, under)</li> <li>• Descriptive vocabulary (e.g., color words, action words)</li> <li>• Simple pronouns (e.g., I, me, you, mine, he, she)</li> <li>• Academic Vocabulary</li> <li>• Vocabulary for nouns and verbs</li> <li>• Active Listening (speaker/listener skills, e.g. eye contact, body orientation during conversations, interactions, and instruction; listen to read-alouds)</li> <li>• Phonological Awareness (Rhyming words end with the same sound, syllables)</li> <li>• Letter knowledge (Identify some letters, notice initial letters, make some letter sounds)</li> </ul>		<b>Skills:</b> (Students will be able to...) <ul style="list-style-type: none"> <li><b>Listening Comprehension</b> <ul style="list-style-type: none"> <li>• Listen for different purposes</li> <li>• Enjoy listening to and responding to books</li> </ul> </li> <li><b>Speech Production and Speech Discrimination</b> <ul style="list-style-type: none"> <li>• Experiment with and demonstrate growing understanding of the sounds and intonation of the English language</li> </ul> </li> <li><b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Refine and extend understanding of known words</li> </ul> </li> <li><b>Verbal Expression</b> <ul style="list-style-type: none"> <li>• Ask questions and make comments related</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>● Comprehension Monitoring (answering WH questions, story sequencing, story elements)</li> <li>● Story grammar vocabulary (first, next, last)</li> <li>● Print Concepts/Book Concepts</li> <li>● Writing (Convey meaning through drawing, letters and words)</li> </ul>	<ul style="list-style-type: none"> <li>● to the current topic of discussion</li> <li>● Begin to engage in conversation and follow conversational rules</li> </ul> <p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>● Become increasingly sensitive to the sounds of spoken words</li> <li>● Begin to blend syllables to form words</li> <li>● Begin to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way</li> </ul> <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> <li>● Identify 10 or more printed alphabet letters</li> <li>● Begin to notice beginning letters in familiar words</li> <li>● Begin to make some letter/sound matches</li> </ul> <p>Interest and Engagement in Reading</p> <ul style="list-style-type: none"> <li>● Demonstrate an interest in books and reading through body language and facial expressions</li> <li>● Enjoy listening to and discussing storybooks and information books read aloud</li> <li>● Attempt to read and write independently</li> </ul> <p>Developing Knowledge of Literary Forms</p> <ul style="list-style-type: none"> <li>● Begin to predict what will happen next in a story</li> </ul>
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		<p>Written Expression</p> <ul style="list-style-type: none"> <li>● Use known letters and approximations of letters to represent written language</li> <li>● Attempt to connect the sounds in a word with its letter forms</li> <li>● Attempt to use a variety of forms of writing</li> <li>● Begin to dictate words, phrases, and sentences to an adult recording on paper</li> </ul>
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<b>Unit Number and Title:</b>	Mini Units: Teacher’s Choice
<b>Duration:</b>	6 weeks
<b>Resource(s):</b>	<p>McGraw Hill World of Wonders  Text Choices Dependent on Theme (e.g., dinosaurs, holidays, favorite authors)  Heggerty Pre-Kindergarten Phonemic Awareness  Scholastic: My Big World Magazine  <a href="#">Connecticut Early Learning and Development Standards</a>  <a href="#">Dual Language Development Framework</a>  <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a></p>
<b>Unit Overview:</b>	<p>In these units, classroom teachers have the flexibility to choose content to study based on student interest. Potential content areas may include favorite authors and illustrators, holidays, dinosaurs, and other preferred topics that were explored throughout the year. This allows children to review all that they have learned over the course of the academic year. Children will build familiarity with the essential background knowledge and classroom routines that will prepare them for success in the future and to create enthusiasm for ongoing learning. Based on teacher and student choice, these units have the potential to connect to all of the overarching PK-12 concepts including the concept of identity because your identity as a learner is informed through the exploration of preferred topics.</p>

## Learning Goals

**Standard(s):**

Connecticut Early Learning and Development Standards (ELDS):  
**Priority standards are in bold print.**

Word/Language Comprehension				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand A (receptive language) Learning Progression Indicator →</i>	<b>L.24.2 Point to familiar objects, people and body parts</b>  <b>L.24.3 Respond to questions and follow simple directions</b>	<b>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships</b>  <b>L.36.2 Follow two-step directions</b>	<b>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)</b>	<b>L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (eg.e “plants are living things that will not survive without soil, sunlight, and water)</b>
Vocabulary				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand A (receptive language) Learning Progression Indicator →</i>	<b>L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)</b>	<b>L.36.3 Use nouns and verbs to label experiences, actions or events</b>	<b>L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts</b>  <b>L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)</b>	<b>L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts</b>
Expressing Ideas, Feelings and Needs				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years

<p><i>Strand B (expressive language) Learning Progression Indicator →</i></p>	<p><b>L.24.6 Use words to request objects, have needs met or gain attention</b></p>	<p><b>L.36.7 Comment on a variety of experiences, interactions or observations</b></p>	<p><b>L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas</b></p>	<p><b>L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)</b></p>		
	<p>Conventions of Conversation/Language for Interaction</p>					
	<p>Age Range</p>	<p>12-18 months</p>	<p>18-24 months</p>	<p>24-36 months</p>	<p>3 to 4 years</p>	<p>4 to 5 years</p>
	<p><i>Strand C (language for social interaction) Learning Progression Indicator →</i></p>	<p><b>L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker</b></p>	<p><b>L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns</b></p>	<p><b>L.36.10 Have conversations with adults and peers that include four or more exchanges</b></p>	<p><b>L.48.11. Answer simple who, what, where and why questions</b></p>	<p><b>L.60.10 Use language to share ideas and gain information</b></p>
		<p><b>L.24.9 Answer a basic question with a word</b></p>				
<p>Interest and Engagement with Books</p>						
<p>Age Range</p>	<p>12-18 months</p>	<p>18-24 months</p>	<p>24-36 months</p>	<p>3 to 4 years</p>	<p>4 to 5 years</p>	
<p><i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i></p>	<p><b>L.12.8 Engage with adults, showing shared attention to a book</b></p>	<p><b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b></p>	<p><b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b></p>	<p><b>L.48.12 Select fiction and nonfiction books to be read and attend with interest</b></p>	<p><b>L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction</b></p>	
<p>Understands Stories or Information</p>						

	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)</b>	<b>L.36.14 Enjoy telling and retelling stories and information</b>	<b>L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text</b>  <b>L.48.14 Ask and answer simple who, what, where and why questions related to story or text</b>  <b>L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures</b>	<b>L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text</b>  <b>L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)</b>  <b>L.60.14 Use connections between self and character, experience and emotions to increase comprehension</b>
	<b>Book Concepts</b>				
		Age Range	18-24 months	24-36 months	3 to 4 years
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.24.14 Hold book upright</b>	<b>L.36.15 Turn pages of a book</b>	<b>L.48.16 Look at pages of a book from left to right (or according to conventions of home language)</b>	<b>L.60.16 Know that books have titles, authors, illustrators or photographers</b>
	<b>Print Concepts</b>				
	Age Range	24-36 months		3-4 years	

	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>		<b>L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)</b>	<b>L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment</b>		
	Letter Recognition					
	Age Range		3-4 years	4-5 years		
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>		<b>L.48.19 Recognize some letters especially those in one's own name</b>	<b>L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words</b>  <b>L.60.21 Make some letter-sound connections</b>		
	Phonological Awareness					
	Age Range		18-24 months	3-4 years	4-5 years	
	<i>Strand F (develop phonological awareness) Learning Progression Indicator →</i>		<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  <b>L.48.21 Identify when initial sounds in words are the same</b>	<b>L.60.22 Produce rhyming words or words that have same initial sound</b>  <b>L.60.23 Recognize which words in a set of words begin with the same sound</b>  <b>L.60.24 Distinguish syllables in words</b>		
	Drawing and Writing					
	Age Range		18-24 months	24-36 months	3-4 years	4-5 years
	<i>Strand G (convey meaning through drawing, letters,</i>		<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble</b>	<b>L.48.23 Draw or "write" to convey an idea, event or story. "Writing" involves scribbles, letters</b>	<b>L.60.25 Draw original stories with a beginning, middle and end</b>



	<i>and words) Learning Progression Indicator →</i>			and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What topics do I want to learn more about?</li> </ul>				
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• We can learn about the world around us through books, play, art, and music.</li> </ul>				
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i>	<b>Content:</b> (Students will know) <ul style="list-style-type: none"> <li>• Directional vocabulary (e.g., in, on, under)</li> <li>• Descriptive vocabulary (e.g., color words, action words)</li> <li>• Simple pronouns (e.g., I, me, you, mine, he, she)</li> <li>• Vocabulary for nouns and verbs</li> <li>• Academic Vocabulary</li> <li>• Phonological Awareness (blending syllables, identify initial sounds in words)</li> <li>• Story sequence (first, next, last)</li> <li>• Story grammar vocabulary (Story sequencing using first, next, last)</li> <li>• Letter Knowledge (Identify some letters and some sounds)</li> <li>• Writing (Convey meaning through drawing, letters and words)</li> </ul>		<b>Skills:</b> (Students will be able to...) <p>Listening Comprehension</p> <ul style="list-style-type: none"> <li>• Listen for different purposes</li> <li>• Enjoy listening to and responding to books</li> </ul> <p>Speech Production and Speech Discrimination</p> <ul style="list-style-type: none"> <li>• Experiment with and demonstrate growing understanding of the sounds and intonation of the English language</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Refine and extend understanding of known words</li> </ul> <p>Verbal Expression</p> <ul style="list-style-type: none"> <li>• Ask questions and make comments related to the current topic of discussion</li> <li>• Begin to engage in conversation and follow conversational rules</li> </ul>		

		<p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>● Become increasingly sensitive to the sounds of spoken words</li> <li>● Begin to blend syllables to form words</li> <li>● Begin to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way</li> </ul> <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> <li>● Identify 10 or more printed alphabet letters</li> <li>● Begin to notice beginning letters in familiar words</li> <li>● Begin to make some letter/sound matches</li> </ul> <p>Developing Knowledge of Literary Forms</p> <ul style="list-style-type: none"> <li>● Begin to predict what will happen next in a story</li> </ul> <p>Written Expression</p> <ul style="list-style-type: none"> <li>● Use known letters and approximations of letters to represent written language</li> <li>● Attempt to connect the sounds in a word with its letter forms</li> <li>● Attempt to use a variety of forms of writing</li> <li>● Begin to dictate words, phrases, and sentences to an adult recording on paper</li> </ul>
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# **Kindergarten English Language Arts**

**Course Information**

<b>Grade(s):</b>	Kindergarten
<b>Discipline/Course:</b>	English Language Arts (ELA)
<b>Course Title:</b>	Kindergarten ELA
<b>Prerequisite(s):</b>	N/A
<b>Course Description:</b>	<p>In Kindergarten ELA, students are engaged in literacy work through the acquisition of content and skills related to social studies, science, and high interest topics. Students are provided with opportunities to read, write, listen, speak, view, research, and communicate effectively. Kindergarten students will discover their new surroundings and start the year embracing new experiences where they will meet new people, explore new places, learn new skills, think of new ideas, solve problems, make noticings about the world around them, and celebrate differences. Students will learn about what makes them special, the importance of community members, the essentials of healthy living, and the value of practice and perseverance to achieve goals.</p> <p>Kindergarten students will explore what makes the USA special including learning about unique symbols such as bald eagles and apple pie, some of our greatest leaders, from Washington to King, and our enduring freedom. They will explore our different landscapes and diverse people while learning that we all contribute to what makes our country special. Kindergarten students will learn to explore by “Zooming In!” on nature and discover the beauty in everyday experiences. Finally, Kindergarten students will learn about plants and animal habitats by taking an up-close look at black bears, bumblebees, penguins, and peccaries to learn about basic needs of water, food, and shelter.</p> <p>Award-winning texts that span a wide variety of genres such as fiction, informational text, persuasive text, poetry, biography, and drama, including forms of media, will build topic knowledge, vocabulary, reading comprehension, foundational skills, and inspire a love of reading and writing to ignite a lifelong love of learning.</p> <p>Kindergarten students will learn foundational skills including print concepts, phonological awareness, the</p>

	<p>alphabetic principle, letter formation/handwriting, vocabulary acquisition, language skills, and phonics concepts through explicit and systematic instruction aligned with a research-based scope and sequence to help them become confident, independent readers, writers, and effective communicators.</p> <p>Students will use a combination of drawing, dictating, and writing, and will participate in shared projects. They will also focus on the process of writing through the development of opinion pieces, information writing (letters, lists, and how-to), narratives, research reports, and poetry. Grammar instruction is incorporated within the steps of the writing process.</p> <p>Through a variety of modes of instruction including whole group, small group, and independent reading and writing, students explore the PK-12 course essential questions such as those related to exploring self, our community, our country, animal habitats, and our environment, as well as develop a deeper understanding of the ELA Connecticut Core Anchor Standards related to language, a writer’s voice, and will practice the behaviors of skilled readers.</p> <p>The goal of Kindergarten ELA is to prepare students to transfer and apply their learning outside of the classroom as they learn to become skilled, self-reliant readers and writers in preparation to realize the district’s Vision of a Graduate.</p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How do stories tell us about what a culture values?</li> <li>● How is conflict essential to our growth?</li> <li>● Why do we have/need rules of language?</li> <li>● How do I develop my writer’s voice?</li> <li>● What do <del>good</del> <b>skilled</b> readers do?</li> <li>● How do I participate in collaborative conversations to deepen my understanding?</li> </ul>

	<ul style="list-style-type: none"> <li>● How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring Understandings</b>	<ul style="list-style-type: none"> <li>● In kindergarten, it is fun to learn, explore new ideas, solve problems, and notice the world around us.</li> <li>● Individuals have roles in their learning community where they learn, work, and play together.</li> <li>● Each of us is one of a kind and should take time to appreciate who we are - inside and out, our successes and shortcomings, because there is only one me!.</li> <li>● Be yourself and you can be better able to celebrate differences.</li> <li>● My name is unique and is a part of what makes me special.</li> <li>● Communities are made up of people and places who work and learn together, help one another, and share a sense of belonging.</li> <li>● Everyone deserves respect in a community even though they have different ideas.</li> <li>● Hard work, practice, and not giving up can help me achieve goals I have set for myself.</li> <li>● Everyone is good at different things, but friends can help one another try new things.</li> <li>● There are many reasons to celebrate our country because of the different landscapes and diverse people who live here.</li> <li>● Our culture is influenced by leaders, people, and shared experiences from the past and present.</li> <li>● Plants grow in nature and in people’s gardens, and when harvested, we can eat the seeds, stems, leaves, and even some flowers!</li> <li>● Each animal is uniquely suited to its environment, and animals’ needs aren’t so different from our own.</li> <li>● We draw and write like the authors do in the books we read to help develop our own writer’s voice.</li> <li>● Skilled readers understand that print conveys meaning.</li> <li>● The letters matched to sounds can be blended together to form the words we read.</li> <li>● We listen and share ideas with one another to learn more.</li> <li>● I look for facts and details about the topics I am interested in learning more about.</li> </ul>
<b>Duration:</b>	One year
<b>Course Materials/ Resources:</b>	HMH’s Into Reading HMH’s Structured Literacy Manual <a href="#"><u>Rigby Leveled Readers</u></a>

	<p>Start Right Pre Decodable and Decodable Readers</p> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i></li> <li>○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> <li>■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul>
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Exploring and Understanding</li> <li>● Synthesizing and Evaluating</li> </ul>
<b>Year at a Glance (Units):</b>	<p>Module 1: Curious About Kindergarten: What will I discover in Kindergarten? (20 days)</p> <p>Module 2: There’s Only One Me: What makes each of us special? (20 days)</p> <p>Module 3: My Community Heroes: What makes a community? (20 days)</p> <p>Module 4: Happy Healthy Me: How can I be my healthiest me? (20 days)</p> <p>Module 5: I Can Do It: What does it mean to try hard? (20 days)</p> <p>Module 6: Home of the Free and the Brave: What makes the USA special? (20 days)</p> <p>Module 7: Zoom In: What can I learn when I look closely? (20 days)</p> <p>Module 8: From Plant to Plate: How do plants become food? (20 days)</p> <p>Module 9: Animal Habitats: What makes a habitat a home? (20 days)</p>

<b>Unit Number and Title:</b>	Module 1: Curious About Kindergarten
<b>Duration:</b>	20 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 1, Module 1</li> <li>● Rigby Leveled Readers</li> <li>● Structured Literacy Manual</li> <li>● <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: The First Day</i></li> <li>○ <i>Keisha Ann Can!</i> by Daniel Kirk, fiction</li> <li>○ <i>School Day!</i> by Jesus Cervantes, fiction (big book)</li> <li>○ <i>A Squiggly Story</i> by Andrew Larsen, fiction</li> <li>○ <i>One Happy Classroom</i> by Charnan Simon, fiction (big book)</li> <li>○ <i>Kindergarten Kids</i> by Stephanie Calmenson, fiction</li> <li>○ <i>School Bus</i> by Donald Crews, fiction (big book)</li> <li>○ <i>Schools Around the World</i> by Clare Lewis, informational text</li> <li>○ <i>Annie, Bea, Chi Chi Delores</i> by Donna Maurer, fiction (big book)</li> <li>○ <i>Wrap Up Video: Kindness Matters</i></li> </ul> </li> <li>● <u>Pre-Decodable Texts:</u> <ul style="list-style-type: none"> <li>○ <i>Start Right Reader: Book 1 Aa-Bb</i></li> <li>○ <i>Start Right Reader: Book 1 Cc-Ff</i></li> <li>○ <i>Start Right Reader: Book 1 Gg-Kk</i></li> <li>○ <i>Start Right Reader: Book 1 Ll-Pp</i></li> <li>○ <i>Start Right Reader: Book 1 Qq-Uu</i></li> <li>○ <i>Start Right Reader: Book 1 Vv-Zz</i></li> </ul> </li> <li>● <u>Supplemental Resources:</u> <ul style="list-style-type: none"> <li>○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i></li> <li>○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> <li>■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel</li> </ul> </li> </ul> </li> </ul>



	<p>Eberhardt</p> <ul style="list-style-type: none"> <li>■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul>
<p><b>Unit Overview:</b></p>	<p>In this module, students will listen to and read stories about characters and real people who illustrate what it means to be a kindergartener. There will be numerous opportunities for students to learn and practice book handling skills, develop active listening and speaking skills, and identify story elements of stories read orally.</p> <p>They will learn how being a kindergarten student makes a difference at home, at school, and in the community. Students will practice topic words orally, actively listen, and collaboratively discuss. Reading will include learning about story elements, specifically characters and setting. In writing, students will be introduced to opinion writing and the writing process. The grammar focus is related to nouns and verbs. Foundational skills will include identifying and forming letters, rhyming, counting syllables, and blending/segmenting phonemes. Students will begin to use pre-decodable text to reinforce concepts taught. Literacy centers will allow them to practice these skills throughout the module.</p> <p>As students become immersed in the module, they will begin to build their kindergarten learning community. They will learn the individual roles within the community and learn to collaborate with their peers to discover new people, places, skills, ideas, and new fun.</p>
<p><b>Standard(s):</b></p>	<p><b>Connecticut Core Standards</b></p> <p><b><u>Reading</u></b></p> <p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>

**RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**RL.K.10** Actively engage in group reading activities with purpose and understanding.

**RI.K.1** With prompting and support, ask and answer questions about key details in a text

**RI.K.2** With prompting and support, identify the main topic and retell key details of a text.

**RI.K.5** Identify the front cover, back cover, and title page of a book.

**RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**RI.K.10** Actively engage in group reading activities with purpose and understanding.

#### **Reading Foundational Skills**

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

- d. Recognize and name all upper and lower case letters of the alphabet.

#### **Writing**

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

**W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

#### **Speaking and Listening**

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

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

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

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

	<p><b>Language</b>  <b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.          b. Use frequently occurring nouns and verbs.          f. Produce and expand complete sentences in shared language activities.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What will I discover in kindergarten?</li> <li>• How do we build a kindergarten community?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• In kindergarten, it is fun to learn, explore new ideas, solve problems, and notice the world around us.</li> <li>• Print in books and in our environment conveys meaning.</li> <li>• Individuals have roles in their learning community where they learn, work, and play together.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Genre Characteristics of Fiction, Informational Text, Opinion, and Poetry</li> <li>• Print carries meaning</li> <li>• Pictures match text</li> <li>• Picture Clues</li> <li>• Comprehension Monitoring</li> <li>• Central Idea</li> <li>• Story Elements:             <ul style="list-style-type: none"> <li>- Character</li> <li>- Setting</li> <li>- Events</li> </ul> </li> <li>• Plot:             <ul style="list-style-type: none"> <li>- Beginning,</li> <li>- Middle</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use characteristics of fiction, informational texts, opinion pieces, and poetry in order to develop comprehension.</li> <li>• Use multiple strategies to determine the meaning of unknown words.</li> <li>• Use background knowledge about a topic to make personal connections.</li> <li>• Use text evidence to support a response and demonstrate understanding.</li> <li>• Read emergent-reader texts (pre-decodable texts) with purpose and understanding.</li> </ul> <p><b>Reading: Fiction</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the characters and setting in a story.</li> </ul>

	<ul style="list-style-type: none"> <li>- End</li> <li>● Monitor Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>● Actively listen to a story read aloud to develop comprehension.</li> <li>● Engage in group reading activities with purpose and understanding.</li> <li>● Discuss responses to questions about a story.</li> <li>● Use illustrations to develop comprehension.</li> <li>● Use text evidence to answer questions about a story.</li> <li>● Respond to text by drawing and writing.</li> <li>● Explain the role of an author and illustrator.</li> <li>● Discuss characteristics of fiction.</li> <li>● Identify characters, setting, and main events in fiction.</li> <li>● Identify and describe the important events in the beginning, middle, and end of a story.</li> </ul> <p><b>Reading: Poetry</b></p> <ul style="list-style-type: none"> <li>● Identify characteristics of poetry.</li> <li>● Actively listen to poems read aloud to develop comprehension.</li> <li>● Identify rhythm, rhyme, characters, and meaning in poetry.</li> <li>● Monitor comprehension and reread text when understanding breaks down.</li> <li>● Answer questions and make connections using text evidence.</li> </ul> <p><b>Reading: Informational Text</b></p> <ul style="list-style-type: none"> <li>● Identify characteristics of informational texts.</li> <li>● Identify facts in informational texts.</li> </ul>
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		<ul style="list-style-type: none"> <li>● Identify the topic and central idea of an informational text to enhance comprehension.</li> </ul>
<b>Foundational Skills</b>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Alliteration</li> <li>● Rhyme</li> <li>● Matching Initial Sounds</li> <li>● Counting Syllables</li> <li>● Blending Onset and Rime</li> <li>● Isolating Phonemes</li> <li>● Segmenting Phonemes</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>● Book Orientation</li> <li>● Book Parts</li> <li>● Words in Sentences</li> <li>● Front and back Covers</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>● Uppercase Letters</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>● Vertical, Horizontal, and Slanted Lines</li> <li>● Circles and Curves</li> <li>● Letter Formation</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>● <i>the, a</i></li> </ul> <p><b>Phonics:</b></p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Identify individual words in a spoken sentence.</li> <li>● Identify rhyming words.</li> <li>● Identify similarities and differences in onset and rime in spoken words.</li> <li>● Identify syllables in spoken words.</li> <li>● Count syllables and blend into words.</li> <li>● Blend syllables to form multisyllabic words.</li> <li>● Identify and blend phonemes.</li> <li>● Count printed letters and words.</li> <li>● Recognize that letters represent sounds that can be blended together to form words.</li> <li>● Identify letter sounds.</li> <li>● Identify the initial sound in one-syllable words.</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>● Match pictures to text.</li> <li>● Hold a book right-side up.</li> <li>● Identify book parts.</li> <li>● Practice turning pages from right to left in a book.</li> <li>● Count pages.</li> <li>● Identify the front and back cover.</li> <li>● Identify the title page, author and illustrator.</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>● Sing the alphabet song.</li> <li>● Learn the letters in children’s names.</li> <li>● Identify and discriminate letters.</li> </ul>

	<ul style="list-style-type: none"> <li>• Consonant Sounds <i>m, t</i></li> <li>• Short <i>a</i></li> </ul> <p><b>Pre-Decodable Texts:</b></p> <ul style="list-style-type: none"> <li>• Books: Aa- Zz</li> <li>• High-frequency Words</li> <li>• Choral Reading</li> <li>• Partner Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Review letters and say their sounds.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting.</li> <li>• Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.</li> </ul>
<b>Unit Number and Title:</b>	<ul style="list-style-type: none"> <li>• Directionality</li> </ul> <p>Module 2: There's Only One Me</p>	<ul style="list-style-type: none"> <li>• Develop handwriting and accurately form letters.</li> </ul>
<b>Duration:</b>	20 days	<ul style="list-style-type: none"> <li>• Use finger writing to practice letter formation.</li> <li>• Trace letters on letter cards.</li> </ul>
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>• HMH's Into Reading Volume 2, Module 2</li> <li>• Rigby Leveled Readers</li> <li>• Structured Literacy Manual</li> <li>• <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: You and Me</i></li> <li>○ <i>I Am Rene, the Boy</i> by Rene Colato LaRaez, fiction</li> <li>○ <i>Zain's Super Friday</i> by Hena Khan, fiction</li> <li>○ <i>Being Different Rocks!</i> by Judith Bauer Stamps, fiction (big book)</li> <li>○ <i>I Like Myself!</i> by Karen Beaumont, fiction</li> <li>○ <i>I Can Be... Me!</i> by Lesléa Newman, fiction</li> <li>○ <i>ABC I Like Me!</i> by Nancy Carlson, fiction (big book)</li> <li>○ <i>Snail &amp; Worm Again</i> by Tima Kugler, fiction</li> <li>○ <i>Pete the Cat: Too Cool for School</i> by Kimberly and James Dean, fiction (big book)</li> <li>○ <i>Tiny Rabbit's Big Wish</i> by Margarita Engle, fiction</li> <li>○ <i>My Friends</i> by Taro Gomi, fiction (big book)</li> <li>○ <i>Wrap-Up Video: One of a Kind</i></li> </ul> </li> <li>• <u>Pre-Decodable Texts:</u> <ul style="list-style-type: none"> <li>○ <i>Start Right Reader: Book 2 Tt</i></li> <li>○ <i>Start Right Reader: Book 2 Bb</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use handwriting paper and pencil to form letters.</li> <li>• Uppercase Manuscript: <i>L, H, I, T, F, A, N, M, X, Y, Z, O, Q, C, G, D, P, B, R, U, J, S, V, K, W</i></li> <li>• Lowercase Manuscript: <i>m, t, a</i></li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>• Read and spell the words: <i>the, a</i></li> <li>• Use irregular words in complete sentences.</li> <li>• Read irregular words in context.</li> <li>• Practice reading and spelling irregular words by finger writing and using paper and pencil.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Practice continuous blending.</li> <li>• Build words with <i>short a</i>.</li> <li>• Identify and match the consonant sound /m/ with the letter <i>m</i>.</li> <li>• Identify words with the initial /m/ sound.</li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Start Right Reader: Book 2 Sam</i></li> <li>○ <i>Start Right Reader: Book 2 At Bat</i></li> <li>○ <i>Start Right Reader: Book 2 Tad</i></li> <li>○ <i>Start Right Reader: Book 2 Go, Tad</i></li> <li>○ <i>Start Right Reader: Book 2 See the Cat Nap</i></li> <li>○ <i>Start Right Reader: Book 2 Mac the Cat</i></li> <li>● <b>Supplemental Resources:</b> <ul style="list-style-type: none"> <li>○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i></li> <li>○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> <li>■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this module, children will listen to, read, and write about characters and real people who illustrate what it means to be experts in self-reflection. They will see that it takes time to appreciate who we are and will be better equipped to celebrate our differences.</p> <p>Students will learn new topic words orally, practice active listening and viewing, and participate in collaborative discussions. In reading, students will continue to learn about story elements. They will review characters, setting, and learn about events in a story. Students will engage with fiction, informational and persuasive texts where they will learn about an author’s opinions and reasons. In writing, students will be introduced to narrative writing with a focus on order of events. The grammar focus is past-tense verbs <b>and complete sentences. and adjectives for color and size.</b> Foundational skill learning will include identifying consonant sounds, recognizing and forming letters, identifying rhyming words, counting syllables, and blending/segmenting phonemes. Students will use pre-decodable texts to reinforce concepts taught. Literacy centers will allow them to practice targeted</p>



	<p>skills throughout the module.</p> <p>Children learn from characters in literature that are experts at self-reflection. They see that when we take time to appreciate who we are inside and out, our successes and shortcomings, the happier we are to just be ourselves. The students will then be better equipped to celebrate our differences and what makes each of us special.</p>
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b>  <b><u>Reading</u></b></p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.  <b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.  <b>RL.K.4</b> Ask and answer questions about unknown words in a text.  <b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text  <b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.  <b>RI.K.6</b> Name the author and illustrator of a text and define the role of each presenting the ideas or information in a text.  <b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  <b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Reading Foundational Skills</u></b></p> <p><b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol> <p><b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>



	<p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p><b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.</p> <p><b><u>Writing</u></b></p> <p><b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p> <p><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b><u>Speaking and Listening</u></b></p> <p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.K.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b><u>Language</u></b></p> <p><b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p><b>L.K.2</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What makes each of us special?</li> </ul>

	<ul style="list-style-type: none"> <li>Who am I?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>Each of us is one of a kind and should take time to appreciate who we are - inside and out, our successes and shortcomings, because there is only one me!</li> <li>Be yourself and you can be better able to celebrate differences.</li> <li>My name is unique and is a part of what makes me special.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content Students will know...</b>	<b>Skills Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>Genre characteristics of:               <ul style="list-style-type: none"> <li>Fiction</li> <li>Persuasive Texts,</li> <li>Fables</li> </ul> </li> <li>Story Elements:               <ul style="list-style-type: none"> <li>Characters</li> <li>Setting</li> <li>Events</li> </ul> </li> <li>Author and Illustrator Roles</li> <li>Comprehension Monitoring</li> <li>Plot: Problem and Solution</li> <li>Topic</li> <li>Central Idea</li> <li>Theme</li> </ul>	<ul style="list-style-type: none"> <li>Use characteristics of fiction, persuasive text, and fables in order to develop comprehension.</li> <li>Use multiple strategies to determine the meaning of unknown words.</li> <li>Use background knowledge about a topic to make personal connections.</li> <li>Use text evidence to support a response and demonstrate understanding</li> <li>Respond to text by drawing and writing.</li> </ul> <p><b>Reading: Fiction</b></p> <ul style="list-style-type: none"> <li>Use text evidence to answer questions about a story.</li> <li>Monitor comprehension and use picture clues when understanding breaks down.</li> <li>Ask and answer questions about key details in a text.</li> <li>Identify and describe the problem and solution in a story.</li> <li>Identify the topic and theme of a story.</li> <li>State the theme of a story using complete sentences.</li> </ul>

		<ul style="list-style-type: none"> <li>● Identify and describe the problem and solution in a story.</li> <li>● Identify the character who is speaking in a story.</li> </ul> <p><b>Reading: Persuasive Texts</b></p> <ul style="list-style-type: none"> <li>● Identify facts, and opinion, and reasons in a persuasive text.</li> <li>● Explain the difference between facts and opinions.</li> <li>● Identify reasons and evidence in a persuasive text that support an author’s opinion.</li> </ul> <p><b>Reading: Fables</b></p> <ul style="list-style-type: none"> <li>● Discuss the characteristics of fables.</li> <li>● Identify the theme of a fable.</li> <li>● Identify characters, setting, and main events in a fable.</li> </ul>
<p><b>Foundational Skills:</b></p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Rhyme</li> <li>● Counting Syllables</li> <li>● Alliteration</li> <li>● Blending Phonemes</li> <li>● Isolating Phonemes</li> <li>● Segmenting Phonemes</li> <li>● Blending Onset and Rime</li> <li>● Counting Syllables</li> <li>● Deleting Words</li> <li>● Initial Sounds</li> <li>● Final Sounds</li> </ul>	<p><b>Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>● Identify and count syllables in spoken words.</li> <li>● Identify and isolate initial sounds in one-syllable words.</li> <li>● Identify and isolate final sounds in one-syllable words.</li> <li>● Segment words into syllables.</li> <li>● Blend syllables to form multisyllabic words.</li> <li>● Identify words with the /s/, /b/, /n/, /d/, /c/, /p/, /t/ sounds.</li> <li>● Blend spoken phonemes into words.</li> <li>● Identify and produce rhyming words.</li> <li>● Blend spoken onsets and rimes to form</li> </ul>

	<p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>● Directionality</li> <li>● Concept of a Word</li> <li>● Concept of a Sentence</li> <li>● One-to-One Correspondence</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>● Review all upper- and lowercase letters</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>● Letter Formation</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>● <i>as, to, do, I, is, was, you</i></li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>● Consonant Sounds: <i>s, b, n, d, c, p,</i></li> <li>● Vowels: Short <i>i</i></li> </ul> <p><b>Pre-Decodable Texts</b></p> <ul style="list-style-type: none"> <li>● High-frequency Words</li> <li>● Choral Reading</li> <li>● Partner Reading</li> <li>● Directionality</li> <li>● Accuracy</li> <li>● Self-Correction</li> </ul>	<p>one-syllable words.</p> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>● Read from top to bottom and left to right with return sweep.</li> <li>● Recognize that words are made up of letters and are separated by spaces.</li> <li>● Identify features of a sentence.</li> <li>● Point to individual letters and words.</li> <li>● Say one word for every printed word.</li> <li>● Practice writing from left to right and top to bottom.</li> <li>● Identify features in a sentence.</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>● Identify upper- and lowercase letters.</li> <li>● Match upper- and lowercase letters.</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>● Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting.</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.</li> <li>● Manuscript: <i>s, S, b, B, n, N, d, D, i, I, P, c, C</i></li> <li>● Use finger writing to practice letter formation.</li> <li>● Trace letters on letter cards.</li> <li>● Use handwriting paper and pencil to form letters.</li> </ul> <p><b>Irregular Words</b></p>
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		<ul style="list-style-type: none"> <li>● Read and spell the words: <i>as, to, do, I, is, was, you.</i></li> <li>● Use irregular words in complete sentences.</li> <li>● Read irregular words in context.</li> <li>● Practice reading and spelling irregular words by finger writing and using paper and pencil.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>● Practice continuous blending words with consonant s, b,</li> <li>● Build words with <i>s, n, p,</i> and <i>short i.</i></li> <li>● Manipulate graphemes to build words and create word chains with <i>s, b, d, short a, short i, c</i> <i>Example: bam → bat → sat</i></li> <li>● Build words with Short A Examples: /s/ /a/ /m/ = Sam, /m/ /a/ /t/ = mat</li> <li>● Spell words using sound boxes.</li> <li>● Identify and match the consonant sounds /t/, /b/, /a/, /n/, /d/, /k/, /p/, /k/ with their corresponding letter they represent.</li> <li>● Use knowledge of sound-letter relationships to spell words</li> <li>● Blend letters and sounds together to decode words with <i>short i</i> and <i>short a.</i></li> <li>● Build and change one-syllable words with <i>short i.</i></li> <li>● Use knowledge of sound-letter relationships to spell words.</li> </ul> <p><b>Pre-Decodable Texts</b></p> <ul style="list-style-type: none"> <li>● Read emergent-reader texts with purpose and understanding.</li> </ul>
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		<ul style="list-style-type: none"> <li>● Read from top to bottom and left to right with return sweep.</li> <li>● Read connected text with accuracy.</li> <li>● Read words with short <i>a</i>, consonants <i>n, d, c, p</i>, and high-frequency words in context.</li> <li>● Use one-to-one correspondence while reading.</li> <li>● Demonstrate understanding of letters and words by pointing.</li> <li>● Answer questions about a text in complete sentences.</li> <li>● Read high-frequency words in context with automaticity.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Features and Purpose of Narrative Writing</li> <li>● Editing and Revision Techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss key features of narrative writing.</li> <li>● Identify and record characters and setting of a narrative.</li> <li>● Use the writing process to develop a narrative piece with characters, setting, and events in sequential order.</li> <li>● Recognize that writers sequence the events of a narrative in chronological order.</li> <li>● Generate ideas for a narrative.</li> <li>● Plan and organize the characters and setting of a narrative.</li> <li>● Discuss the setting of a narrative using complete.</li> <li>● Draw and write about a character and setting for a narrative.</li> <li>● Work collaboratively to write, revise, and edit a narrative as a class.</li> <li>● Discuss feedback for revision with peers using complete sentences.</li> </ul>

		<ul style="list-style-type: none"> <li>● Revise a narrative by adding details about the characters and setting.</li> <li>● Edit a narrative for grammar, punctuation, and spelling.</li> <li>● Write final drafts of a narrative using neat handwriting and appropriate spacing.</li> <li>● Make a dedication page for a narrative.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Active Listening &amp; Viewing</li> <li>● Collaborative Discussions</li> <li>● Accountable Talk</li> <li>● Social Communication               <ul style="list-style-type: none"> <li>- Asking for Help</li> <li>- Expressing Needs &amp; Wants</li> </ul> </li> <li>● Oral Language: Topic Words</li> <li>● Following Directions</li> <li>● Synonyms and Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>● Build background knowledge about the topic and make personal connections.</li> <li>● Pronounce new topic words and discuss examples.</li> <li>● Take turns speaking during partner and group discussions using audible voice.</li> <li>● Use active listening skills to view a video.</li> <li>● Discuss the video using complete sentences.</li> <li>● Actively listen to stories read aloud to develop comprehension.</li> <li>● Discuss responses to questions about a story.</li> <li>● Identify characters, setting, and main events in fiction using complete sentences.</li> <li>● Confirm understanding by asking and answering questions.</li> <li>● Restate and follow three-step directions.</li> <li>● State the problem and solution in a story using complete sentences.</li> <li>● Identify synonyms and antonyms.</li> <li>● Generate synonyms and antonyms for a familiar word.</li> <li>● Use adjectives for color and size in speaking and writing: <i>red, yellow, blue, huge, small, tall, tiny,</i></li> </ul>

		etc.
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Topic Words/Big Idea Words:</b> celebrate, different, special</li> <li>● <b>Academic Vocabulary/Power Words:</b> participate, pronounce, research, bother, change, same, reflection, shell, stripe, enormous, height, wish</li> <li>● <b>Structured Literacy Instructional Vocabulary:</b> alliteration, phonological awareness, blending, onset, rime, phoneme, grapheme, stop sound, short vowel, accuracy, fluency, expression, intonation, phrasing, decodable text, decoding, self-correction, heart word, irregular word, syllable, continuous sound, automaticity, rate, consonant, segmenting</li> <li>● <b>Instructional Vocabulary:</b> narrative, fiction, characters, setting, plot, problem, solution, persuasive text, opinion, reason, fact, organize, event, verb, rhyme, author, illustrator, main events, theme, topic, central idea, series, adjective, details, fable, folktale</li> </ul>	<ul style="list-style-type: none"> <li>● Identify past-tense verbs.</li> <li>● Use past-tense verbs correctly.</li> <li>● <del>Identify irregular past-tense verbs.</del></li> <li>● <del>Use irregular past-tense verbs in writing and in speech.</del></li> <li>● <del>Identify and use adjectives for color, size, and feelings in speaking and writing. Examples: red, yellow, blue, huge, small, tall, tiny, happy, sad, scared, etc.</del></li> <li>● Pronounce and use topic, academic, and instructional vocabulary to develop comprehension.</li> </ul>



	<ul style="list-style-type: none"> <li>● <b>Conventions of English, grammar and usage:</b> past-tense verbs, <del>irregular past-tense verbs</del>, complete sentences, <del>adjectives</del></li> </ul>
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<b>Unit Number and Title:</b>	Module 3: My Community Heroes
<b>Duration:</b>	20 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 3, Module 3</li> <li>● Rigby Leveled Readers</li> <li>● Structured Literacy Manual</li> <li>● <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: The Playground</i></li> <li>○ <i>Places in the Community</i> by Bobbie Kalman, informational text</li> <li>○ <i>Map My Neighborhood</i> by Jennifer Boothroyd, informational text (big book)</li> <li>○ <i>Quinto’s Neighborhood</i> by Ina Cumpiano, fiction</li> <li>○ <i>The Alphabet from the Sky</i> by Benedict Gross and Joey Lee, alphabet book (big book)</li> <li>○ <i>A Bucket of Blessings</i> by Kabir Sehgal and Surishtha Sehgal, Fable</li> <li>○ <i>Behind my Doors: The Story of the World’s Oldest Library</i> by Hena Khan,</li> <li>○ <i>Bo and Peter</i> by Betsy Franco, fiction (big book)</li> <li>○ <i>A Piece of Home</i> by Jeri Watts, fiction</li> <li>○ <i>Welcome</i> by Linda Kulp Trout, poem (big book)</li> <li>○ <i>My Neighborhood</i> by Betsy Franco, poem (big book)</li> <li>○ <i>Homes</i> by Betsy Fanco, poem (big book)</li> <li>○ <i>Wrap Up Video: Let’s Go to Work</i></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● <u>Decodable Texts:</u> <ul style="list-style-type: none"> <li>○ <i>Start Right Reader: Book 3 Sid</i></li> <li>○ <i>Start Right Reader: Book 3 Sid Bit It!</i></li> <li>○ <i>Start Right Reader: Book 3 Tab Ran!</i></li> <li>○ <i>Start Right Reader: Book 3 Can It Fit?</i></li> <li>○ <i>Start Right Reader: Book 3 Cans in a Bin</i></li> <li>○ <i>Start Right Reader: Book 3 The Cap</i></li> <li>○ <i>Start Right Reader: Book 3 Let's Go to Work</i></li> </ul> </li> <li>● <u>Supplemental Resources:</u> <ul style="list-style-type: none"> <li>○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i></li> <li>○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> <li>■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> </li> </ul> <p>Cross-curricular Connections  Social Studies - <del>Me as a Citizen in My Community</del> <del>Roles and Responsibilities in a Community</del>  kindergarten unit</p>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and write about characters and real people in our communities. They will learn that communities are about pooling unique, diverse backgrounds and skills to work together to accomplish goals. There will be numerous opportunities for students to practice book handling skills, develop social communication skills, and listen to fables and informational texts read aloud.</p> <p>Students will learn about the people and places that make their community special and work together to</p>

	<p>build a model of their community to share with others. Students will practice topic words orally, actively listen, and take part in collaborative discussions. Reading will include learning about text features of informational texts. They will also continue to practice story elements using fables. In writing, students will practice the writing process using informational texts, specifically friendly letters and lists. Foundational skills will include identifying and isolating sounds, blending phonemes, manipulating syllables, and segmenting words. Students will use decodable text with purpose and understanding to reinforce concepts taught. Literacy centers will be used to reinforce these targeted skills throughout the module.</p> <p>As students become immersed in the module, they will understand the people and places that make up a community and the roles they each play in order to make them function. Students will learn about places in communities to live, work, and have fun. Students will also learn about maps and can create their own maps of their community to show the location of things.</p>
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b><u>Reading</u></b></p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.5</b> Recognize common types/genres of texts (storybooks, poems, etc.)</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Reading Foundational Skills</u></b></p> <p><b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p>

- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

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

- b. Count/identify, pronounce, blend, and segment syllables in spoken words.

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

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

**RF.K.4** Read emergent-reader texts with purpose and understanding.

### **Writing**

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

### **Speaking and Listening**

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

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

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

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

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

### **Language**

**L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing

	or speaking. b. Use frequently occurring nouns and verbs. f. Produce and expand complete sentences in shared language activities. <b>L.K.4</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What makes a community?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Communities are made up of people and places who work and learn together, help one another, and share a sense of belonging.</li> <li>• Everyone deserves respect in a community even though they have different ideas.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Genre Characteristics of Informational Texts and Fables</li> <li>• Topic and Central Idea of Texts</li> <li>• Predicting Strategies</li> </ul>	<p><b>Reading: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Summarize an informational text.</li> <li>• Identify characteristics of informational texts and fables.</li> <li>• Identify and retell details of an informational text using complete sentences.</li> <li>• Identify and use text features to comprehend text.</li> <li>• Ask and answer questions about an informational text using key details.</li> </ul> <p><b>Reading: Fables</b></p> <ul style="list-style-type: none"> <li>• Identify characters, setting, and events to retell a fable.</li> <li>• Describe a character in a story.</li> <li>• Identify the topic, central idea, and details to support comprehension.</li> </ul>

		<ul style="list-style-type: none"> <li>● Build background knowledge about a topic to make personal connections.</li> <li>● Make and check predictions about a story</li> <li>● Identify the authors’ purpose for creating a text</li> <li>● Discuss the characteristics of fables</li> <li>● Identify the problem and solution of a fable</li> <li>● Identify the theme of a fable</li> </ul>
<b>Foundational Skills:</b>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Rhyme</li> <li>● Blending Syllables</li> <li>● Counting Syllables</li> <li>● Blending Onset and Rime</li> <li>● Isolating Phonemes</li> <li>● Blending Phonemes</li> <li>● Deleting Syllables</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>● Concept of a Word</li> <li>● One-to-One Correspondence</li> <li>● Concept of a Sentence</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>● Identify and form uppercase and lowercase letters.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>● Letter Formation</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>● <i>or, for, from, your, said, all</i></li> </ul>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Identify and pronounce letter sounds.</li> <li>● Identify and produce rhymes.</li> <li>● Identify and produce spoken alliterative words.</li> <li>● Identify and isolate initial sounds, medial vowel sounds, and final sounds in one-syllable words.</li> <li>● Blend spoken phonemes to form one-syllable words.</li> <li>● Blend onset/rimes into words.</li> <li>● Segment words into onset and rimes.</li> <li>● Identify similarities and differences in onset and rime in spoken words.</li> <li>● Group words by beginning consonant sounds.</li> <li>● Discuss rhyme and rhythm in a nursery rhyme.</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>● Demonstrate directionality skills and one to one correspondence within a book.</li> <li>● Distinguish between letters, words, and sentences within a text.</li> <li>● Recognize that words are made up of letters and are separated by spaces.</li> <li>● Use one-to-one correspondence while reading.</li> </ul>

	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>● Consonants: <i>r, f, g, h, j, l</i></li> <li>● Short O</li> </ul> <p><b>Decodable Text</b></p> <ul style="list-style-type: none"> <li>● High-frequency Words</li> <li>● Choral Reading</li> <li>● Partner Reading</li> <li>● Directionality</li> <li>● Accuracy</li> <li>● Self-Correction</li> <li>● Reading Rate</li> <li>● Automaticity</li> </ul>	<ul style="list-style-type: none"> <li>● Practice reading one word for each print word.</li> <li>● Practice writing from left to right and top to bottom.</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>● Identify and form uppercase and lowercase letters</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>● Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting.</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.</li> <li>● Manuscript: <i>r, R, f, F, o, O, g, G, h, H, j, J, l, L</i></li> <li>● Use finger writing to practice letter formation.</li> <li>● Trace letters on letter cards.</li> <li>● Use handwriting paper and pencil to form letters.</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>● Read, write and spell irregular words: <i>or, for, from, your, said, all</i></li> <li>● Read irregular words in context with automaticity.</li> <li>● Practice reading and spelling irregular words by finger writing and using paper and pencil.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>● Continuously blend and manipulate graphemes to read, build, and spell words with consonant <i>r, g, j, l</i> (Examples: /r/ /a/ /t/ = <i>rat</i>, /l/ /i/ /p/ = <i>lip</i>).</li> </ul>
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		<ul style="list-style-type: none"> <li>● Spell words using sound boxes.</li> <li>● Read, write and spell one-syllable words with short vowels.</li> </ul> <p><b>Decodable Texts</b></p> <ul style="list-style-type: none"> <li>● Read emergent-reader texts (decodable texts) with purpose and understanding.</li> <li>● Read connected text with accuracy.</li> <li>● Read words with short i, consonants r, f, inflection -s, and high-frequency words in context.</li> <li>● Demonstrate understanding of letters and words by pointing.</li> <li>● Use one-to-one correspondence while reading.</li> <li>● Identify features of a sentence.</li> </ul>
<p><b>Writing:</b></p>	<ul style="list-style-type: none"> <li>● Features and Purposes of Informational Writing including Friendly Letters and Lists.</li> <li>● Editing &amp; Revision Skills</li> <li>● Central Idea and Key Details</li> <li>● Address and Envelopes</li> </ul>	<ul style="list-style-type: none"> <li>● Use the writing process to develop an informational piece using a central idea and key details.</li> <li>● Incorporate pre-writing strategies to develop an informational piece.</li> <li>● Respond to text with drawing and writing.</li> <li>● Revise and edit an informational text by adding key details and adjectives.</li> <li>● Identify common signs and symbols on a community map.</li> <li>● Draw a map to support an informational text.</li> <li>● Recognize the parts of a friendly letter.</li> <li>● Edit an information text for grammar, punctuation, and spelling.</li> <li>● Write a final draft of an informational text using</li> </ul>



		<p>neat handwriting and appropriate spacing.</p> <ul style="list-style-type: none"> <li>● Recognize the key features of a list.</li> <li>● Share ideas with a partner using complete sentences.</li> <li>● Write and draw a list.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Active Listening and Viewing Skills for Comprehension</li> <li>● Collaborative Discussion</li> <li>● Accountable Talk Techniques</li> <li>● Social Communication</li> <li>● Word Relationships: Classify and Categorize</li> <li>● Inflected Ending -s</li> </ul>	<ul style="list-style-type: none"> <li>● Build and extend knowledge by actively viewing, listening and responding.</li> <li>● Discuss familiar people, places, things, and events using details and complete sentences.</li> <li>● Speak audibly and in complete sentences during discussions.</li> <li>● Confirm understanding by asking and answering questions.</li> <li>● Take turns speaking.</li> <li>● Use appropriate intonation for statements and questions.</li> <li>● Classify and categorize objects and words into like groups.</li> <li>● Use inflection -s to determine word meaning.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Topic Words/Big Idea Words:</b> community, location, neighbor</li> <li>● <b>Academic Vocabulary/Power Words:</b> earn, safe, together, busy, help, neighborhood, hope, wonderful, worried, brave, expect, ordinary</li> <li>● <b>Structured Literacy Instructional Vocabulary:</b> alliteration,</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize that words that name things are nouns.</li> <li>● Use nouns for people, places, and things in speaking and writing.</li> <li>● Use adjectives to describe shape and number in speaking and writing: Examples - <i>round, flat, curly, few, many, more</i>, etc.</li> <li>● Capitalize proper nouns in written language.</li> <li>● Read words with inflection -s.</li> <li>● Form regular plural nouns by adding -s.</li> <li>● Group words by nouns and verbs.</li> </ul>

	<p>phonological awareness, blending, onset, rime, phoneme, grapheme, stop sound, short vowel, accuracy, fluency, expression, intonation, phrasing, decodable text, decoding, self-correction, heart word, irregular word, syllable, continuous sound, automaticity, rate, consonant, segmenting</p> <ul style="list-style-type: none"> <li>● <b>Instructional Vocabulary:</b> informational text, fact, opinion, topic, central idea, key details, table of contents, headings, glossary, index, noun, prediction, characters, setting, text evidence, fable, folktale, main events, adjective, theme, problem, solution, poem, poetry, rhythm, rhyme, map</li> <li>● <b>Conventions of Standard English, grammar and usage:</b> nouns, complete sentences, adjectives, verbs</li> </ul>	<ul style="list-style-type: none"> <li>● Pronounce and use topic, academic, and instructional vocabulary to develop comprehension.</li> </ul>
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<b>Unit Number and Title:</b>	Module 4: Happy Healthy Me
<b>Duration:</b>	20 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 4</li> <li>● Rigby Leveled Readers</li> <li>● Structured Literacy Manual</li> <li>● <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: Rise and Shine</i></li> <li>○ <i>Being Fit</i> by Valerie Bodden, informational text</li> <li>○ <i>Germs Are Not for Sharing</i> by Elizabeth Verdik, informational text (big book)</li> <li>○ <i>Get Up and Go!</i> by Nancy Carlson, informational text</li> <li>○ <i>Stretch</i> by Doreen Cronin and Scott Menchin, fiction (big book)</li> <li>○ <i>Jack &amp; the Hungry Giant</i> by Loreen Leedy, fairy tale</li> <li>○ <i>Edible Colors</i> by Jennifer Vogel Bass, informational text (big book)</li> <li>○ <i>Getting Rest</i> by Sian Smith, informational text</li> <li>○ <i>Bed</i> by Anonymous, poetry</li> <li>○ <i>Wrap-Up Video: Rhino Named Paul: Clean Your Mitts</i></li> </ul> </li> <li>● <u>Decodable Texts:</u> <ul style="list-style-type: none"> <li>○ <i>Start Right Reader: Book 4 Big Bag</i></li> <li>○ <i>Start Right Reader: Book 4 Kip</i></li> <li>○ <i>Start Right Reader: Book 4 Pot of Pods</i></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Start Right Reader: Book 4 Bob Tips a Pot</i></li> <li>○ <i>Start Right Reader: Book 4 Kids Hop a Lot</i></li> <li>○ <i>Start Right Reader: Book 4 Kids Hid</i></li> <li>○ <i>Start Right Reader: Book 4 The Wig</i></li> <li>○ <i>Start Right Reader: Book 4 Jobs! Jobs! Jobs!</i></li> <li>● <b><u>Supplemental Resources:</u></b> <ul style="list-style-type: none"> <li>○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i></li> <li>○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> <li>■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and write about characters and real people who illustrate what it means to take good care of their bodies. They will learn to form healthy habits to carry throughout their lives. During this module, children will learn the essentials of healthy living such as eating well, exercising, and practicing good hygiene. They will also see that being “my healthiest me” is fun and is different for everyone! And after a fun, active day, it is just as important to get a good night’s sleep.</p> <p>Students will learn about how to be the healthiest version of themselves by taking care of themselves, moving their bodies, eating right, and getting enough rest. Students will practice topic words orally, actively listen, and take part in collaborative discussions. Reading will include more in-depth learning about text features of informational texts, integrate fiction books, poetry, and a fairy tale related to the module’s topic. In writing, students will use the writing process to develop research writing including a topic, central idea, and key details using sources to find information. Foundational skills will include identifying and forming letters, identifying and isolating sounds, blending phonemes, and segmenting</p>

	<p>words. Students will use decodable texts with purpose and understanding to reinforce concepts taught. Literacy centers will be used to reinforce these targeted skills throughout the module.</p> <p>As students become immersed in the module, they will understand that healthy habits are essential in their daily lives as they learn about different ways to exercise and fuel their bodies. Students will also have an opportunity to engage in the PK-12 concept related to identity.</p>
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b><u>Reading</u></b></p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.5</b> Recognize common types of texts (fairy tale, poems, etc.)</p> <p><b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Reading Foundational Skills</u></b></p> <p><b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol> <p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> </ol>

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

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

**RF.K.4** Read emergent-reader texts with purpose and understanding.

**Writing**

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**Speaking and Listening**

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

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

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

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

**Language**

**L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

- a. Print many upper- and lowercase letters.
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

**L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- b. Recognize and name end punctuation.

	<p><b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How can I be my healthiest?</li> <li>• What is the best version of me?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• I can be my healthiest when I take care of myself.</li> <li>• Being healthy can look different for each of us.</li> </ul>	
<b>Learning Goal(s):</b>	<p><b>Content</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Characteristics of Informational Texts and Fairy Tales</li> <li>• Questioning and Response Strategies</li> <li>• Topic, Central Idea of Texts, and Key Details</li> <li>• Predicting Strategies</li> <li>• Inferring</li> <li>• Story Elements: Characters, Setting, Events</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use characteristics of informational text to gain information.</li> <li>• Identify characteristics of fairy tales.</li> <li>• Ask and answer questions about a text.</li> <li>• Build background knowledge about a topic to make personal connections.</li> <li>• Use text evidence to support a response and demonstrate understanding.</li> <li>• Identify the topic, central idea, and supporting details in an informational text.</li> <li>• Use text evidence to make and check logical predictions about a story.</li> <li>• Retell fiction by identifying characters, setting, and main events in the beginning, middle, and end.</li> <li>• Make inferences to identify and describe the problem and solution in a story.</li> </ul>

<b>Foundational Skills:</b>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Rhyme</li> <li>● Blending Onset and Rime</li> <li>● Deleting Syllables</li> <li>● Blending Phonemes</li> <li>● Counting Syllables</li> <li>● Isolating Phonemes</li> <li>● Blending Phonemes</li> <li>● Initial Sounds</li> <li>● Final Sounds</li> <li>● Medial Vowel Sounds</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>● Directionality</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>● Identify and form uppercase and lowercase letters</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>● Letter Formation</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>● <i>put, are, does, see</i></li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>● Consonants Letters &amp; Sounds: <i>k, s, y, x</i></li> <li>● Vowels: Short U &amp; Short E</li> <li>● Inflectional Ending -s</li> </ul> <p><b>Decodable Texts</b></p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Identify and isolate initial and final consonant sounds in one-syllable words.</li> <li>● Identify and isolate medial vowel sounds in one-syllable words.</li> <li>● Pronounce the <i>short u</i> and <i>short e</i> vowel sounds.</li> <li>● Distinguish between the <i>short o/long o</i>, <i>short e/long e</i>, and <i>short e/short u</i> vowel sounds.</li> <li>● Identify and produce alliterative words.</li> <li>● Identify and pronounce letter sounds.</li> <li>● Identify and produce rhyming words.</li> <li>● Blend phonemes and onset/rime into words.</li> <li>● Count, segment, blend and delete syllables.</li> <li>● Discuss rhyme and rhythm in a nursery rhyme.</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>● Demonstrate directionality skills and one to one correspondence within a book.</li> <li>● Practice reading top to bottom and left to right with return sweep.</li> <li>● Practice reading one word for each print word.</li> <li>● Distinguish between letters, words, and sentences within a text.</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>● Identify and form uppercase and lowercase letters.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>● Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Accuracy</li> <li>● Self-Correction</li> <li>● Reading Rate</li> <li>● Fluency</li> <li>● Automaticity</li> <li>● Self-Monitoring</li> <li>● Rereading</li> <li>● Expression</li> <li>● Phrasing</li> <li>● Intonation</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.</li> <li>● Manuscript: <i>u, U, g, G, h, H, j, J, l, L, k, K, s, S, y, Y, x, X, e, E</i></li> <li>● Use finger writing to practice letter formation.</li> <li>● Trace letters on letter cards.</li> <li>● Use handwriting paper and pencil to form letters.</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>● Read, write and spell irregular words: <i>put, are, does, see</i></li> <li>● Read irregular words in context with automaticity.</li> <li>● Practice reading and spelling irregular words by finger writing and using paper and pencil.</li> </ul> <p><b>Phonics.</b></p> <ul style="list-style-type: none"> <li>● Continuously blend and manipulate graphemes to read, build, and spell words.</li> <li>● Build, change, and spell words with consonants: <i>k, y, s, x</i></li> <li>● Build, change, and spell words with short vowels: <i>u, e</i></li> <li>● Build, change, and spell words with inflectional ending: <i>s</i></li> </ul> <p><b>Decodable Texts</b></p> <ul style="list-style-type: none"> <li>● Read emergent-reader texts (decodable texts) with purpose and understanding.</li> <li>● Read connected text with accuracy.</li> <li>● Use context to confirm or self-correct word</li> </ul>
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		recognition. <ul style="list-style-type: none"> <li>● Adjust rate and reflect to help understanding.</li> <li>● Use context to confirm or self-correct word recognition.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Features and Purposes of Research Writing</li> <li>● Question Generation Strategies</li> <li>● Editing and Revision Techniques</li> <li>● Use of a Variety of Sources to Produce Research Writing</li> </ul>	<ul style="list-style-type: none"> <li>● Use the writing process to develop research writing including a topic, central idea, and key details using sources to find information.</li> <li>● Respond to text with drawing and writing.</li> <li>● Generate questions for research.</li> <li>● Revise and edit research writing by adding key details to answer questions and checking for grammar, punctuation, and spelling.</li> <li>● Write a final draft of a research report using neat handwriting and appropriate spacing.</li> <li>● Include research writing text features such as sources and a glossary.</li> <li>● Write and draw to give credit to a source.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Active Listening and Viewing Skills to Understand Information</li> <li>● Collaborative Discussion</li> <li>● Accountable Talk Techniques</li> <li>● Social Communication</li> </ul>	<ul style="list-style-type: none"> <li>● Build and extend knowledge by actively viewing, listening and responding.</li> <li>● Speak audibly and in complete sentences during discussions.</li> <li>● Confirm understanding by asking and answering questions.</li> <li>● Take turns speaking.</li> <li>● Ask for help from peers and teachers.</li> <li>● Discuss familiar people, places, things and events using details and complete sentences.</li> <li>● Use singular and plural nouns correctly.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Topic Words/Big Idea Words:</b></li> </ul>	<ul style="list-style-type: none"> <li>● Identify the features of complete sentences</li> </ul>

	<p>energy, exercise, healthy</p> <ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Power Words:</b> active, stretch, weight, muscles, relaxing, take care</li> <li>● <b>Structured Literacy Instructional Vocabulary:</b> blending, onset, rime, phoneme, grapheme, short vowel, long vowel, accuracy, fluency, expression, intonation, phrasing, decodable text, self-correction, heart word, irregular word, syllable, inflectional endings, continuous sound, automaticity, rate, consonant, segmenting</li> <li>● <b>Instructional Vocabulary:</b> informational text, topic, central idea, research writing, research, source, search term, table of contents, headings, glossary, index, key details, text features, possessive, author, illustrator, fairy tale. plot, label, sentence, noun, verb. poem, poetry, rhythm, rhyme</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> complete sentences, singular nouns, plural</li> </ul>	<p>including a subject, verb, and punctuation.</p> <ul style="list-style-type: none"> <li>● Understand and use question words.</li> <li>● Use complete sentences to express thoughts and ideas.</li> <li>● Write a complete sentence with a subject, verb, and end mark.</li> <li>● Identify and use uppercase letters at the beginning of sentences.</li> <li>● Identify, use, and capitalize proper nouns in writing.</li> <li>● Recognize and name ending punctuation.</li> <li>● Distinguish between words describing the same general action to show shades of meaning.</li> <li>● Order words to show shades of meaning.</li> <li>● Identify and capitalize proper nouns.</li> <li>● Use proper <b>and possessive</b> nouns.</li> <li>● Pronounce and use topic, academic, and instructional vocabulary to develop comprehension.</li> </ul>
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	nouns, proper nouns, <del>possessive nouns</del> <b>nouns</b>	
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<b>Unit Number and Title:</b>	Module 5: I Can Do It
<b>Duration:</b>	20 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 5, Module 5</li> <li>● Rigby Leveled Readers</li> <li>● Structured Literacy Manual</li> <li>● <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: Training Wheels</i></li> <li>○ <i>Jabari Jumps</i> by Giaia Cornwall, fiction</li> <li>○ <i>All by Myself</i> by Mercer Mayer, fiction (big book)</li> <li>○ <i>The Little Red Hen (Makes a Pizza)</i> by Philemon Sturges, folktale</li> <li>○ <i>The Little Red Hen On Stage</i> by Karen Knapstein, play (big book)</li> <li>○ <i>Ish</i> by Peter H.Reynolds, fiction</li> <li>○ <i>Let’s Make Music!</i> by Owen Holmes, informational (big book)</li> <li>○ <i>Emmanuel’s Dream</i> by Laurie Ann Thompson, biography</li> <li>○ <i>Everyone Can Learn to Ride a Bicycle</i> by Chris Raschka, fiction (big book)</li> <li>○ <i>Wrap-Up Video: Zack’s Shack</i>, informational</li> </ul> </li> <li>● <u>Decodable Texts:</u> <ul style="list-style-type: none"> <li>○ <i>Start Right Reader: Book 5 Nuts, Not Rugs!</i></li> <li>○ <i>Start Right Reader: Book 5 Big Bus</i></li> <li>○ <i>Start Right Reader: Book 5 Yams</i></li> <li>○ <i>Start Right Reader: Book 5 Go, Vic!</i></li> <li>○ <i>Start Right Reader: Book 5 Yes, Vets Can!</i></li> <li>○ <i>Start Right Reader: Book 5 Pet Pup</i></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Start Right Reader: Book 5 Tan Cat</i></li> <li>○ <i>Start Right Reader: Book 5 Fox Cubs</i></li> <li>● <u>Supplemental Resources:</u> <ul style="list-style-type: none"> <li>○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i></li> <li>○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> <li>■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this module, children will listen to, read, and write about characters and real people who combine hard work, practice, and perseverance to achieve their goals and learn that they too can achieve their goals. They will learn what it means to try hard. During this module, children will learn steps one can take to persevere, such as trying new things, setting goals, and working together. They will also see that with a little hard work, some practice, and persistence they can achieve their goals such as learning how to ride a bike.</p> <p>Students will practice topic words orally, actively listen, and take part in collaborative discussions. Reading will include more in depth learning about text features in folktales, plays, and biographies. They will identify story elements for all three genres. Students will use inference to determine the meaning of homophones/homographs.</p> <p>In writing they will engage in the writing process to construct an organized personal narrative using signal words to indicate a transition. They will learn how to incorporate a strong beginning to peak the readers interest. They will use pronouns, singular, and plural nouns in their writing. They will also review cover elements to design their own cover. This is also when students are introduced to the structure of an author’s page through teacher modeling so they can draft one of their own.</p>

	<p>Foundational skills will include identifying and isolating sounds, blending/segmenting phonemes, and segmenting words. Students will use decodable text with purpose and understanding to reinforce concepts taught. They will be introduced to decoding words with long vowel sounds and blending words with digraphs. Literacy centers will be used to reinforce these targeted skills throughout the module.</p> <p>As students become immersed in the module, they will understand that persistence and hard work will guide them to achieve their goals. A focus on the PK-12 concept of identity will be further explored.</p>
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b><u>Reading</u></b></p> <p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.5</b> Recognize common types of texts (storybooks, poems, etc.)</p> <p><b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Reading Foundational Skills</u></b></p> <p><b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>

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

- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)

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

- c. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

**RF.K.4** Read emergent-reader texts with purpose and understanding.

### **Writing**

**W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened

**W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

### **Speaking and Listening**

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

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

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

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

### **Language**

**L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

**L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and

	spelling when writing. a. Capitalize the first word in a sentence and the pronoun <i>I</i> . <del>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</del> d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word. <b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings. d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What does it mean to try hard?</li> <li>• What can I do that makes me special?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Hard work, practice, and not giving up can help me achieve goals I have set for myself.</li> <li>• I can ask for help and work together with others to help me do the things I want to do.</li> <li>• Everyone is good at different things, but friends can help one another try new things.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Characteristics of Folktales Biography, and Drama</li> <li>• Theme of a Story</li> <li>• Characters' Feelings</li> <li>• Character Traits</li> <li>• Asking and Answering Questions</li> <li>• Topic, Central Idea of Texts, and Key Details</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, use and discuss characteristics of folktales and biography to gain information.</li> <li>• Ask and answer questions about a text.</li> <li>• Pronounce and use topic and academic vocabulary to develop comprehension.</li> <li>• Identify the theme of a story.</li> <li>• Use text evidence to answer questions about a story and make connections.</li> <li>• Identify the topic, central idea, theme and supporting details</li> </ul>



	<ul style="list-style-type: none"> <li>● Story Elements: Characters, Setting, Events</li> <li>● Comprehension Strategies</li> <li>● Inferring</li> </ul>	<p>in an informational text.</p> <ul style="list-style-type: none"> <li>● Retell by identifying characters, setting, and main events in the beginning, middle, and end.</li> <li>● Compare and contrast characters in two versions of the same story.</li> <li>● Build background knowledge about a topic to make personal connections.</li> <li>● Use text evidence to make and check logical predictions about a story.</li> <li>● Use picture and text clues to describe a character and how he/she feels.</li> <li>● Describe how a character’s feelings change over time using complete sentences.</li> <li>● Make inferences to understand a story and identify character traits.</li> </ul> <p><b>Reading: Drama/Play</b></p> <ul style="list-style-type: none"> <li>● Discuss characters in a drama.</li> <li>● Compare and contrast characters in two versions of the same story.</li> <li>● Identify text format of a play (names in bold, text is characters’ dialogue)</li> </ul>
<b>Foundational Skills:</b>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Rhyme</li> <li>● Blending Onset and Rime</li> <li>● Segmenting Syllables</li> <li>● Blending Phonemes</li> <li>● Segmenting Phonemes</li> <li>● Open and Closed Syllables</li> </ul>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Identify and isolate initial and final consonant sounds.</li> <li>● Blend spoken phonemes to form one-syllable words.</li> <li>● Isolate and pronounce the medial vowel sounds in one-syllable words.</li> <li>● Identify and produce rhymes.</li> <li>● Segment words into onset/rime.</li> <li>● Identify and pronounce letter sounds.</li> </ul>

	<p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>Return Sweep</li> <li>Reading a Play</li> <li>Directionality</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify and form uppercase and lowercase letters.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Letter Formation</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li><i>have, love, by, my</i></li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Consonants: <i>q(u), w, v, z,</i></li> <li>All Short Vowels</li> <li>Long A</li> <li>Long I</li> <li>Open Syllables: CV</li> <li>Closed Syllables: CVC</li> </ul> <p><b>Decodable Text</b></p> <ul style="list-style-type: none"> <li>Accuracy</li> <li>Fluency</li> <li>Self-Correction</li> <li>Phrasing</li> <li>Intonation</li> <li>Expression</li> </ul>	<ul style="list-style-type: none"> <li>Pronounce the <i>short a</i> and <i>long i</i> sounds.</li> <li>Segment syllables to identify open (long) and closed (short) vowel sounds.</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>Practice reading left to right, top to bottom, with a return sweep.</li> <li>Practice reading one word for each print word.</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify and form uppercase and lowercase letters.</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting.</li> <li>Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.</li> <li>Focus: <i>q, Q, w, W, v, V, z, Z,</i></li> <li>Review all letters: <i>Aa - Zz</i></li> <li>Use finger writing to practice letter formation.</li> <li>Trace letters on letter cards.</li> <li>Use handwriting paper and pencil to form letters.</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>Read, write and spell irregular words with automaticity: <i>have, love, by, my</i></li> <li>Read high-frequency irregular words in context.</li> <li>Practice reading and spelling irregular words by finger writing and using paper and pencil.</li> </ul> <p><b>Phonics</b></p>
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		<ul style="list-style-type: none"> <li>● Continuously blend and manipulate graphemes to read, build, and spell words .</li> <li>● Build, change, and spell words with consonants: <i>q(u), v, z, w,</i></li> <li>● Build, change, and spell words with short vowels.</li> <li>● Practice the CV pattern with <i>long a</i> using letter and grapheme cards.</li> <li>● Distinguish between open (CV) and closed (CVC).</li> </ul> <p><b>Decodable Text</b></p> <ul style="list-style-type: none"> <li>● Read emergent-reader texts (decodable texts) with purpose and understanding.</li> <li>● Read connected text with accuracy.</li> <li>● Use intonation based on punctuation while reading</li> <li>● Understand that in a word, every syllable has one vowel sound that is spelled with a vowel.</li> <li>● Use context to confirm or self-correct word recognition.</li> <li>● Read with appropriate phrasing (chunk words) to reflect the author’s syntax.</li> </ul>
<p><b>Writing:</b></p>	<ul style="list-style-type: none"> <li>● Features and Purposes of Narrative Writing</li> <li>● Organization: Beginning, Middle, End</li> <li>● Editing and Revision Techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Use the writing process to develop a narrative piece with characters, setting, and events in sequential order.</li> <li>● Respond to a narrative using pictures and words.</li> <li>● Collaborate with peers to plan, organize, generate ideas for writing.</li> <li>● Write strong beginnings for a narrative piece.</li> <li>● Identify and use transitional words to show chronological order in a narrative piece</li> <li>● Revise and edit a narrative by adding details.</li> <li>● Collaborate with peers to revise and edit narrative writing pieces.</li> </ul>

<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Active Listening and Viewing skills to Understand Information</li> <li>● Collaborative Discussion</li> <li>● Accountable Talk Techniques</li> <li>● Social Communication</li> <li>● Characteristics of Complete Sentences</li> </ul>	<ul style="list-style-type: none"> <li>● Build and extend knowledge by actively viewing, listening and responding.</li> <li>● Speak audibly and in complete sentences during discussions.</li> <li>● Confirm understanding by asking and answering questions.</li> <li>● Take turns speaking.</li> <li>● Ask for help from peers and teachers.</li> <li>● Discuss familiar people, places, things and events using details and complete sentences.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Topic Words/Big Idea Words:</b> practice, proud, success</li> <li>● <b>Academic Vocabulary/Power Words:</b> important, scared, surprise, lovely, several, spy, allow, energized, inspire, disability, hero, respectful</li> <li>● <b>Structured Literacy Instructional Vocabulary:</b> blending, onset, rime, phoneme, grapheme, short vowel, long vowel, accuracy, fluency, expression, intonation, phrasing, decodable text, self-correction, heart word,</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the features of complete sentences including a subject, verb, and punctuation.</li> <li>● Use singular and plural nouns as well as pronouns while speaking and writing.</li> <li>● Understand and use question words.</li> <li>● Use complete sentences to express thoughts and ideas.</li> <li>● Identify, use, and capitalize proper nouns in writing.</li> <li>● Use knowledge of sound-letter relationships to spell words.</li> <li>● Recognize, name and use ending punctuation.</li> <li>● Use singular and plural nouns and pronouns while speaking and writing.</li> <li>● Distinguish between words describing the same general action to show shades of meaning.</li> <li>● Understand how inflected endings (-s, -es) impact word meaning.</li> <li>● Use context clues to clarify the meaning of multiple-meaning words and phrases: Examples: <i>bat, hard, ring, wave</i></li> <li>● Identify the pronouns: <i>I, me, we</i></li> <li>● Capitalize the pronoun: <i>I</i></li> </ul>

	<p>irregular word, syllable, inflectional endings, continuous sound, automaticity, rate, consonant, segmenting, nonsense word, open and closed syllables</p> <ul style="list-style-type: none"> <li>● <b>Instructional Vocabulary:</b> fiction, prediction, characters, setting, main events, narrative, text evidence, series, informational text, folktale, character traits, play, script, narrator, cast, inference, noun, plot, problem, solution, diagram, label, central idea, topic, event, signal words, biography, theme</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> Pronouns: <i>I, we, me</i>, singular and plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>● Pronounce and use topic, academic, and instructional vocabulary to develop comprehension.</li> </ul>
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<b>Unit Number and Title:</b>	Module 6 : Home of the Free and the Brave
<b>Duration:</b>	20 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 6, Module 6</li> <li>● Rigby Leveled Readers</li> <li>● Structured Literacy Manual</li> <li>● <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: Land of the Free</i></li> <li>○ <i>America the Beautiful, Together We Stand</i> by Katherine Lee Bates, poetry/song</li> <li>○ <i>In Our Country</i> by Susan Canizares and Daniel Moreton, informational text (big book)</li> <li>○ <i>Take Me Out to the Yakyu</i> by Aaron Meshon, fiction</li> <li>○ <i>Take Me Out to the Ball Game</i>, poem/song (big book)</li> <li>○ <i>Under My Hijab</i> by Hena Khan, fiction</li> <li>○ <i>Martin Luther King Jr.</i> by Marion Dane Bauer, biography</li> <li>○ <i>President’s Day</i> by Judith Bauer Stamper, informational (big book)</li> <li>○ <i>Apple Pie 4th of July</i> by Janet S. Wong, fiction</li> <li>○ <i>America: My Land, Your Land, Our Land</i> by W. Nikola-Lisa, fiction</li> <li>○ <i>Happy Birthday to the U.S.!</i> by Francie Alexander, informational (big book)</li> <li>○ <i>Wrap Up Video: I Have a Dream</i></li> </ul> </li> <li>● <u>Decodable Texts:</u> <ul style="list-style-type: none"> <li>○ <i>Start Right Reader: Book 6 Did Liz Win?</i></li> <li>○ <i>Start Right Reader: Book 6 Quiz Us, Liz!</i></li> <li>○ <i>Start Right Reader: Book 6 Meg and Snip</i></li> <li>○ <i>Start Right Reader: Book 6 Snip and Stops</i></li> <li>○ <i>Start Right Reader: Book 6 Flags Flap</i></li> <li>○ <i>Start Right Reader: Book 6 Ken and Me!</i></li> <li>○ <i>Start Right Reader: Book 6 Hand Fins</i></li> <li>○ <i>Start Right Reader: Book 6 Can Ben Get It?</i></li> </ul> </li> <li>● <u>Supplemental Resources:</u> <ul style="list-style-type: none"> <li>○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> <li>■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> <p>Cross-curricular Connections            Social Studies - <del>Me as a Citizen in My Community/Roles and Responsibilities in a Community</del> kindergarten unit            Social Studies - <del>Me, My Family, My Community: Connecting to the Past/Communities Past and Present</del> kindergarten unit</p>
<p><b>Unit Overview:</b></p>	<p>In this module, children will listen to, read, and write about characters and real people who illustrate what it means to show patriotism. Students will discover the unique symbols of the United States and appreciate the reasons why we celebrate our country. They will explore our different landscapes and diverse people, learning that we all contribute to making the USA special.</p> <p>In this module, students will listen to and read stories about characters and real people who illustrate what makes the USA unique. Students will be immersed in various genres of texts such as poetry, songs, fiction, nonfiction, and biographies to build their content knowledge and enrich their reading skills. Students will practice topic words orally, actively listen, and take part in collaborative discussions. Reading will include comprehension strategies in various genres and texts. In writing, students will follow the writing process for informational writing, specifically How-To writing, to include features to teach the reader. Foundational skills will include isolating sounds, learning about digraphs, and blending and segmenting phonemes. Students will use pre-decodable texts and literacy centers to reinforce and practice concepts taught.</p>

	<p>As students become immersed in the module, they will discover the various landscapes of our country, become immersed in our traditions, and learn about our leaders and freedoms. They will learn about the rights of the citizens of the United States and how this helps our country function properly. Students will learn how our history and traditions shape our country. The PK-12 concept related to culture will be explored.</p>
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b><u>Reading</u></b></p> <p><b>RL.K.5</b> Recognize common types of texts (storybooks, poems, etc.)</p> <p><b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Reading Foundational Skills</u></b></p> <p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p><b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p><b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.</p> <p><b><u>Writing</u></b></p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts</p>



in which they name what they are writing about and supply some information about the topic.

**W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

### **Speaking and Listening**

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

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

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

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

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

### **Language**

**L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use frequently occurring nouns and verbs.

~~d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).~~

e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

**L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize the first word in a sentence and the pronoun I.

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

**L.K.6** Use words and phrases acquired through conversations, reading and being read to, and

	responding to texts.	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What makes the USA special?</li> <li>• How does the history and traditions of the USA shape our culture?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• There are many reasons to celebrate our country because of the different landscapes and the diverse people who live here.</li> <li>• Our culture is influenced by leaders, people, and shared experiences from the past and present.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content Students will know...</b>	<b>Skills Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Characteristics of Poetry, Songs, Fiction, Informational Text, and Biography</li> <li>• Asking and Answering Questions</li> <li>• Topic and Central Idea of Texts</li> <li>• Story Elements: Characters, Setting, Events</li> <li>• Comprehension Strategies</li> <li>• Author’s Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Identify characteristics of poetry and songs.</li> <li>• Identify characteristics of biographies.</li> <li>• Identify characteristics of persuasive texts (important details, opinions, facts, and reasons).</li> <li>• Ask and answer questions about a text.</li> <li>• Discuss questions and answers about a text to develop comprehension.</li> <li>• Identify the topic, central idea, and supporting details in an informational text.</li> <li>• Retell by identifying and describing characters, setting, and main events in fiction.</li> <li>• Identify people, places, and events in a true story.</li> <li>• Make and describe connections between illustrations and text.</li> <li>• Use the five senses to visualize and describe what is happening in a story.</li> <li>• Make inferences to answer questions about a true story.</li> <li>• Compare and contrast two texts on the same topic.</li> </ul>

		<ul style="list-style-type: none"> <li>● Identify the author’s purpose for writing a text</li> <li>● Identify how text structure contributes to an author’s purpose.</li> </ul> <p><b>Reading: Songs</b></p> <ul style="list-style-type: none"> <li>● Actively listen to a song read aloud to develop comprehension.</li> <li>● Recite song lyrics.</li> <li>● Discuss responses to questions about a song.</li> <li>● Identify the meaning of a song.</li> <li>● Identify rhythm and rhyme in a song.</li> </ul>
<b>Foundational Skills:</b>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Blending Onset and Rime</li> <li>● Isolating Phonemes</li> <li>● Blending Phonemes</li> <li>● Substituting Phonemes</li> <li>● Open and Closed Syllables</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>● Concept of a Word</li> <li>● Concept of a Sentence</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>● Identify and form uppercase and lowercase letters.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>● Letter Formation</li> </ul> <p><b>Irregular Words</b></p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Isolate and pronounce the initial and final sound in one-syllable words.</li> <li>● Blend spoken phonemes to form one-syllable words.</li> <li>● Segment one-syllable words into onsets and rimes.</li> <li>● Pronounce digraphs.</li> <li>● Pronounce and distinguish between short and long vowel sounds.</li> <li>● Distinguish between words with digraphs and words without digraphs.</li> <li>● Identify open (CV) and closed syllables (CVC).</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>● Practice reading one word for each print word.</li> <li>● Recognize that words are made up of letters and separated by spaces in print.</li> <li>● Make connections between pictures and text.</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>who, two, they</i></li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Short and Long Vowels</li> <li>• Digraph: sh, th</li> <li>• Open Syllables: CV</li> <li>• Closed Syllables: CVC</li> </ul> <p><b>Decodable Texts</b></p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Fluency: Reading Rate</li> <li>• Phrasing</li> <li>• Intonation</li> <li>• Expression</li> </ul>	<p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>• Form upper- and lowercase letters.</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting. ct posture, pen or pencil grip, and paper position.</li> <li>• Manuscript: <i>j, J, u, U, y, Y, r, R, n, N, m, M, h, H, b, B, p, P, c, C, o, O, a, A</i></li> <li>• Use finger writing to practice letter formation.</li> <li>• Trace letters on letter cards.</li> <li>• Use handwriting paper and pencil to form letters.</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>• Read and spell irregular words with automaticity: <i>who, two, they</i>.</li> <li>• Read irregular words in context.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Continuously blend and manipulate graphemes to read, build, and spell words .</li> <li>• Build, change, and spell words with digraphs: <i>sh, th</i></li> <li>• Build, change, and spell words with <i>long o</i> and <i>long e</i>.</li> <li>• Build, change, and spell words open (CV) and closed (CVC).</li> <li>• Distinguish between open (CV) and closed (CVC) syllables.</li> </ul>
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		<p><b>Decodable Texts</b></p> <ul style="list-style-type: none"> <li>● Read emergent-reader texts (decodable texts) with purpose and understanding.</li> <li>● Read connected text with accuracy.</li> <li>● Use intonation based on punctuation while reading.</li> <li>● Use your voice to reflect characters’ emotions, actions, or the mood of a story.</li> <li>● Practice reading decodable words with consonant blends.</li> <li>● Use echo reading to have children practice reading with expression.</li> <li>● Chunk words appropriately (phrasing) to reflect the author’s purpose.</li> <li>● Adjust reading rate to help understanding.</li> <li>● Use context to confirm or self-correct word recognition.</li> </ul>
<p><b>Writing:</b></p>	<ul style="list-style-type: none"> <li>● Features and Purpose of Informational Writing</li> <li>● Editing and Revision Techniques</li> <li>● Word Choice</li> </ul>	<ul style="list-style-type: none"> <li>● Use the writing process to develop an informational piece (How-To) in sequential order.</li> <li>● Draw and label a diagram for a procedural text.</li> <li>● Respond to text with drawing and writing.</li> <li>● Write strong beginnings to strengthen informational writing.</li> <li>● Use writing features of informational texts (diagrams, captions, charts, pictures, words) to teach the reader.</li> <li>● Revise and edit an informational text by adding key details, strong word choices and adjectives.</li> <li>● Identify words that help readers better visualize or</li> </ul>

		<p>understand the author’s message.</p> <ul style="list-style-type: none"> <li>● Discuss strong word choices.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Active Listening and Viewing Skills to Understand Information</li> <li>● Collaborative Discussion</li> <li>● Accountable Talk Techniques</li> <li>● Social Communication</li> <li>● Initiate Conversations</li> <li>● Characteristics of Complete Sentences</li> </ul>	<ul style="list-style-type: none"> <li>● Build and extend knowledge by actively viewing, listening, and responding.</li> <li>● Speak audibly and in complete sentences during discussions.</li> <li>● Confirm understanding by asking and answering questions.</li> <li>● Take turns speaking.</li> <li>● Ask for help from peers and teachers.</li> <li>● Discuss familiar people, places, things and events using details and complete sentences.</li> <li>● Express thoughts, feelings and ideas clearly.</li> <li>● Distinguish between formal and informal language.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Topic Words/Big Idea Words:</b> belong, country, right</li> <li>● <b>Academic Vocabulary/Power Words:</b> America, plain, sea, anthem, cheer, team, believe, law, refuse, American, crowd, customer</li> <li>● <b>Structured Literacy Instructional Vocabulary:</b> blending, onset, rime, phoneme, grapheme, short vowel, long vowel, accuracy, fluency, expression, intonation, phrasing, decodable text, self-correction,</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the prepositions: <i>for, to, from, of, with</i></li> <li>● Use prepositions <i>for, to, from, of, with</i> in writing</li> <li>● Identify pronouns: <i>he, she, they, them, theirs</i></li> <li>● Use pronouns <i>he, she, they, them, theirs</i> in speaking and writing.</li> <li>● <del>Understand and use question words.</del></li> <li>● Identify and use uppercase letters at the beginning of sentences.</li> <li>● Identify, use, and capitalize proper nouns in writing.</li> <li>● Use knowledge of sound-letter relationships to spell words.</li> <li>● Use word parts to determine the meaning of unfamiliar words and phrases.</li> <li>● <del>Recognize, name, and use ending punctuation.</del></li> </ul>

	<p>heart word, irregular word, syllable, inflectional endings, continuous sound, automaticity, rate, consonant, segmenting, nonsense word, open and closed syllables</p> <ul style="list-style-type: none"> <li>● <b>Instructional Vocabulary:</b> poem, song, poetry, rhyme, rhythm, informational text, fiction, topic, central idea, plan, prediction, characters, setting, main events, author’s purpose, song, lyrics, diagram, biography, caption, map, fact box, caption, label, key detail, descriptive words, visualize, adjective</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> prepositions, pronouns, capitalization of proper nouns</li> </ul>	<ul style="list-style-type: none"> <li>● Understand how prefixes and suffixes impact word meaning.</li> </ul>
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<b>Unit Number and Title:</b>	Module 7: Zoom In!
<b>Duration:</b>	20 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 7, Module 7</li> <li>● Rigby Leveled Readers</li> <li>● Structured Literacy Manual</li> <li>● <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: A Closer Look</i></li> <li>○ <i>Last Stop on Market Street</i> by Matt de la Pena, fiction</li> <li>○ <i>Not a Box</i> by Antoinette Portis (big book)</li> <li>○ <i>I Know the River Loves Me/Yo se que el rio me ama</i> by Maya Christina Gonzalez, fiction</li> <li>○ <i>Look-Alike Animals</i> by Robin Bernard, informational text (big book)</li> <li>○ <i>Me...Jane</i> by Patrick McDonell, biography</li> <li>○ <i>Jane Goodall and the Chimpanzees</i> by Betsy Chessen &amp; Pamela Chanko, informational text</li> <li>○ <i>Hey, Little Ant</i> by Phillip Hoose and Hannah Hoose, persuasive text</li> <li>○ <i>Ants</i> by Lisa Amstutz, informational text (big book)</li> <li>○ <i>Wrap-Up Video: Zoom In</i></li> </ul> </li> <li>● <u>Decodable Texts:</u> <ul style="list-style-type: none"> <li>○ <i>Start Right Reader: Book 7 Ducks</i></li> <li>○ <i>Start Right Reader: Book 7 Hop in, Jill!</i></li> <li>○ <i>Start Right Reader: Book 7 Chicks</i></li> <li>○ <i>Start Right Reader: Book 7 Chicks in the Shed</i></li> <li>○ <i>Start Right Reader: Book 7 Big Mess</i></li> <li>○ <i>Start Right Reader: Book 7 Chet!</i></li> <li>○ <i>Start Right Reader: Book 7 Bugs! Bugs! Bugs!</i></li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ <i>Start Right Reader: Book 7 Slug Must Nap</i></li> <li>● <b>Supplemental Resources:</b> <ul style="list-style-type: none"> <li>○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i></li> <li>○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> <li>■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this module, children will listen to, read, and write about characters and real people who illustrate what it means to be a natural explorer. They will zoom in by looking closely, thinking differently, asking questions, and making connections. During this module, students will find out what they can learn by looking more closely and observing the world around them. They will see how noticing new things, appreciating nature, and discovering new worlds will help them understand creatures big and small.</p> <p>In this module, students will listen to and read stories about characters and real people who take a closer look at the world around them. Reading will include more in-depth learning about text features in informational text and persuasive text. Students will learn how to make connections between themselves, the books they are reading, and the world around them. They will use story elements to retell stories in their own words. When reading and/or listening to informational text they will learn how to determine the topic and central idea and author’s purpose. They will see how “shades of meaning” affect how the story is understood.</p> <p>In writing, they will engage in the writing process to develop a creative writing piece using sensory words and prepositional phrases or even a poem with an author’s page to inform the reader a little more about them.</p>

	<p>Foundational skills will include identifying and isolating sounds, blending phonemes, substituting phonemes, and segmenting words. Students will use decodable text with purpose and understanding to reinforce concepts taught. They will be introduced to decoding words with digraphs and initial blends. Literacy centers will be used to reinforce these targeted skills throughout the module. As students become immersed in this unit they will know how to look more closely at the world around them, using their five senses to notice the finer details. The PK-12 concept related to nature and the natural world will be explored.</p>
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b><u>Reading</u></b></p> <p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Reading Foundational Skills</u></b></p> <p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p>

**Writing**

**W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened

**W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**Speaking and Listening**

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

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

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

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

**Language**

**L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print many upper-and lowercase letters.

c. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

~~d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).~~

**L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Recognize and name end punctuation.

**L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**L.K.6** Use words and phrases acquired through conversations, reading and being read to, and

	responding to texts.	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What can I learn when I look closely?</li> <li>• How can we explore our environment?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Our senses receive information about the world.</li> <li>• Interesting things are all around us, even in unexpected places, for us to appreciate.</li> <li>• We can ask questions and gather information about what we see, hear, and experience to discover things we have never noticed before.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content Students will know...</b>	<b>Skills Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Characteristics of Fiction, Biography, and Persuasive Texts</li> <li>• Asking and Answering Questions</li> <li>• Topic and Central Idea of Texts</li> <li>• Story Elements: Characters, Setting, Events</li> <li>• Comprehension Strategies</li> <li>• Author's Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Identify characteristics of persuasive texts (important details, opinions, facts, and reasons). Discuss questions and answers about a text to develop comprehension.</li> <li>• Identify the topic, central idea, and supporting details in an informational text.</li> <li>• Retell by identifying and describing characters, setting, and main events in fiction.</li> <li>• Identify people, places, and events in a true story.</li> <li>• Make and describe connections between illustrations and text.</li> <li>• Use the five senses to visualize and describe what is happening in a story.</li> <li>• Make inferences to answer questions about a true story.</li> <li>• Compare and contrast two texts on the same topic.</li> <li>• Identify how text structure contributes to an author's purpose.</li> </ul>

<b>Foundational Skills:</b>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Blending Onset and Rime</li> <li>● Isolating Phonemes</li> <li>● Blending Phonemes</li> <li>● Segmenting Phonemes</li> <li>● Substituting Phonemes</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>● Ending Punctuation</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>● Identify and form uppercase and lowercase letters.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>● Letter Formation</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>● <i>what</i></li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>● Final <i>-ck</i></li> <li>● Digraphs: <i>ch, wh, ng</i></li> </ul> <p><b>Decodable Texts</b></p> <ul style="list-style-type: none"> <li>● Accuracy</li> <li>● Fluency</li> <li>● Phrasing</li> <li>● Intonation</li> <li>● Punctuation</li> <li>● Expression</li> <li>● Monitoring/Self-Correction</li> </ul>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Produce rhyming words.</li> <li>● Isolate and pronounce the initial and final sounds in one-syllable words.</li> <li>● Isolate final <i>-ck</i> sounds.</li> <li>● Segment one-syllable words into phonemes.</li> <li>● Pronounce the <i>/sh/, /ch/, /th/, /w/</i> sounds.</li> <li>● Distinguish and group words with digraphs by the <i>/sh/, /ch/, /th/, /w/</i> sounds.</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>● Recognize end marks and read sentences with appropriate intonation.</li> <li>● Practice reading one word for each print word.</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>● Review writing letters appropriately.</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>● Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting.</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.</li> <li>● Manuscript: <i>d, D, g, G, q, Q, s, S, f, F, e, E, z, Z, x, X, k, K, v, V, w, W.</i></li> <li>● Use finger writing to practice letter formation.</li> <li>● Trace letters on letter cards.</li> <li>● Use handwriting paper and pencil to form letters.</li> </ul>
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	<p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>● Read, spell, and write irregular words with automaticity.</li> <li>● Use irregular words in complete sentences.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>● Continuously blend and manipulate graphemes to read, build, and spell words.</li> <li>● Group words by initial digraph sounds: <i>sh, ch, th, wh</i>.</li> <li>● Blend and decode regularly spelled one-syllable words with double consonants and final <i>-ck</i>.</li> <li>● Identify and match the digraph sound with the appropriate letters: /<i>sh</i>/ → <i>sh</i>, /<i>ch</i>/ → <i>ch</i>, /<i>th</i>/ → <i>th</i>, /<i>w</i>/ → <i>wh</i></li> <li>● Blend and decode regularly spelled one-syllable words with digraphs <i>sh, ch, th, wh</i>.</li> <li>● Build and change one-syllable words with digraphs <i>sh</i> and <i>ch</i>: (<i>chip</i> → <i>chop</i> → <i>shop</i> → <i>shock</i> → <i>shack</i>)</li> <li>● Build and change one-syllable words with digraphs <i>th</i> and <i>wh</i>: (<i>that</i> → <i>than</i> → <i>then</i> → <i>when</i>)</li> <li>● Spell words with initial digraphs: <i>sh, ch, th, wh</i></li> </ul> <p><b>Decodable Texts</b></p> <ul style="list-style-type: none"> <li>● Read emergent-reader texts (decodable texts) with purpose and understanding.</li> <li>● Read connected text with accuracy.</li> <li>● Use intonation based on punctuation while reading.</li> </ul>
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		<ul style="list-style-type: none"> <li>● Chunk words (phrasing) appropriately to reflect the author's syntax.</li> <li>● Recognize end marks and read sentences with appropriate intonation.</li> <li>● Read words with initial digraphs <i>sh, ch, th</i> and high-frequency words in context.</li> <li>● Adjust reading rate to help understanding.</li> <li>● Use context to confirm or self-correct word recognition.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Features of Creative Narrative Writing and Poetry</li> <li>● Planning and Organizing Ideas for Writing</li> </ul>	<ul style="list-style-type: none"> <li>● Use the writing process to develop a creative narrative and poetry.</li> <li>● Respond to text with drawing and writing.</li> <li>● Revise and edit an informational text by adding key details, sensory words, prepositions, strong word choices and adjectives.</li> <li>● Plan and create a cover for a narrative piece.</li> <li>● Create an author's page with an illustration and information about the author.</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>● Generate ideas for, organize, and record sensory details in a poem.</li> <li>● Identify and explain descriptive words in a poem.</li> <li>● Listen to an acrostic poem being read aloud.</li> <li>● Compare characteristics of different types of poems.</li> <li>● Identify, describe, and brainstorm sensory and descriptive words for a poem.</li> <li>● Recognize the structure of an acrostic poem.</li> </ul>

		<ul style="list-style-type: none"> <li>• Write the topic of an acrostic poem vertically.</li> <li>• Write a poem using descriptive words and sensory details.</li> <li>• Edit a poem for adjectives and conventions.</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Active Listening and Viewing Skills to Understand Information</li> <li>• Collaborative Discussion</li> <li>• Accountable Talk Techniques</li> <li>• Social Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Build and extend knowledge by actively viewing, listening and responding.</li> <li>• Speak audibly and in complete sentences during discussions.</li> <li>• Confirm understanding by asking and answering questions.</li> <li>• Take turns speaking and add to conversations.</li> <li>• Ask for help from peers and teachers.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>• <b>Topic Words/Big Idea Words:</b> watch, wonder, world</li> <li>• <b>Academic Vocabulary/Power Words:</b> familiar, free, witness, close, flow, visit, curious, observe, study, care, decide, real</li> <li>• <b>Structured Literacy Instructional Vocabulary:</b> blending, onset, rime, phoneme, grapheme, short vowel, long vowel, accuracy, fluency, expression, intonation, phrasing, decodable text, self-correction, heart word, irregular word, syllable, inflectional endings, continuous sound, automaticity, rate, consonant, segmenting, nonsense word, open</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the prepositions: <i>in, out, on, off, by</i></li> <li>• Use the prepositions <i>in, out, on, off, by</i> in speaking and writing.</li> <li>• Order words by shade of meaning. Examples: <ul style="list-style-type: none"> <li>- <i>jog</i> → <i>run</i> → <i>sprint</i></li> <li>- <i>glad</i> → <i>happy</i> → <i>thrilled</i></li> </ul> </li> <li>• Use appropriate intonation for exclamations.</li> <li>• Use end marks correctly in writing.</li> <li>• Pronounce and use topic, academic, and instructional vocabulary to develop comprehension.</li> </ul>



	<p>and closed syllables</p> <ul style="list-style-type: none"> <li>● <b>Instructional Vocabulary:</b> fiction, characters, setting, main events, narrative, informational text, sensory words, visualize, topic, central idea, author’s purpose, biography, poetry, poem, poet, descriptive words, persuasive text, opinion, reason, fact</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> prepositions, exclamation points and other ending punctuation</li> </ul>	
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<b>Unit Number and Title:</b>	Module 8: From Plant to Plate
<b>Duration:</b>	20 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 8, Module 8</li> <li>● Rigby Leveled Readers</li> <li>● Structured Literacy Manual</li> <li>● <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: An Applesauce Story</i></li> <li>○ <i>Plants Feed Me</i> by Ann Rockwell, informational</li> <li>○ <i>Planting Seeds</i> by Kathryn Clay, informational (big book)</li> <li>○ <i>Up in the Garden and Down in the Dirt</i> by Kate Messner, informational</li> <li>○ <i>Earthworms</i> by Lisa J. Amstutz, informational</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>PB&amp;J Hooray!</i> By Janet Nolan, fiction</li> <li>○ <i>Growing Vegetable Soup</i> by Lois Ehlert, fiction (big book)</li> <li>○ <i>Rainbow Stew</i> by Cathryn Falwell, fiction</li> <li>○ <i>How Does Your Salad Grow?</i> by Francie Alexander, informational</li> <li>○ <i>Wrap Up Video: Experimenting with Seeds</i></li> <li>● <u>Decodable Texts:</u> <ul style="list-style-type: none"> <li>○ <i>Start Right Reader: Book 8 Lime Cake</i></li> <li>○ <i>Start Right Reader: Book 8 Bake Shop</i></li> <li>○ <i>Start Right Reader: Book 8 Hen and Mule</i></li> <li>○ <i>Start Right Reader: Book 8 Big Stones</i></li> <li>○ <i>Start Right Reader: Book 8 Buds Need Bees</i></li> <li>○ <i>Start Right Reader: Book 8 Bee Hive</i></li> <li>○ <i>Start Right Reader: Book 8 Rice is Nice</i></li> <li>○ <i>Start Right Reader: Book 8 Rice Race</i></li> </ul> </li> <li>● <u>Supplemental Resources:</u> <ul style="list-style-type: none"> <li>○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i></li> <li>○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> <li>■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> </li> </ul> <p>Cross-curricular connections: Science - Animals, Plants, and Their Environment kindergarten unit</p>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and write about how plants become food. They will understand the aspects of the environment that contribute to plant growth, what plants need to grow,</p>

	<p>and plant life cycles.</p> <p>Students will listen to and read informational texts to build knowledge about how plants grow and how they are harvested. Students will practice topic words orally, actively listen, and take part in collaborative discussions. Reading will include identifying central ideas and synthesizing information to connect reading and writing. In writing, students will follow the writing process for opinion writing while incorporating facts and opinions into their final piece. Foundational skills will include decoding and distinguishing between words with short vowels, double final consonants, final consonant blends, and initial digraphs. Students will use decodable texts and literacy centers to reinforce and practice concepts taught.</p> <p>As students become immersed in the module, they will discover how harvested plants become our food. They will learn about the steps and sequence of the food cycle. They will use information learned in this module to support their learning in prior modules of being their healthiest selves. A deeper understanding of the PK-12 concept related to nature and the natural world will be explored..</p>
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b><u>Reading</u></b></p> <p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Reading Foundational Skills</u></b></p> <p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p><b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major</p>

vowels.

**RF.K.4** Read emergent-reader texts with purpose and understanding.

**Writing**

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

**W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**Speaking and Listening**

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

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

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

**Language**

**L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print many upper-and lowercase letters.

~~d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).~~

e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

f. Produce and expand complete sentences in shared language activities.

**L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes.)

**L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

	<p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do plants become food?</li> <li>• How do plants impact our lives?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Plants grow in nature and in people’s gardens, and when harvested, we can eat the seeds, stems, leaves, and even some flowers!</li> <li>• Things happen above and below the ground to help plants grow.</li> <li>• Seeds turn into plants when they have water, soil, sun, and sometimes bugs to help them!</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Characteristics of Informational Texts</li> <li>• Story Elements: Characters, Setting, Events</li> <li>• Comprehension Strategies</li> <li>• Author’s Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Identify characteristics of informational texts.</li> <li>• Ask and answer questions about a text.</li> <li>• Use context clues to pronounce and discuss new words.</li> <li>• Identify main characters, setting in fiction.</li> <li>• Set a purpose for reading a text.</li> <li>• Use signal words to identify and retell the steps in a sequence.</li> <li>• Identify order of events in a fiction story.</li> <li>• Use five senses to visualize what is happening in a story.</li> <li>• Actively engage in discussions about making and checking predictions.</li> <li>• Identify how the author uses text and pictures to achieve a purpose.</li> </ul>

<b>Foundational Skills:</b>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Blending Onset and Rime</li> <li>● Isolating Phonemes</li> <li>● Blending Phonemes</li> <li>● Segmenting Phonemes</li> <li>● Medial Vowel Sounds</li> <li>● Isolate Final Sounds</li> <li>● Adding Syllables</li> <li>● Deleting Syllables</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>● One-to-One Correspondence</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>● Uppercase and Lowercase Letters.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>● Letter Formation</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>● <i>want</i></li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>● Two-Consonant Initial Blends: s-blends, l-blends, r-blends</li> <li>● Two-Consonant Final Blends:</li> <li>● Words with VCe with Long A</li> </ul> <p><b>Decodable Texts</b></p> <ul style="list-style-type: none"> <li>● Accuracy</li> <li>● Fluency</li> <li>● Phrasing</li> </ul>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Isolating, blending, segmenting, and substituting phonemes.</li> <li>● Blend spoken phonemes to form one-syllable words.</li> <li>● Segment one-syllable words into phonemes.</li> <li>● Isolate and pronounce the medial vowel sound in one-syllable words.</li> <li>● Produce long vowel sounds.</li> <li>● Produce consonant blend sounds.</li> <li>● Isolate and pronounce the final sound in one-syllable words</li> <li>● Add syllables to form multisyllabic words: Examples: <i>tea + pot = teapot, air + plane = airplane</i></li> <li>● Delete syllables within multisyllabic words. Examples: <i>bookshelf without the -shelf = book</i></li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>● Recognize that words are made up of letters and separated by spaces in print.</li> <li>● Practice reading one word for each print word.</li> <li>● Practice reading left to right, top to bottom, with a return sweep.</li> <li>● Demonstrate directionality skills and one to one correspondence within a book.</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>● Identify and form uppercase and lowercase letters.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Intonation</li> <li>● Punctuation</li> <li>● Reading Rate</li> <li>● Self-Correction</li> <li>● Automaticity</li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>● Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting.</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.</li> <li>● Manuscript: <i>r, n, m, h, b, p, c, o, a, d, g, q, s, e, v, w, x, z, k</i></li> <li>● Use finger writing to practice letter formation.</li> <li>● Trace letters on letter cards.</li> <li>● Use handwriting paper and pencil to form letters.</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>● Read, write and spell irregular words with automaticity.</li> <li>● Use irregular words in complete sentences.</li> <li>● Practice reading and spelling irregular words by finger writing and using paper and pencil.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>● Continuously blend and manipulate graphemes to read, build, and spell words.</li> <li>● Read, write and spell one-syllable words with short vowels, long vowels, initial &amp; final blends, and initial &amp; final digraphs.</li> <li>● Decode and distinguish between words with short vowels, double final consonants, final consonant blends, and initial digraphs.</li> <li>● Identify and match the long vowel sounds with the appropriate letters.</li> </ul>
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		<ul style="list-style-type: none"> <li>● Distinguish between similarly spelled words by identifying the sounds that are the same and different.</li> <li>● Blend letter sounds together to decode words with long vowel sounds.</li> <li>● Understand that in a word, every syllable has one vowel sound that is spelled with one or more vowels.</li> <li>● Group words by long vowel sounds.</li> <li>● Build and change one-syllable words with long vowel sounds. Example: <i>cute</i> → <i>mute</i> → <i>mule</i> → <i>mole</i> → <i>hole</i></li> </ul> <p><b>Decodable Texts</b></p> <ul style="list-style-type: none"> <li>● Read emergent-reader texts (decodable texts) with purpose and understanding.</li> <li>● Read connected text with accuracy.</li> <li>● Use intonation based on punctuation while reading.</li> <li>● Use voice to reflect the character’s emotions, actions, and mood while reading.</li> <li>● Read dialogue with expression.</li> <li>● Use context to confirm or self-correct word recognition.</li> <li>● Adjust reading rate to help understanding.</li> </ul>
<p><b>Writing:</b></p>	<ul style="list-style-type: none"> <li>● Features of Opinion Writing</li> <li>● Revising and Editing Strategies</li> <li>● Facts and Opinions</li> </ul>	<ul style="list-style-type: none"> <li>● Use the writing process to develop an opinion writing piece.</li> <li>● Generate and organize ideas for an opinion and reasons that support it.</li> <li>● Revise an opinion piece by adding reasons.</li> </ul>



		<ul style="list-style-type: none"> <li>● Edit an opinion piece for grammar, punctuation, and spelling.</li> <li>● Identify facts and opinions in texts.</li> <li>● Use facts and opinions when writing an opinion piece.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Active Listening and Viewing Skills to Understand Information</li> <li>● Collaborative Discussion</li> <li>● Accountable Talk Techniques</li> <li>● Social Communication</li> </ul>	<ul style="list-style-type: none"> <li>● Build and extend knowledge by actively viewing, listening and responding.</li> <li>● Speak audibly and in complete sentences during discussions.</li> <li>● Confirm understanding by asking and answering questions.</li> <li>● Take turns speaking and add to conversations.</li> <li>● Ask for help from peers and teachers.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Topic Word/Big Idea Words:</b> garden, harvest, plant</li> <li>● <b>Academic Vocabulary/Power Words:</b> bloom, root, seed, burrow, sail, vine, crop, factory, ingredient, peel, row, serve</li> <li>● <b>Structured Literacy Instructional Vocabulary:</b> blending, onset, rime, phoneme, grapheme, short vowel, long vowel, accuracy, fluency, expression, intonation, phrasing, decodable text, self-correction, heart word, irregular word, syllable, inflectional endings, continuous sound, automaticity, rate,</li> </ul>	<ul style="list-style-type: none"> <li>● Identify complete sentences and incomplete sentences.</li> <li>● Mark the subject and verb in complete sentences.</li> <li>● Identify missing subjects or verbs in sentences.</li> <li>● Correct and rewrite an incomplete sentence.</li> <li>● <del>Identify present-, future- and past-tense verbs.</del></li> <li>● <del>Use present-, future, and past-future tense verbs correctly in speaking and writing.</del></li> <li>● Identify multiple meaning words as nouns or verbs.</li> <li>● <b>Use prepositions in writing.</b></li> <li>● Use context to clarify the meaning of multiple meaning words: Examples - <i>hard, bat, ring, wave</i></li> <li>● Pronounce and use topic, academic, and instructional vocabulary to develop comprehension.</li> </ul>

	<p>consonant, segmenting, nonsense word, open and closed syllables</p> <ul style="list-style-type: none"> <li>● <b>Instructional Vocabulary:</b> informational text, caption, diagram, label, prediction, topic, central idea, opinion, fact, reason, sequence, signal words, fiction, purpose, verb, visualize, descriptive words, author’s purpose, rhyme</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> complete sentences, <del>past, present, and future-tense</del> nouns, verbs, prepositions</li> </ul>	
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<b>Unit Number and Title:</b>	Module 9: Animal Habitats
<b>Duration:</b>	20 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 9, Module 9</li> <li>● Rigby Leveled Readers</li> <li>● <u>Core Texts/Videos:</u> <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: Live Like an Animal!</i></li> <li>○ <i>Why Living Things Need... Homes</i> by Daniel Nunn, informational text</li> <li>○ <i>What Am I? Where Am I?</i> by Ted Lewin, informational text (big book)</li> <li>○ <i>Welcome Home, Bear A Book of Animal Habitats</i> by Il Sung Na, informational text</li> <li>○ <i>Black Bears</i> by JoAnn Early Macken, informational text (big book)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>A Day and Night in the Desert</i> by Caroline Arnold, informational text</li> <li>○ <i>In the Tall, Tall Grass</i> by Denise Fleming, fiction (big book)</li> <li>○ <i>Red Knit Cap Girl to the Rescue</i> by Naoko Stoop, fiction</li> <li>○ <i>Polar Animals</i> by Wade Cooper, informational text (big book)</li> <li>○ <i>Wrap-Up Video: The Polar Bear</i>, non-fiction</li> <li>● <u>Decodable Texts:</u> <ul style="list-style-type: none"> <li>○ <i>Start Right Reader: Book 9 Val and Pop</i></li> <li>○ <i>Start Right Reader: Book 9 The Deer</i></li> <li>○ <i>Start Right Reader: Book 9 Apes</i></li> <li>○ <i>Start Right Reader: Book 9 The Best Fig</i></li> <li>○ <i>Start Right Reader: Book 9 Spot in the Sun</i></li> <li>○ <i>Start Right Reader: Book 9 Stuck in a Lake</i></li> <li>○ <i>Start Right Reader: Book 9 Like a Bat</i></li> <li>○ <i>Start Right Reader: Book 9 Jan Spins a Web</i></li> </ul> </li> <li>● <u>Supplemental Resources:</u> <ul style="list-style-type: none"> <li>○ <i>Heggerty Phonemic Awareness Kindergarten Curriculum</i></li> <li>○ <i>Literacy How Professional Learning Series</i> <ul style="list-style-type: none"> <li>■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> </li> </ul> <p>Cross-curricular connections: Science - Animals, Plants, and Their Environment kindergarten unit</p>
<b>Unit Overview:</b>	In this module, students will explore, discover, read, and write about animal habitats. They will discover how each animal is uniquely suited for its environment while comparing similarities and

	<p>differences among adaptations and habitats. They will discover how being safe, finding food, living together, and feeling at home are essential to making a habitat a home.</p> <p>Students will listen to and read informational texts to build knowledge about how animals are uniquely suited to their habitats. They will practice topic words orally, actively listen, and take part in collaborative discussions. Reading will include identifying central ideas and synthesizing information to connect reading and writing. Students will determine what are the most important details related to a topic and sort words into categories to demonstrate understanding.</p> <p>In writing, students will follow the writing process for research writing while incorporating detailed facts into their final piece. They will learn what research is and how to use research to learn more about a topic. They will write a strong ending that will help the reader remember what they wrote and make them want to read more. Foundational skills will include identifying and isolating sounds, blending phonemes, substituting phonemes, and segmenting words. Students will use decodable text with purpose and understanding to reinforce concepts taught. As students become immersed in the module, they will discover how where an animal lives is influenced by so many factors, and they will further engage in learning about the PK-12 concept about nature and the nature world.</p>
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b>  <b><u>Reading</u></b>  <b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  <b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text  <b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.  <b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.  <b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.  <b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.  <b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b><u>Reading Foundational Skills</u></b></p>

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

a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

**RF.K.4** Read emergent-reader texts with purpose and understanding.

### **Writing**

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

### **Speaking and Listening**

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

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

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

### **Language**

**L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

**L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Recognize and name end punctuation.

**L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What makes a habitat a home?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Habitats provide animals with a place to be safe, to find food, and to sometimes live together comfortably with other animals.</li> <li>• Each animal is uniquely suited to its environment, and animals' needs aren't so different from our own.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Characteristics of Informational Texts</li> <li>• Topic and Central Idea of Texts</li> <li>• Story Elements: Characters, Setting, Events</li> <li>• Comprehension Strategies</li> <li>• Author's Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Identify characteristics of informational texts.</li> <li>• Use text features to learn information about a topic.</li> <li>• Pronounce and use topic and academic vocabulary to develop comprehension.</li> <li>• Identify the topic, central idea, and supporting details in an informational text.</li> <li>• Evaluate details to determine their importance in an informational text.</li> <li>• Retell by identifying and describing characters, setting, and main events in fiction.</li> <li>• Use picture and text clues to describe the setting of a story.</li> <li>• Identify people, places, and events in a true story.</li> <li>• Discuss questions and answers about a text to develop comprehension.</li> <li>• Make inferences to answer questions about a true story.</li> <li>• Set a purpose for reading a text.</li> <li>• Make and check predictions about a text to support comprehension.</li> <li>• Use text evidence to answer questions about an</li> </ul>

		<p>informational text.</p> <ul style="list-style-type: none"> <li>● Make connections to other texts and between ideas to support comprehension.</li> <li>● Identify how text structure contributes to an author’s purpose.</li> </ul>
<b>Foundational Skills:</b>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Syllables</li> <li>● Consonant and Vowel Sounds</li> <li>● Phonemes</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>● Book Parts and Orientation</li> <li>● Directionality</li> <li>● Concept of a Word</li> <li>● Concept of a Sentence</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>● Identify and form uppercase and lowercase letters.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>● Letter Formation</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>● <i>there, where, one, some, come, give, live</i></li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>● Words with VCe and Long Vowels</li> </ul>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Isolate, blend, segment, add, and substitute phonemes.</li> <li>● Identify letter sounds in spoken language.</li> <li>● Add syllables to form a multisyllabic word. Example: <i>door + bell = doorbell</i></li> <li>● Delete syllables in a multisyllabic word. Example: <i>toothbrush - tooth = brush</i></li> <li>● Add phonemes to one-syllable words to make new words. Examples: /m/ + <i>an</i> = <i>man</i>, /s/ + <i>nap</i> = <i>snap</i></li> <li>● Delete phonemes in one-syllable words to make new words. Examples: <i>pant - /t/ = pan</i>, <i>clock - /k/ = lock</i></li> <li>● Distinguish between consonant digraph sounds.</li> <li>● Substitute phonemes in one-syllable words to make new words. Examples: <i>walk</i>: change /w/ to /ch/ = <i>chalk</i></li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>● Practice reading one word for each print word.</li> <li>● Practice reading from left to right, top to bottom, with return sweep.</li> <li>● Review book orientation and book parts.</li> </ul>

	<p><b>Decodable Text</b></p> <ul style="list-style-type: none"> <li>● Accuracy</li> <li>● Fluency</li> <li>● Phrasing</li> <li>● Intonation</li> <li>● Punctuation</li> <li>● Monitoring</li> <li>● Self-Correction</li> <li>● Expression</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize the difference between a letter and a word and that words are separated by spaces.</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>● Review and write uppercase and lowercase letters forms.</li> <li>● Review the alphabet to create a sound-spelling book brainstorming words that begin with consonants and short vowels.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>● Practice stroke and letter formation: continuous stroke, appropriate size, spacing for manuscript handwriting.</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.</li> <li>● Use finger writing to practice letter formation.</li> <li>● Trace letters on letter cards.</li> <li>● Use handwriting paper and pencil to form letters.</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>● Read, write and spell irregular words: <i>there, where, one, some, come, give, live</i>.</li> <li>● Read irregular words in context with automaticity.</li> <li>● Practice reading and spelling irregular words by finger writing and using paper and pencil.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>● Identify and match sounds with their letters.</li> <li>● Review consonants and short vowels.</li> </ul>
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		<ul style="list-style-type: none"> <li>● Distinguish between similarly spelled words by identifying the sounds and letters that differ.</li> <li>● Read, write, and spell one-syllable words with short vowels.</li> <li>● Continuously blend and manipulate graphemes to read, build, and spell words.</li> <li>● Decode and distinguish between words that begin with short vowels and long vowels, final consonant blends, and initial digraphs.</li> <li>● Blend and decode regularly spelled one-syllable words with consonants and short vowels.</li> <li>● Build and change one-syllable words with consonants and short vowels: <i>fin</i> → <i>fan</i> → <i>man</i> → <i>map</i> → <i>nap</i></li> <li>● Build and change one-syllable words with digraphs and short vowels: <i>shock</i> → <i>shop</i> → <i>chop</i> → <i>chip</i> → <i>whip</i></li> <li>● Build and change one-syllable words with consonants and long vowels: <i>mile</i> → <i>mine</i> → <i>line</i> → <i>lane</i> → <i>cane</i></li> <li>● Use knowledge of sound-letter relationships to spell words.</li> <li>● Review consonant blends.</li> <li>● Group words by consonant digraphs: <i>sh, ch, th, wh</i></li> </ul> <p><b>Decodable Text</b></p> <ul style="list-style-type: none"> <li>● Read emergent-reader texts (decodable texts) with purpose and understanding.</li> <li>● Read connected text with accuracy.</li> <li>● Use intonation based on punctuation while</li> </ul>
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		<p>reading.</p> <ul style="list-style-type: none"> <li>● Use voice to reflect the character’s emotions, actions, and mood while reading.</li> <li>● Read dialogue with expression.</li> <li>● Use context to confirm or self-correct word recognition.</li> <li>● Adjust reading rate to help understanding.</li> <li>● Read words with consonants, short vowels, and high-frequency words in context.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Features of Research Writing</li> <li>● Revising and Editing Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Use the writing process to develop research writing.</li> <li>● Produce research writing including a topic, central idea, and key details using a variety of sources to find information.</li> <li>● Generate questions for research.</li> <li>● Include research writing text features such as maps, labels, and diagrams.</li> <li>● Write a strong ending for a research report.</li> <li>● Respond to text with drawing and writing.</li> <li>● Revise and edit research writing by adding key details to answer questions.</li> <li>● Revise and edit research writing by looking for grammar, punctuation, and spelling.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Active Listening and Viewing Skills to Understand Information</li> <li>● Collaborative Discussion</li> <li>● Accountable Talk Techniques</li> <li>● Social Communication</li> </ul>	<ul style="list-style-type: none"> <li>● Build and extend knowledge by actively viewing, listening and responding.</li> <li>● Speak audibly and in complete sentences during discussions.</li> <li>● Confirm understanding by asking and answering questions.</li> <li>● Take turns speaking and add to conversations.</li> </ul>

		<ul style="list-style-type: none"> <li>● Ask for help from peers and teachers.</li> <li>● Share writing and give feedback about research writing, using an audible voice and eye contact.</li> <li>● Use appropriate intonation for statements, questions, and exclamations.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Topic Words/Big Idea Words:</b> habitat, protect, provide</li> <li>● <b>Academic Vocabulary/Power Words:</b> living, prey, weather, search, young, encounter, burrow, journey, sturdy, forest, steep, underground</li> <li>● <b>Structured Literacy Instructional Vocabulary:</b> blending, onset, rime, phoneme, grapheme, short vowel, long vowel, accuracy, fluency, expression, intonation, phrasing, decodable text, self-correction, heart word, irregular word, syllable, inflectional endings, continuous sound, automaticity, rate, consonant, segmenting, nonsense word, open and closed syllables</li> <li>● <b>Instructional Vocabulary:</b> fiction, main events, informational text, descriptive words, purpose,</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize the purposes for using different question words</li> <li>● For questions orally and in writing using: <i>who, what, when, where and why.</i></li> <li>● Recognize end marks and read sentences with appropriate intonation.</li> <li>● Distinguish between when to use periods, question marks, and exclamation points.</li> <li>● Write questions using a question word and question mark.</li> <li>● Use appropriate intonation when asking/reading questions, making statements, and exclamations.</li> <li>● Pronounce and use topic, academic, and instructional vocabulary to develop comprehension.</li> </ul>

	<p>adjective, topic, text evidence, central idea, caption, research, research writing, map, source, fact box, key details, label, characters, prediction, setting, search term, diagram, plot, problem, solution</p> <ul style="list-style-type: none"> <li>• <b>Conventions of Standard English, Grammar and Usage:</b>          The Five Ws: who, what, when, where, why; question marks; sentence types and end marks</li> </ul>	
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## **Grade 1 English Language Arts**

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**Course Information**

<b>Grade(s):</b>	Grade 1
<b>Discipline/Course:</b>	English Language Arts (ELA)
<b>Course Title:</b>	Grade 1 English Language Arts
<b>Prerequisite(s):</b>	Kindergarten
<b>Course Description:</b>	<p>In grade 1 ELA, students are provided with opportunities to engage in literacy work through the acquisition of content and skills related to social studies, science, the arts, and literary high interest topics. Students will learn about friendship and new experiences; community, animal behavior, citizenship, light and dark and how it affects people; holidays and symbols; the natural world; what stories teach us; plants and gardens; and thinking in new ways. Texts that span a wide variety of genres such as fiction, informational, persuasive, poetry, fantasy, and folktale, including forms of media will build topic knowledge, vocabulary, reading comprehension, foundational skills, and a love of reading and writing. Students will write in response to what they read to clarify their thinking and demonstrate their understanding while also focusing on the process of writing through the development of procedural texts, <del>thank-you opinion</del> letters, <del>how-to books</del>, <del>opinion and persuasive essay</del>, personal and fictional narratives, <del>research reports</del> and poetry. Through a variety of modes of instruction including whole group, small group and independent reading and writing, students explore the PK-12 course essential questions such as those related to identity, change, and conflict, as well as develop a deeper understanding of the ELA Connecticut Core Anchor Standards related to language, a writer’s voice, and practice the behaviors of skilled readers. The goal of Grade 1 ELA is to prepare students to transfer and apply their learning to unknown situations as they deepen their understanding and become skilled, self-reliant readers and writers in preparation to realize the district’s Vision of a Graduate.</p>
<b>Course Essential Questions:</b>	<ol style="list-style-type: none"> <li>1. How do I define who I am?</li> <li>2. Why change?</li> <li>3. How does our environment impact our lives?</li> <li>4. How do I know what to believe in what I read, hear and view?</li> <li>5. Why are human relationships important?</li> </ol>

	<ol style="list-style-type: none"> <li>6. Why do we seek and build community?</li> <li>7. How do stories tell us about what a culture values?</li> <li>8. How is conflict essential to our growth?</li> <li>9. Why do we have/need rules of language?</li> <li>10. How do I develop my writer’s voice?</li> <li>11. What do <b>good skilled</b> readers do?</li> <li>12. How do I participate in collaborative conversations to deepen my understanding?</li> <li>13. How do I best support and present my findings and conclusions?</li> </ol>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● People are important and unique which make them special in their own way.</li> <li>● The people we meet and experiences we have help us grow and change.</li> <li>● Learning about our world and how it works helps us be good stewards for the future.</li> <li>● People ask questions and examine the new ideas they have as they learn about the world around them.</li> <li>● Friends are important as we learn how to get along and be a good sport when working and playing together.</li> <li>● A successful community results from the contributions and collaborations of the people within it.</li> <li>● Through stories about our country and its people, we examine the purpose for important events and symbols which help us define what we value as a nation.</li> <li>● By meeting challenges and solving problems, people can achieve their own dreams, which can benefit individuals, their communities, and the world.</li> <li>● Literacy is a tool to develop and enhance language, communication, thinking, vocabulary, and expression. Rules allow us to use language to learn and communicate clearly.</li> <li>● People write to communicate with others, express ideas, demonstrate comprehension, and explore creativity.</li> <li>● Reading is an active process and readers use foundational skills and understanding to make meaning from text. Readers build knowledge and understanding of identity, the world, our community, and how we build relationships with others.</li> <li>● People have conversations to convey ideas clearly, learn from others through active listening and build a greater understanding of the topic of discussion.</li> </ul>

	<ul style="list-style-type: none"> <li>• People use literacy to learn, explore and test thinking. Literacy allows us to communicate our understanding through conversation and writing.</li> </ul>
<b>Duration:</b>	One year
<b>Course Materials/ Resources:</b>	<p>Houghton Mifflin Harcourt (HMH) Into Reading Manuals  HMH’s Writing Workshop Manual  HMH’s Structured Literacy Manuals  <a href="#">Rigby Leveled Readers</a>  Start Right Decodable Readers  Supplemental Resources:</p> <ul style="list-style-type: none"> <li>• Literacy How Professional Learning Series <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> <p>Core texts/videos may be replaced by the publisher when titles are out of print.</p>
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>• Exploring &amp; Understanding</li> <li>• Synthesizing &amp; Evaluating</li> </ul>
<b>Year at a Glance (Modules):</b>	<p>Module 1: Nice to Meet You (15-18 days)  Module 2: My Family, My Community (15-18 days)  Module 3: Amazing Animals(15-18 days)  Module 4: Better Together (15-18 days)  Module 5: Now You See It, Now You Don’t (15-18 days)  Module 6: Celebrate America (15-18 days)  Module 7: The Big Outdoors (15-18 days)</p>



	Module 8: Tell Me a Story (15-18 days) Module 9: Grow, Plants, Grow! (15-18 days) Module 10: Dare to Dream (15-18 days)
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<b>Unit Number and Title:</b>	Module 1 - New Friends and Experiences: Nice to Meet You
<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Manual Volume 1, Module 1</li> <li>● HMH’s Writing Workshop Manual</li> <li>● HMH’s Structured Literacy Manual, Volume 1, Module 1</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> <li>● Core Texts:           <ul style="list-style-type: none"> <li>○ <i>My First Day</i>, realistic fiction</li> <li>○ <i>Pete the Cat: Rocking in My School Shoes</i> by Eric Litwin, fantasy</li> <li>○ <i>Try This!</i> by Pam Muñoz, narrative nonfiction</li> <li>○ <i>You Will Be My Friend!</i> by Peter Brown, fantasy</li> <li>○ <i>Tan to Tamarind: Poems About the Color Brown</i> by Malathi Iyengar, poetry</li> <li>○ <i>My School Trip</i> by Aly G. Mays, realistic fiction</li> <li>○ <i>A Kids’ Guide to Friends</i> by Trey Amico, informational text</li> <li>○ <i>Suki’s Kimono</i> by Chieri Uegaki, Realistic Fiction</li> <li>○ <i>Big Dilly’s Tale</i> by Gail Carson Levine, fairy tale</li> <li>○ <i>I’m Me</i> by The FuZees, song</li> <li>○ <i>Ralph Tells a Story</i> by Abby Hanlon, realistic fiction (writing focal text)</li> </ul> </li> <li>● Supplemental Resources:           <ul style="list-style-type: none"> <li>○ Heggerty Phonemic Awareness Primary Curriculum</li> <li>○ Literacy How Professional Learning Series               <ul style="list-style-type: none"> <li>■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel</li> </ul> </li> </ul> </li> </ul>

	<p>Eberhardt</p> <ul style="list-style-type: none"> <li>■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul>
<p><b>Module Overview:</b></p>	<p>The start of a new school year is an exciting time for students. For some students, though, this time of year can also be challenging. They will meet new people, and learn new things. As students become immersed in the module, they will listen to, read, and view a variety of texts and media that present them with information about making new friends and being part of a community. There will be numerous opportunities for students to learn active listening as they share, and listen to others as they discuss ideas, tell stories and work together. As writers, they will practice oral storytelling as they tell and listen to stories and create a class story. As readers, students will learn different strategies and skills for developing reading comprehension, from asking and answering questions to different ways to understand characters.</p> <p>Students will engage in learning how people they meet and the experiences they have can help them. They will read about the different activities they can do at school, about what makes a good friend, the many different types of friends they can have, and what makes each person special. Using a variety of genres and texts, readers will identify story structure, elements of poetry and author’s purpose.</p> <p>In writing, students will focus on narrative storytelling, and review the writing process. They will generate ideas, draft through pictures and words, and learn how to write sentences using conventions of language. The grammar focus is <del>identifying nouns and adjectives on common/proper nouns and capitalization</del>. Foundational skills include direct instruction in phonemic awareness, phonics, and handwriting. Students will use on level text with accuracy text to reinforce foundational skills concepts taught. Literacy centers and small group work will allow them to practice these skills throughout the module.</p>

	<p>In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea that making new friends and trying new things can help them grow.</p>
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b>Reading</b></p> <p><b>RL.1.1/RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b>Foundational Skills</b></p> <p><b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds</p> <ol style="list-style-type: none"> <li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ol> <p><b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Know the spelling-sound correspondences for common consonant digraphs.</li> <li>Decode regularly spelled one-syllable words.</li> <li>Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>Read words with inflectional endings.</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ol> <p><b>Writing</b></p>

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

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

### **Speaking and Listening**

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

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

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

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

### **Language**

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**b. Use common, proper, and possessive nouns**

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

~~f. Use frequently occurring adjectives.~~

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

**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and standard English capitalization, punctuation, and spelling when writing.

**a. Capitalize dates and names of people.**

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

	<p><b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p><del>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</del></p> <p><b>L.1.5</b> With guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Wort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How can making new friends and learning new things help me?</li> <li>• Who am I?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• People listen to others and share ideas when they are members of a community.</li> <li>• People we meet, experiences we have, and learning new things can help us grow.</li> <li>• Friends are important, have many different qualities and each is special in their own way.</li> </ul>	
<b>Learning Goal(s):</b>	<p style="text-align: center;"><b>Content:</b> Students will know...</p>	<p style="text-align: center;"><b>Skills:</b> Students will be able to...</p>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>3 Big Questions, Contrasts and Contradictions</i>)</li> <li>• Ask and answer questions</li> <li>• Central idea and key details</li> <li>• Features/Characteristics of text</li> <li>• Character traits, experiences</li> <li>• Informational text</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions when encountering new, confusing, or challenging information in a nonfiction text -the <i>3 Big Questions</i> signpost.</li> <li>• Identify and explain an author’s use of opposing ideas in fiction texts-the <i>Contrasts and Contradictions</i> signpost.</li> <li>• Ask and answer questions.</li> <li>• Describe characters, settings, and major events in a story.</li> <li>• Identify the main topic and retell key details.</li> </ul>

		<ul style="list-style-type: none"> <li>● Explain the differences between fiction and nonfiction texts.</li> <li>● Compare and contrast characters.</li> <li>● Read appropriate complexity.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● <b>Phonics:</b> short vowels, open syllables in one syllable words</li> <li>● <b>Phonological Awareness:</b> <ul style="list-style-type: none"> <li>● Rhyme</li> <li>● Blending Onset and Rime</li> <li>● Alliteration</li> <li>● Blending Words</li> <li>● Deleting Words</li> <li>● Blending Phonemes</li> <li>● Segmenting Phonemes</li> </ul> </li> <li>● <b>Irregular words</b></li> <li>● <b>Fluency</b> - accuracy, reading rate, self-correction, phrasing</li> <li>● <b>Spelling-</b> words with short vowels, words with open syllables</li> <li>● <b>Handwriting</b> - Manuscript: m, s, t, b, a, i, n, d, p, c, o, u, r, f, g, h, e, Pencil Grip and Paper Position</li> <li>● <b>Concepts of Print</b> - letters, words and sentences, directionality, end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>● Decode short vowels, open syllables in one syllable words.</li> <li>● Orally produce rhymes, blend onset and rimes, blend, segment and delete phonemes in words.</li> <li>● Read/spell irregular grade level.</li> <li>● Read aloud grade-level text with fluency, and accurate, smooth phrasing.</li> <li>● Read/Spell words with short vowels and with open syllables.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> <li>● Use concepts of print (letters, words and sentences, directionality, end punctuation) to demonstrate understanding of how books work.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Narrative - oral/writing story</li> <li>● Constructive peer feedback</li> <li>● Response strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Sequence events and provide some sense of closure.</li> <li>● Focus on a topic, respond to questions and suggestions, and add details.</li> <li>● Recall and gather source-based information to</li> </ul>

		answer questions.
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>• Expectations for discussions</li> <li>• Key and relevant details</li> </ul>	<ul style="list-style-type: none"> <li>• Follow agreed-upon rules and respond to others in complete sentences during conversation, and ask questions to clarify.</li> <li>• Ask and answer questions, expressing ideas and feelings clearly.</li> <li>• Describe people, places, things, and events with relevant details.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>• <b>Academic Vocabulary/Critical Vocabulary:</b> Examples: noisy, furry, hall, library, goodness, favorite, try, new, great, enjoy, excited, nervous, search, introduce, ridiculous, calm, happened, accept, trip, partner, wished, last, kinds, together, approve, weird, copied, quivered, flutter, folds, swayed, grumbled, ugly, paddled, chilly, beautiful, changed</li> <li>• <b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> Examples: *event, *sequence, *repetition, alliteration, pattern, rhyme, *evidence, *detail, *author’s purpose, persuade, *inform, entertain, genre, formal language,</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Use verbs of past, present, and future, adjectives and conjunctions:</del></li> <li>• <del>Produce and expand a variety of simple and compound sentences in response to prompts using appropriate ending punctuation:</del></li> <li>• Identify real-life connections between words and their use.</li> <li>• Identify and use words that name actions and feelings.</li> <li>• Classify and categorize words that name actions, locations, and directions.</li> <li>• Sort nouns while following rules for discussion.</li> <li>• Differentiate between a common and proper noun.</li> <li>• Edit draft for correct capitalization.</li> <li>• Use verbs ending in -ed in phrases and sentences to tell about things that happened in the past.</li> <li>• Explain the meaning of words with the affix -ed.</li> <li>• <del>Use conventional spelling for words with common spelling patterns:</del></li> <li>• <del>Use conventional spelling for frequently occurring irregular words:</del></li> </ul>



	<p>informal language, monitor, *clarify, reread, background knowledge, visual, classify, categorize, *verb, *inference, *topic, *central idea, *supporting evidence, *character, *adjective, *reason, *action, *compare, *contrast</p> <ul style="list-style-type: none"> <li>● <b>Generative vocabulary:</b> words about feelings, inflection <i>-ed</i></li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> common and proper nouns, capitalization</li> </ul>	<ul style="list-style-type: none"> <li>● <del>Identify root words and their inflectional forms and meanings.</del></li> <li>● <del>Sort, define and understand concept words.</del></li> <li>● <del>Using increasingly complex sentences in conversation to orally reflect and respond to text.</del></li> </ul>
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<b>Unit Number and Title:</b>	Module 2: Communities and Culture: My Family, My Community
<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 1, Module 2</li> </ul>



- HMH’s Writing Workshop Manual
- HMH’s Structured Literacy Manual, Volume 1, Module 2
- Rigby Leveled Readers
- Start Right Decodable Readers

Core texts:

- *Kids Speak Up!*, opinion writing
- *Whose Hands Are These?* by Miranda Paul, informational text
- *Dan Had a Plan* by Wong Herbert Yee, realistic fiction
- *Maybe Something Beautiful* by F. Isabel Campoy and Theresa Howell, realistic fiction
- *On the Map!* by Lisa Fleming, informational text
- *Grandfather Counts* by Andrea Cheng, fiction
- *Places in My Neighborhood* by Shelly Lyons, informational text
- *Abuela* by Arthur Dorros, fantasy
- *Who Put the Cookies in the Cookie Jar?* by George Shannon, informational text
- *Bringing Asha Home* by Uma Krishnaswami, realistic fiction
- *Curious About Jobs* by HMH, video
- *Nana in the City* by Laruen Castillo, realistic fiction (writing focal text)
- Supplemental Resources:
  - Heggerty Phonemic Awareness Primary Curriculum
  - Literacy How Professional Learning Series:
    - *Phonemic Awareness and Phonics: Knowledge to Practice* by Margie Bussman Gillis and Nancy Chapel Eberhardt
    - *Vocabulary: Knowledge to Practice* by Margie Bussman Gillis and Nancy Chapel Eberhardt
    - *Comprehension: Knowledge to Practice* by Margie Bussman Gillis and Nancy Chapel Eberhardt
    - *Syntax: Knowledge to Practice* by Margie Bussman Gillis and Nancy Chapel Eberhardt

Cross-curricular connections:

Social Studies - **Citizenship in Our Community/Geography and Map Skills/Contributing in a Democratic**

	<p><b>Society</b> grade 1 unit</p>
<p><b>Module Overview:</b></p>	<p>As young students seek to discover their place in the world, they will explore how they fit within their family and their local community. It is important that they feel a sense of belonging to both. Within the school community, students will continue developing social communication. They will actively listen and cooperatively share ideas. Readers will engage in a variety of texts as they discover how the people who live there, including family members, work together to make it better for everyone. As students explore how communities are special places to live, they will learn how to write descriptive essays as they describe what makes their world wonderful. Over the next few weeks, Students will build and strengthen their reading, writing, listening, and speaking skills as they explore family and community:</p> <p>Students will learn that we are all valuable members of our families and community, and together we make our class a place to learn and grow. We will read informational and opinion books about neighborhoods, and we will learn that different people work together to help make our communities special. Readers will retell stories, ask and answer questions before, during and after reading, using details to understand the text. The experience will build background knowledge and content related vocabulary. Foundational skills focused on include direct instruction in phonemic awareness, phonics, and handwriting. Students will use on level and decodable texts with accuracy to reinforce foundational skills. They will apply this learning in the writer’s workshop as they write a descriptive essay. They will learn about editing and revising writing for clarity. Literacy centers and small group work will allow them to practice these skills throughout the module.</p> <p>In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea that people contribute to a community and are important to the communities success.</p>
<p><b>Standard(s):</b></p>	<p><b>Connecticut Core Standards</b>  <b>Reading</b>  <b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.  <b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.  <b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a</p>

text

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

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

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

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

**Foundational Skills**

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

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

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

- b. Decode regularly spelled one-syllable words.

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**Writing**

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

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

	<p><b>Speaking and Listening</b></p> <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.1.6</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)</p> <p><b>Language</b></p> <p><b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Print all upper and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li><del>c. Use verbs to convey a sense of past, present, and future</del></li> <li><del>f. Use frequently occurring adjectives.</del></li> </ul> <p><b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul> <p><b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li><del>b. Use frequently occurring affixes as a clue to the meaning of a word.</del></li> </ul>
<p><b>Essential Questions:</b></p>	<ul style="list-style-type: none"> <li>● What makes families and communities special?</li> <li>● Why do we seek and build community?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● People belong to a variety of groups over a lifetime.</li> <li>● Belonging is a basic human need. People belong to a family and a community.</li> <li>● The quality of community results from the contributions of the people. People collaborate and</li> </ul>

	contribute to the community's success.	
<b>Learning Goal(s):</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments</i>, <i>3 Big Questions</i>)</li> <li>● Story retell</li> <li>● Central Message or Main topic</li> <li>● Story Elements</li> <li>● Characters</li> <li>● Key details</li> <li>● Compare and contrast</li> <li>● Complex Informational Text</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and explain new information about a character or an event in fiction texts -the <i>Aha Moments</i> signpost.</li> <li>● Ask questions when encountering new, confusing, or challenging information in a nonfiction text -the <i>3 Big Questions</i> signpost.</li> <li>● Identify the main topic with key details of a text</li> <li>● Describe story characters, setting, and/or events.</li> <li>● Compare and contrast characters and actions in stories.</li> <li>● Read appropriate complexity.</li> <li>● Use the illustrations and details to support understanding.</li> <li>● Connect two individuals, events, ideas, or pieces of information in a text.</li> <li>● Distinguish between information provided by words, pictures or illustrations.</li> <li>● Identify similarities in and differences between two texts on the same topic.</li> <li>● Ask and answer questions to determine or clarify the meaning of words and phrases.</li> <li>● Identify the reasons an author gives to support points in a text.</li> <li>● Read appropriately complex grade level informational texts.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● <b>Phonics:</b> floss rule, final -ck, words</li> </ul>	<ul style="list-style-type: none"> <li>● Decode words with final -ck, and words with -all,</li> </ul>

	<p>with –all, –oll, –ull</p> <ul style="list-style-type: none"> <li>● <b>Phonological Awareness-</b> <ul style="list-style-type: none"> <li>● Blending Syllables</li> <li>● Blending Onset and Rime</li> <li>● Deleting Syllables</li> <li>● Blending Phonemes</li> <li>● Segmenting Syllables</li> <li>● Segmenting Phonemes</li> </ul> </li> <li>● <b>Irregular words</b></li> <li>● <b>Fluency</b> - expression, intonation, accuracy and self correction</li> <li>● <b>Spelling-</b> words with the floss rule, final -ck, words with –all, –oll, –ull</li> <li>● <b>Handwriting</b> - Manuscript: j, l, k, z, y, x, q, w, v, s, Mm, Ss, Tt</li> <li>● <b>Concepts about Print</b> - words in sentences, commas, quotation marks</li> </ul>	<p>-oll and -ull. Understand floss rule.</p> <ul style="list-style-type: none"> <li>● Orally produce, segment and blend onset and rimes, blend, segment and delete syllables and phonemes in words.</li> <li>● Read/spell irregular grade level words</li> <li>● Read aloud grade-level text with fluency, accuracy, and intonation. Monitor for and self-correcting errors.</li> <li>● Spell words with floss rule, final -ck and words with -all, -oll, and -ull.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> <li>● Use concepts of print to demonstrate understanding of how punctuation works in sentences and how it affects meaning.</li> </ul>
<p><b>Writing:</b></p>	<ul style="list-style-type: none"> <li>● Descriptive Essay</li> <li>● Constructive peer feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Write informative/explanatory texts that include a topic, details and closure.</li> <li>● Focus on a topic, respond to questions and suggestions, and add details.</li> </ul>
<p><b>Speaking &amp; Listening:</b></p>	<ul style="list-style-type: none"> <li>● Expectations for discussions</li> <li>● Key Details</li> </ul>	<ul style="list-style-type: none"> <li>● Follow agreed-upon rules and respond to others in complete sentences during conversation, and ask questions to clarify.</li> <li>● Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> </ul>

<p><b>Language:</b></p>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> Examples: toiled, belong, gifted, persists, smeared, sketch, mess, market, sell, help, neighbors, set, heart, gazed, dipped, gloom, decorated, canvas, town, map, community, places, purpose, clinic, pointing, close, docked, unload, harbor, spoon, against, churn, stock, heal, drive</li> <li>● <b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> Examples: persuade, *opinion, *reason, text organization, *description, *detail, retell, *setting, *describe, *antonym, formal language, informal language, *summarize, *topic, bold text, label, map, symbol, noun, *connection, experience, context clue, *evidence, *action, *verb</li> <li>● <b>Generative vocabulary:</b> Words About Places and Things, Words About Actions and Directions</li> <li>● <b>Conventions of Standard English, Grammar and Usage: proper</b></li> </ul>	<ul style="list-style-type: none"> <li>● Print all upper- and lowercase letters.</li> <li>● Identify and use antonyms, including words that name actions and positions.</li> <li>● Identify and use words that name locations..</li> <li>● Use a dictionary to find the meaning of unknown words.</li> <li>● Edit for capitalization and punctuation.</li> <li>● Use correct capitalization when writing proper nouns.</li> <li>● <del>Use adjectives, prepositions, verbs of past, present, and future, and common, proper, and possessive nouns.</del></li> <li>● Produce and expand a variety of simple and compound sentences in response to prompts using appropriate ending punctuation and capitalization.</li> <li>● Use conventional spelling for words with common spelling patterns.</li> <li>● Use conventional spelling for frequently occurring irregular words.</li> <li>● Using newly acquired vocabulary to identify real-life connections between words and their use.</li> <li>● Using increasingly complex sentences in conversation to orally reflect and respond to text.</li> <li>● <del>Understand word meanings through the use of sentence-level context and affixes:</del></li> </ul>
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	nouns, end punctuation, capitalization, <del>irregular plural nouns</del>	
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<b>Unit Number and Title:</b>	Module 3: Life Science: How Animals Live - Amazing Animals
<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 1, Module 3</li> <li>● HMH’s Writing Workshop Manual (<b>refer to Module 11 - Opinion Letter</b>)</li> </ul>



	<ul style="list-style-type: none"> <li>● HMH’s Structured Literacy Manual, Volume 1, Module 3</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> <li>● Core texts: <ul style="list-style-type: none"> <li>○ <i>Animal Q &amp; A</i>, informational text</li> <li>○ <i>Best Foot Forward</i> by Ingo Arndt, informational text</li> <li>○ <i>The Nest</i> by Carole Roberts, realistic fiction</li> <li>○ <i>Whose Eye Am I?</i> by Shelley Rotner, informational text</li> <li>○ <i>Blue Bird and Coyote</i> by James Bruchac, folktale</li> <li>○ <i>Have You Heard the Nesting Bird?</i> by Rita Gray, narrative nonfiction</li> <li>○ <i>Ol’ Mama Squirrel</i> by David Ezra Stein, fantasy</li> <li>○ <i>Step-by-Step Advice from the Animal Kingdom</i> by Steve Jenkins and Robin Page, procedural text</li> <li>○ <i>Beaver Family</i> by National Geographic Kids, video</li> <li>○ <del><i>Giraffes</i> by Kate Riggs, informational text (writing focal text)</del></li> <li>○ <i>I Wanna Iguana</i>, by Karen Kaufman Orloff, (writing focal text - YouTube read aloud)</li> </ul> </li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>● Heggerty Phonemic Awareness Primary Curriculum</li> <li>● Literacy How Professional Learning Series: <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> <p>Cross-curricular connections: Science - Structure, Function and Information Processing grade 1 unit</p>
<b>Module Overview:</b>	In this module, students will discover many details about animals as they read both nonfiction and fiction selections. These texts will encourage readers to be curious as they investigate animal life.

	<p>Students will learn about the various characteristics of animals that allow them to grow and survive in the natural world. They will also explore the different kinds of structures animals build for homes and protection. After reading the module’s texts, students will have a greater appreciation for the diversity of the animal kingdom.</p> <p>The variety of genres in this module will provide students with opportunities to identify text features and structures, story structure, create mental images, summarize and as well as recognize point of view in a folktale. Students will encounter narrative nonfiction, realistic fiction, and informational text to build knowledge across genres and synthesize topic knowledge through the module’s focus on how animals’ bodies help them. Students will read and build background knowledge to support their writing. Students will write a research essay while engaging in the writing process. Foundational skills will be reinforced as students read on level and decodable texts with accuracy. Literacy centers and small group work allow them to practice these skills throughout the module.</p> <p>Students will learn that animal bodies and animal homes come in many different shapes and sizes. They will read books about animal characteristics, and will learn how animals use their bodies to survive. Students will explore animals further by writing <del>a research essay</del> <b>an opinion letter</b> about their favorite animal.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that readers are curious about the natural world and the animal kingdom. Literacy centers and small group work will allow them to practice these skills throughout the module.</p> <p>In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore how our environment impacts our lives.</p>
<b>Standard(s):</b>	<b>Connecticut Core Standards</b> <b>Reading</b> <b>RL.1.1</b> Ask and answer questions about key details in a text. <b>RL.1.5</b> Explain major differences between books that tell stories and books that give information,

drawing on a wide reading of a range of text types.

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

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

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

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

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

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

#### **Foundational Skills**

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

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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

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

b. Decode regularly spelled one-syllable words.

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

a. Read grade-level text with purpose and understanding.

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

#### **Writing**

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

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

**W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### **Speaking & Listening**

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

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

### **Language**

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

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

~~e. Use verbs to convey a sense of past, present, and future.~~

f. Produce and expand complete simple and compound declarative, interrogative and exclamatory sentences in response to prompts.

**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling with writing.

a. Capitalize dates and names of people.

b. Use end punctuation for sentences.

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

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

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

~~d. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).~~

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

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

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do animals’ bodies help them?</li> <li>• How does an environment impact life?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Animals have characteristics that allow them to grow and survive in the natural world.</li> <li>• Animals have different kinds of structures that they build for homes and protection.</li> <li>• There is diversity in the animal kingdom.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i> )</li> <li>• Key Details</li> <li>• Vocabulary</li> <li>• Identify genres</li> <li>• Understanding Characters</li> <li>• Point of view or narrator</li> <li>• Compare and contrast</li> <li>• Read Complex texts</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain an author’s use of opposing ideas in fiction texts-the <i>Contrasts and Contradictions</i> signpost</li> <li>• Identify and explain an author’s use of repetition in fiction texts -the <i>Again and Again</i> signpost</li> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Know and use various text features to locate key facts or information in a text.</li> <li>• Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• Explain major differences between books that tell stories and books that give information.</li> <li>• Identify basic similarities in and differences between two texts on the same topic.</li> <li>• With prompting and support, read informational texts appropriately complex for grade 1.</li> <li>• Read and draw on a wide range of text types.</li> </ul>

<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● <b>Phonics:</b> Review consonant digraphs sh, wh, th, ch, ng</li> <li>● <b>Phonological Awareness:</b> <ul style="list-style-type: none"> <li>● Segmenting Initial Sound</li> <li>● Blending Onset and Rime</li> <li>● Blending Phonemes</li> <li>● Segmenting Phonemes</li> </ul> </li> <li>● <b>Irregular Words</b></li> <li>● <b>Fluency</b> - reading rate, expression, phrasing</li> <li>● <b>Spelling</b> - words with consonant digraphs</li> <li>● <b>Handwriting-</b> Manuscript: Bb, Aa, Ii, Nn, Dd, Pp, Cc, Oo, Uu</li> <li>● <b>Concepts about Print</b> - letters, words and sentences, punctuation, dialogue</li> </ul>	<ul style="list-style-type: none"> <li>● Decode words with consonant digraphs sh, wh, th, ch, ng</li> <li>● Orally produce and segment initial sound , blend onset and rimes, and blend/segment phonemes in words.</li> <li>● Read/spell irregular grade level words</li> <li>● Read aloud grade-level text with fluency, accuracy with a focus on rate and expression and phrasing.</li> <li>● Spell words with consonant digraphs.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> <li>● Use concepts of print to demonstrate understanding of how punctuation works in sentences, especially for dialogue and how it affects meaning.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Opinion Writing - <b>Letter (refer to HMH module 11 in Writing Workshop Teacher’s Guide)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</li> <li>● <b>Identify the parts of an opinion letter (date, greeting, body, closing).</b></li> <li>● <b>Establish opinion, reasons, and examples for a letter.</b></li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>● Expectations for discussions</li> <li>● Key and Relevant Details</li> </ul>	<ul style="list-style-type: none"> <li>● Follow agreed-upon rules and respond to others in complete sentences during conversation, and</li> </ul>

		<p>ask questions to clarify.</p> <ul style="list-style-type: none"> <li>● Ask and answer questions about key details to clarify understanding or gather additional information.</li> </ul>
<p><b>Language:</b></p>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> Examples: propel, sinking, spring, hunts, stubby, exclaimed, surprise, warm, soon, empty, twigs, sheds, lenses, sharp, pupils, experts, swivel, thank, dull, once, stroll, shingle, shriek, raised, mark, scold, limit, pelted, puny, clenched</li> <li>● <b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> Examples: bold text, italic text, label, photo, caption, *evidence, *detail, *event, *sequence, *synonym, text organization, *description, *mental image, describing word, *narrator, *point of view, monitor, *clarify, reread, background knowledge, visual, *story structure, *problem, *resolution, *plot, *summarize, *topic, chronological order, *verb, *compare, *contrast</li> </ul>	<ul style="list-style-type: none"> <li>● Use correct singular, plural, and correct plural form for irregular nouns.</li> <li>● Edit for correct capitalization and end punctuation.</li> <li>● <del>Use verbs to convey a sense of past, present, and future, and use frequently occurring prepositions.</del></li> <li>● Produce and expand a variety of simple and compound sentences in response to prompts using appropriate ending punctuation and capitalization.</li> <li>● Use conventional spelling for words with common spelling patterns.</li> <li>● Use conventional spelling for frequently occurring irregular words.</li> <li>● Identify real-life connections between words and their use.</li> <li>● <del>Understand word meanings through the use of sentence-level context and affixes.</del></li> <li>● Identify and use prepositions.</li> <li>● Format dates correctly.</li> <li>● Use commas correctly in a series or in a date.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Generative vocabulary:</b> Words About Time and Position, Inflection <i>-ing</i></li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> <del>singular and plural nouns, irregular plural nouns;</del> capitalization, end punctuation, prepositions, commas, subject-verb agreement</li> </ul>	
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<b>Unit Number and Title:</b>	Module 4: Citizenship: Better Together
<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Manual Volume 2, Module 4</li> <li>● HMH’s Writing Workshop Manual</li> <li>● HMH’s Structured Literacy Manual, Volume 1, Module 4</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> <li>● Core texts:             <ul style="list-style-type: none"> <li>○ <i>Good Sports</i>, informational text</li> <li>○ <i>Baseball Hour</i> by Carol Nevius, informational text</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ <i>Goal!</i> by Jane Medina, informational text</li> <li>○ <i>Coming to America: A Muslim Family’s Story</i> by Bernard Wolf, narrative nonfiction</li> <li>○ <i>Pelé, King of Soccer</i> by Monica Brown, biography</li> <li>○ <i>Get Up and Go!</i> by Rozanne Lanczak Williams, informational text</li> <li>○ <i>Brontorina</i> by James Hower, fantasy</li> <li>○ <i>The Great Ball Game</i> by Joseph Bruchac, folktale</li> <li>○ <i>If You Plant a Seed</i> by Kadir Nelson, fantasy</li> <li>○ <i>Color Your World with Kindness</i> by BetterWorldians Foundation, video</li> <li>○ <i>Do Unto Otters</i> by Laurie Keller, fantasy (writing focal text)</li> <li>● Heggerty Phonemic Awareness Primary Curriculum</li> <li>● Literacy How Professional Learning Series: <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> <p>Cross-curricular connections:  Social Studies - <b>Citizenship in Our Community/Geography and Map Skills/Contributing in a Democratic Society</b> grade 1 unit</p>
<b>Module Overview:</b>	<p>Playing games and doing fun things with other people is part of being a child. In this module, students will listen to and read stories and informational texts about getting along and being a good sport. They will discover that playing games is a great way to spend time with friends and get healthy exercise, too! As students explore this topic, they will learn about the importance of playing fairly and persevering when things get challenging.</p> <p>As students immerse in the module, they will learn the importance of getting along through reading a variety of texts, read-alouds and physical activities. There are numerous opportunities for students to learn about being a good student, worker and citizen through reading and project-based learning. Social</p>

	<p>emotional learning is incorporated throughout this unit including relationship building, conflict resolution and being able to say no to situations that are not positive.</p> <p>Students will learn why it is important to do their best and get along with others. They will read books about people and characters who practice and learn how to play fair, because we are better together when we are kind to one another. Students will write a procedural text about how to make a friend. Writers will use knowledge of grammar and punctuation to create clear sentences. Foundational skills will focus on developing skills in blending sounds to decode with accuracy. Students will use on level and decodable texts with accuracy to reinforce foundational skills. Literacy centers and small group work will allow them to practice these skills throughout the module.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will define who they are as a people and how they function well in social situations. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of developing a sense of self/identity.</p>
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b>Reading</b></p> <p><b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>The variety of genres in this module provide students with opportunities to identify</p> <p><b>Foundational Skills</b></p> <p><b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>a. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> </ol>

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

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

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- f. Read words with inflectional endings.

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

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

~~**2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.~~

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

### **Speaking and Listening**

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

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

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

### **Language**

~~**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.~~

	<p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).  j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p><b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.  a. Use sentence-level context as a clue to the meaning of a word or phrase.  c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g. looks, looked, looking).</p> <p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• Why is it important to do my best and get along with others?</li> <li>• Why are human relationships important?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Friends learn how to get along and be a good sport when working and playing together.</li> <li>• Playing fairly and persevering is important when things get challenging.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments</i>, <i>Word Gaps</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain new information about a character or an event in fiction texts -the <i>Aha Moments</i> signpost</li> </ul>

	<ul style="list-style-type: none"> <li>● Retell with key details and central message</li> <li>● Characters</li> <li>● Story elements</li> <li>● Text Features</li> <li>● Author’s Purpose</li> <li>● Compare and Contrast</li> <li>● Complex Text</li> </ul>	<ul style="list-style-type: none"> <li>● Identify unfamiliar words and look for sentence-level context clues to gain meaning- the <i>Word Gaps</i> signpost</li> <li>● Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>● Ask and answer questions about key details in a text.</li> <li>● Use the illustrations and details in a text to describe its key ideas.</li> <li>● Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>● Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>● Identify the reasons an author gives to support points in a text.</li> <li>● Compare and contrast the adventures and experiences of characters in stories.</li> <li>● Identify basic similarities in and differences between two texts on the same topic.</li> <li>● With prompting and support, read various texts appropriately complex for grade 1.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● <b>Phonics:</b> initial two consonant blends, review final two consonant blends, contractions, open and closed syllables- two syllable words</li> <li>● <b>Phonological Awareness:</b> <ul style="list-style-type: none"> <li>● Blending Onset and Rime</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Review and decode initial two consonant blends, final two consonant blends, contractions, open and closed syllables- two syllable words</li> <li>● Read/spell irregular grade level words</li> <li>● Read aloud grade-level text with fluency, accuracy with a focus on rate and intonation. expression and phrasing. Self-correcting as monitors for errors</li> </ul>

	<ul style="list-style-type: none"> <li>• Deleting Syllables</li> <li>• Blending Phonemes</li> <li>• Segmenting Phonemes</li> <li>• <b>Irregular Words</b></li> <li>• <b>Fluency</b> - intonation, accuracy, self correction, reading rate</li> <li>• <b>Spelling</b> - words with initial two consonant blends, words with final two consonant blends, contractions, words with open and closed syllables-two syllable words</li> <li>• <b>Handwriting</b> - Manuscript: Rr, Ff, Gg, Hh, Ee, Jj, Ll, Kk, Yy</li> <li>• <b>Concepts about Print</b>- words in sentences, directionality, capitalization</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words with initial and final two consonant blends, contractions, and two syllable words with open and closed syllables.</li> <li>• Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> <li>• Use concepts of print to demonstrate understanding of how capitalization works in a sentence, and how it affects meaning.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>• <del>Opinion Writing</del></li> <li>• <del>Procedural Writing/How-To Book</del></li> <li>• Shared Writing</li> <li>• Response Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</del></li> <li>• Organize how-to ideas with structure and to suit purpose.</li> <li>• Develop an idea with specific details for a how-to text.</li> <li>• Participate in shared research and writing projects.</li> <li>• Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>• Key and Relevant Details</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details to</li> </ul>

		clarify understanding or gather additional information.
<b>Language:</b>	<ul style="list-style-type: none"> <li><del>● Parts of Speech</del></li> <li><del>● Sentence Construction</del></li> <li><del>● Common Spelling Patterns</del></li> <li>● Irregular Words</li> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> Examples: drills, jog, pace, field, twist, bend, team, equipment, coach, rules, goal, fan, afford, professional, match, champions, spreading, opponent, exercise, well, body, graceful, talent, idea, quarrel, penalty, jeered, stumbled, dusk, see, short, heap, trouble, fruits</li> <li>● <b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> Examples: persuade, *opinion, *reason, *topic, *central idea, *supporting evidence, *detail, evaluate, *key idea, *narrator, *point of view, context clues, instructions, *sequence, synthesize, *chart, *heading, compound word, retell, *character,</li> </ul>	<ul style="list-style-type: none"> <li>● Produce and expand a variety of simple and compound sentences in response to prompts using appropriate ending punctuation and capitalization.</li> <li>● Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li><del>● Use sentence-level context as a clue to the meaning of a word or phrase.</del></li> <li>● Identify real-life connections between words and their use.</li> <li>● Identify the effect of affixes on word meanings.</li> <li>● Use time order/linking words (e.g., first, because, so) to explain the sequence of events.</li> <li>● Edit writing for noun usage (singular and plural).</li> </ul>



	<p>*action, *connection, experience, *theme, *moral, *adjective, base word, suffix, *compare, *contrast</p> <ul style="list-style-type: none"> <li>● <b>Generative vocabulary:</b> Compound Words, Suffixes <i>-er</i>, <i>-est</i></li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> time order/linking words, plural nouns and irregular plural nouns</li> </ul>	
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<b>Unit Number and Title:</b>	Module 5: Physical Science: Light and Dark-Now You See It, Now You Don't
<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH's Into Reading Manual, Volume 1, Module 5</li> <li>● HMH's Writing Workshop Manual</li> <li>● HMH's Structured Literacy Manual, Volume 2, Module 5</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> <li>● Core texts:             <ul style="list-style-type: none"> <li>○ <i>Super Shadows!</i>, informational text</li> <li>○ <i>On Earth</i> by G. Brian Karas, informational text</li> <li>○ <i>The Black Rabbit</i> by Philippa Leathers, fantasy</li> <li>○ <i>How Do You Know It's Winter?</i> by Ruth Owen, informational text</li> <li>○ <i>Day and Night</i> by Margaret Hall, informational text</li> <li>○ <i>The Best Season</i> by Nina Crews, opinion writing</li> <li>○ <i>Oscar and the Moth</i> by Geoff Waring, narrative nonfiction</li> <li>○ <i>What Are You Waiting For?</i> by Scott Menchin, fantasy</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ <i>I'm So Hot</i> by StoryBots, song</li> <li>○ <i>Why the Sun and the Moon Live in the Sky</i> by Elphinstone Dayrell, folktale (writing focal text)</li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>● Heggerty Phonemic Awareness Primary Curriculum</li> <li>● Literacy How Professional Learning Series: <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> <p>Cross-curricular connections: Science - Space Systems: Patterns and Cycles grade 1 unit</p>
<b>Module Overview:</b>	<p>In this module, students will listen to and read a variety of genres to learn about why light and dark come and go. There will be numerous opportunities for students to investigate the Earth’s rotation around the sun and learn about day and night and the seasons. Students will also learn how to set personal goals and how to track progress and reflect on their learning.</p> <p>As students immerse in this module, they will engage in a variety of genres. These will provide students with opportunities to learn about the phenomenon of light and dark and how it affects people. Students will read books about Earth’s rotation around the sun and learn about day and night and the seasons. As students build their vocabulary and synthesize topic knowledge, they will learn that exploration can take place through experimentation and reading. In writing, students will develop an imaginative folk tale while engaging in the writing process. They will learn more about identifying and using conventions of language to include parts of speech and correct punctuation in simple and complex sentences to communicate clearly. Foundational skills will focus on building phonemic awareness and phonic skills. Students will use on level and decodable texts with accuracy to reinforce foundational skills. Literacy centers and small group work allow them to practice these skills throughout the module.</p>

	<p>In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore how our environment impacts our lives.</p>
<p><b>Standard(s):</b></p>	<p><b>Connecticut Core Standards</b></p> <p><b>Reading</b></p> <p><b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text.</p> <p><b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b>Foundational Skills</b></p> <p><b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul> <p><b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>b. Decode regularly spelled one-syllable words.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> </ul> <p><b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul> <p><b>Writing</b></p> <p><del><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic,</del></p>

	<p><del>and provide some sense of closure.</del></p> <p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><del>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</del></p> <p><b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Language</b></p> <p><b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p><b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><del>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</del></p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• Why do light and dark come and go?</li> </ul>

	<ul style="list-style-type: none"> <li>• How does the environment impact our lives?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• The rotation of Earth causes night and day.</li> <li>• There is a relationship between the Earth and the sun that causes the change of seasons.</li> <li>• Learning about our world and how it works helps us be good stewards for the future.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments, Contrasts and Contradictions</i>)</li> <li>• Key details and central ideas</li> <li>• Text Features</li> <li>• Compare and contrast</li> <li>• Text Evidence</li> <li>• Story Elements</li> <li>• Genres</li> <li>• Complex Texts</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain new information about a character or an event in fiction texts -the <i>Aha Moments</i> signpost</li> <li>• Identify and explain an author’s use of opposing ideas in fiction texts-the <i>Contrasts and Contradictions</i> signpost</li> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Know and use various text features to locate key facts or information in a text.</li> <li>• Identify basic similarities in and differences between two texts on the same topic.</li> <li>• Identify the reasons an author gives to support points in a text.</li> <li>• With prompting and support, read informational texts appropriately complex for grade 1.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>• <b>Phonics:</b> VCe Long Vowel Patterns in Single-Syllable Words, Long a and Long i, VCe Long Vowel</li> </ul>	<ul style="list-style-type: none"> <li>• Decode words with Long Vowel Patterns in Single-Syllable Words, Focus on each as Long a, Long i, Long o, Long u, and Long e.</li> </ul>

	<p>Patterns in Single-Syllable Words, Long o and Long u, VCe Long Vowel Patterns in Single-Syllable Words, Long e and VCe</p> <ul style="list-style-type: none"> <li>● <b>Phonological Awareness</b> <ul style="list-style-type: none"> <li>● Deleting Syllables</li> <li>● Substituting Phonemes</li> <li>● Blending Phonemes</li> <li>● Segmenting Phonemes</li> </ul> </li> <li>● <b>Irregular Words</b></li> <li>● <b>Fluency</b> - expression, phrasing, intonation</li> <li>● <b>Spelling</b> - Words with VCe Long Vowel Patterns in Single-Syllable Words</li> <li>● <b>Handwriting</b>- Manuscript: Xx, Qq, Ww, Vv, Zz, l, t, i</li> <li>● <b>Concepts about Print</b> - directionality, commas, letters, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>● Orally produce and delete syllables and blend, segment and substitute phonemes in words.</li> <li>● Read/spell irregular grade level words</li> <li>● Read aloud grade-level text with fluency and accuracy with a focus on expression, phrasing and intonation. Monitor and self-correct errors.</li> <li>● Spell Single-Syllable Words with VCe Long Vowel Patterns.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> <li>● Use concepts of print to demonstrate understanding of punctuation, focusing on commas, and how they work in a sentence, and how they affect meaning.</li> </ul>
<p><b>Writing:</b></p>	<ul style="list-style-type: none"> <li>● <del>Informative/Explanatory Writing</del></li> <li>● <del>Narrative-Imaginative Story (Folktale)</del></li> <li>● Shared Writing</li> <li>● Publishing</li> </ul>	<ul style="list-style-type: none"> <li>● <del>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</del></li> <li>● Discuss the features and purpose of a folktale (e.g., characters, setting, plot, problem, resolution/story about how something in nature came to be).</li> <li>● Determine a story setting through text and pictures.</li> <li>● Describe and discuss characters and their actions.</li> <li>● <del>Recall information from experiences or gather information from provided sources to answer a</del></li> </ul>

		<p><del>question.</del></p> <ul style="list-style-type: none"> <li><del>Use a variety of digital tools to produce and publish writing, including in collaboration with peers.</del></li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>Expectations for discussions</li> <li>Key and Relevant Details</li> </ul>	<ul style="list-style-type: none"> <li>Follow agreed-upon rules and respond to others in complete sentences during conversation through multiple exchanges, and ask questions to clarify.</li> <li>Ask and answer questions about key details to clarify understanding or gather additional information.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li><del>Sentence Construction</del></li> <li><del>Parts of speech</del></li> <li><del>Common spelling patterns</del></li> <li><del>Irregular words</del></li> <li><b>Academic Vocabulary/Critical Vocabulary:</b> Examples: sweep, rolls, universe, tilts, revolve, gravity, bank, trembling, nibbled, relief, scrambled, tight, arrives, avoid, nears, blanket, hidden, bare, faces, shines, fades, pattern, seasons, weather, shivering, starry, creatures, swooping, reaching, early, waiting, touched, sloppy, blink</li> <li><b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> Examples: *diagram, label,</li> </ul>	<ul style="list-style-type: none"> <li>Produce and expand a variety of simple and compound sentences in response to prompts using appropriate ending punctuation and capitalization.</li> <li><del>Use singular and plural nouns with matching verbs and verbs to convey a sense of past, present, and future in basic sentences.</del></li> <li><del>Use frequently occurring conjunctions and adjectives.</del></li> <li>Use conventional spelling for words with common spelling patterns.</li> <li>Use conventional spelling for frequently occurring irregular words</li> <li>Identify and use verbs and pronouns in sentences.</li> <li>Edit for capital letters.</li> <li>Use sentence clues to find a word's meaning.</li> <li><del>Identify and use frequently occurring root words and their inflectional forms, and affixes as a clue to the meaning of a word.</del></li> <li><del>Identify real-life connections between words and their use.</del></li> </ul>

	<p>*evidence, *inference, *story structure, *problem, *event, *resolution, *plot, *dictionary, glossary, alphabetical order, digital tool, technology, *presentation, caption, *heading, *chart, prediction, confirm, photo, noun, *verb, *connection, experience, persuade, *opinion, *reason, *topic, *central idea, *supporting evidence, *detail. *theme, *moral, suffix, base word, *adjective, *compare, *contrast</p> <ul style="list-style-type: none"> <li>● <b>Generative vocabulary:</b> Suffixes <i>-er, -est</i>, Inflection <i>-s</i>, Suffixes <i>-y, -ful</i></li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> pronouns, verbs, capital letters</li> </ul>	
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<b>Unit Number and Title:</b>	Module 6: American Holidays and Symbols: Celebrate America
<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 2, Module 6</li> <li>● HMH’s Writing Workshop Manual</li> <li>● HMH’s Structured Literacy Manual</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li>   <li>● Core texts: <ul style="list-style-type: none"> <li>○ <i>State the Facts!</i>, informational text</li> <li>○ <i>You’re a Grand Old Flag</i> by George Cohan, song</li> <li>○ <i>Monument City</i> by Jerdine Nolen, drama</li> <li>○ <i>Presidents’ Day</i> by Anne Rockwell, realistic fiction</li> <li>○ <i>The Contest</i> by Libby Martinez, opinion writing</li> <li>○ <i>The Statue of Liberty</i> by Tyler Monroe, informational text</li> <li>○ <i>Can We Ring the Liberty Bell?</i> by Martha E. H. Rustad, narrative nonfiction</li> <li>○ <i>Hooray for the Holidays!</i> by Pat Cummings, realistic fiction</li> <li>○ <i>Patriotic Poems</i>, by anonymous, Marci Ridlon, Kate Arnold, and Kristine O’Connell George poetry</li> <li>○ <i>The Thanksgiving Door</i> by Debby Atwell, realistic fiction (writing focal text)</li> </ul> </li> <li>Supplemental Resources: <ul style="list-style-type: none"> <li>● Heggerty Phonemic Awareness Primary Curriculum</li> <li>● Literacy How Professional Learning Series: <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> <p>Cross-curricular connections: Social Studies - <b>Citizenship in Our Community/Geography and Map Skills/Honoring the Past and Present</b> grade 1 unit</p>
<b>Module Overview:</b>	<p>Even at their young age, students in your class have almost certainly experienced patriotic holidays, such as the Fourth of July. They can likely identify the American flag and other patriotic symbols. Students in first grade are ready to examine the purposes for celebrating patriotic holidays and symbols. In this module, they explore why people sing patriotic songs. In addition, they learn about a variety of patriotic topics, including monuments, the Liberty Bell and other U.S. symbols, and the nation’s presidents.</p> <p>The variety of genres in this module provide students with opportunities to identify text features, make and confirm predictions, identify point of view, make connections, as well as identify story structure in a realistic fiction text. Students will also encounter information text, poetry, and narrative nonfiction to build knowledge across genres and synthesize topic knowledge through the module focus on holidays and symbols.</p> <p>Students will explore how holidays and symbols help us learn about and celebrate our country. They will read books about national symbols and learn how holidays honor our country and its heroes. They will also write a personal narrative about a favorite holiday memory using the writing process. Students will learn more conventions of language to include verbs, possessive nouns and have time to practice proper letter formation in handwriting. Foundational skills will focus on reading single-syllable words with blends, final silent e and common vowel teams.. Students will use on level and decodable texts with accuracy to reinforce foundational skills. Literacy centers and small group work allow them to practice these skills throughout the module.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will examine the importance of different holidays and symbols. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of culture as they explore how stories tell us about what a culture values.</p>

<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b>Reading</b></p> <p><b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p><b>RL.1.6</b> Identify who is telling the story at various points in a text.</p> <p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text.</p> <p><b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b>Foundational Skills</b></p> <p><b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds(phonemes).</p> <ul style="list-style-type: none"> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul> <p><b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> </ul> <p><b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as</li> </ul>
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necessary.

### **Writing**

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

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

**W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### **Speaking and Listening**

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

a. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

### **Language**

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use common, proper, and possessive nouns.

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

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

**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

	<p>irregular words.</p> <p><del>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</del></p> <p><del>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies:</del></p> <p><del>a. Use sentence-level context as a clue to the meaning of a word or phrase.</del></p> <p><del>b. Use frequently occurring affixes as a clue to the meaning of a word.</del></p> <p><del>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings:</del></p> <p><del>e. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</del></p> <p><del>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</del></p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What do holidays and symbols tell us about our country?</li> <li>• How do stories tell us about what a culture values?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• There are a variety of patriotic holidays and symbols that citizens associate with the United States of America.</li> <li>• Through stories, people examine the purpose for important American events and symbols such as monuments, the Liberty Bell and other U.S. symbols.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Words of the Wisser</i>, <i>Numbers and Stats</i>)</li> <li>• Key Details</li> <li>• Compare and Contrast</li> <li>• Story Elements</li> <li>• Point of View/Narrator</li> <li>• Central Message/Main Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Identify story moments when a secondary character influences the main character's choices in fiction text - the <i>Words of the Wisser</i> signpost</li> <li>• Identify when authors use numbers to share important information in a nonfiction text - the <i>Numbers and Stats</i> signpost</li> <li>• Describe the connection between two</li> </ul>

	<ul style="list-style-type: none"> <li>● Word Meanings</li> <li>● Text Features</li> <li>● Author's Purpose</li> </ul>	<p>individuals, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> <li>● Identify who is telling the story at various points in a text.</li> <li>● Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>● Know and use various text features to locate key facts or information in a text.</li> <li>● Identify the reasons an author gives to support points in a text.</li> <li>● Explain major differences between books that tell stories and books that give information.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● <b>Phonics:</b> Two-Syllable Words with Open, Closed, and VCe Syllables, Soft c /s/ (cent), _ce /s/ (mice), Soft g /j/ (gem), _ge /j/ (cage)</li> <li>● <b>Phonological Awareness:</b> <ul style="list-style-type: none"> <li>● Deleting Syllables</li> <li>● Substituting Phonemes</li> <li>● Blending Phonemes</li> <li>● Segmenting Phonemes</li> </ul> </li> <li>● <b>Fluency</b> - accuracy and self correction, reading rate, expression</li> <li>● <b>Spelling</b> - Two-Syllable Words with Open, Closed, and VCe Syllables, words with soft c, _ce, words with soft g, _ge</li> <li>● <b>Handwriting</b> - j, u, y, r, n, m, h, b</li> <li>● <b>Concepts about Print</b> - words in sentences,</li> </ul>	<ul style="list-style-type: none"> <li>● Decode two-syllable words with Open, Closed, and VCe Syllables, Soft c /s/ (cent), _ce /s/ (mice), Soft g /j/ (gem), _ge /j/ (cage).</li> <li>● Read aloud grade-level text with fluency and accuracy with a focus on monitoring for and self-correcting errors.</li> <li>● Spell Two-Syllable Words with Open, Closed, and VCe Syllables, words with soft c, _ce, words with soft g, _ge</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing)</li> </ul>

	capitalization, dialogue	
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Narrative Writing</li> <li>● Constructive Peer Feedback</li> <li>● Response Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> <li>● Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> <li>● Recall information from experiences or gather information from provided sources to answer a question.</li> <li>● Identify narrative elements (e.g., characters, setting, problem, solution).</li> <li>● Organize writing into narrative structure using specific and relevant details.</li> <li>● Add details to illustrations.</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>● Expectations for Discussions</li> <li>● Key Details</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions to clarify.</li> <li>● Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> Examples: forever, peace, emblem, true, brag, scene, monuments, sights, grouchy, freedom, symbol, vote, program, split, stand, onstage, audience, contest, liberty, hope, national, towers, base, famous, center, government, brittle, signed,</li> </ul>	<ul style="list-style-type: none"> <li>● Use common, proper, and possessive nouns, verbs to convey a sense of past, present, and future, and frequently occurring conjunctions.</li> <li>● Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in</li> </ul>

	<p>papers, celebrate, share, tradition, parade, Constitution</p> <ul style="list-style-type: none"> <li>● <b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> Examples: picture, label, map, rhythm, rhyme, pattern, describing word, prediction, confirm, drama, *setting, cast of characters, *dialogue, *multiple-meaning word, *context, *dictionary, glossary, alphabetical order, digital resource, search tool, *point of view, *narrator, evaluate, *key idea, *detail, persuade, *topic, *opinion, *reason, *fact, suffix, base word, *connection, experience, *text organization, *description, chapter heading, italic text, caption, *mental image, *story structure, *problem, *event, *resolution, *plot, *verb, *action, *stanza, *compare, *contrast</li> <li>● <b>Generative vocabulary:</b> Suffixes <i>-y, -ful, -less</i>, Words About Actions</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> nouns, verbs, past-tense verbs, action words, synonyms, complete sentences</li> </ul>	<p>response to prompts.</p> <ul style="list-style-type: none"> <li>● Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>● <del>Use sentence-level context and frequently occurring affixes as a clue to the meaning of a word or phrase.</del></li> <li>● Edit for complete sentences.</li> <li>● Revise with synonyms.</li> <li>● Revise writing to include strong action words.</li> </ul>
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<b>Unit Number and Title:</b>	Module 7: Earth Science: The Natural World-The Big Outdoors
<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 3, Module 7</li> <li>● HMH’s Writing Workshop Manual</li> <li>● HMH’s Structured Literacy Manual, Volume 2</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> <li>● Core texts:           <ul style="list-style-type: none"> <li>○ <i>Storm Report</i>, opinion writing</li> <li>○ <i>Rainy, Sunny, Blowy, Snowy</i> by Jane Brocket, informational text</li> <li>○ <i>Sam &amp; Dave Dig a Hole</i> by Mac Barnett, fantasy</li> <li>○ <i>On Meadowview Street</i> by Henry Cole, realistic fiction</li> <li>○ <i>Deserts</i> by Quinn M. Arnold, informational text</li> <li>○ <i>Handmade</i> by Guadalupe Rodríguez, procedural text</li> <li>○ <i>Do You Really Want to Visit a Wetland?</i> by Bridget Heos, narrative nonfiction</li> <li>○ <i>Grand Canyon</i> by Sara Gilbert, informational text</li> <li>○ <i>Water Cycle</i> by The Bazillions, song</li> <li>○ <i>Ask Me</i> by Bernard Waber, realistic fiction (writing focal text)</li> </ul> </li> <li>Supplemental Resources:           <ul style="list-style-type: none"> <li>● Heggerty Phonemic Awareness Primary Curriculum</li> <li>● Literacy How Professional Learning Series:               <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul>
<b>Module Overview:</b>	<p>In this module, students will examine a variety of environments and natural changes in the world. They also will grow to recognize the importance of recycling and protecting the land. Students will discover that they can use their observation skills to notice natural changes, such as changes in weather and changes in water as it moves through the water cycle. They will reinforce their knowledge through a variety of text genres, including an engaging song to wrap up the module.</p> <p>The variety of genres in this module provide students with opportunities to identify text organization, make inferences, identify point of view, topic and central idea, as well as summarize a text. Students will also encounter informational, fantasy, realistic fiction, and narrative nonfiction to build knowledge across genres and synthesize topic knowledge through the module focus on changes in nature. Foundational skills will be developed through direct phonemic awareness and phonic lessons. Students will use on level and decodable texts with accuracy to reinforce foundational skills taught. Literacy centers and small group work allow them to practice these skills throughout the module.</p> <p>Students will learn about nature, and they will investigate how things in nature can change. They will read about different environments and observe the beauty of nature. Students will learn about interesting changes that occur, such as how the Grand Canyon formed and how the water cycle works. They will also write a poem about things they like in nature while engaging in the writing process. Conventions of language will be reinforced as students practice <del>simple and complex sentences</del>, punctuation and proper letter formation in handwriting.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn how things in nature change. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore how our environment impacts our lives.</p>
<b>Standard(s):</b>	<b>Connecticut Core Standards Reading</b>

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

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

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

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

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

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

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

### **Foundational Skills**

**RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- g. Recognize and read grade-appropriate irregularly spelled words.

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

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

provide some sense of closure.

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

**W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### **Speaking and Listening**

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

b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

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

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

### **Language**

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

~~b. Use common, proper, and possessive nouns.~~

~~d. Use personal possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone everything).~~

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

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

**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize dates and names of people.

b. Use end punctuation for sentences.

conventions.

	<p><b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><del>b. Use frequently occurring affixes as a clue to the meaning of a word.</del></p> <p><del>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings:</del></p> <p><del>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peck, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</del></p> <p><del>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</del></p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do things in nature change?</li> <li>• How does our environment impact our lives?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Through observation, natural changes occur in the world in a variety of environments.</li> <li>• Recycling is important to protect the land.</li> </ul>	
<b>Learning Goal(s):</b>	<p><b>Content:</b> Students will know...</p>	<p><b>Skills:</b> Students will be able to...</p>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Numbers and Stats</i>)</li> <li>• Key details and central ideas</li> <li>• Compare and contrast</li> <li>• Point of view or narrator</li> <li>• Story Elements</li> <li>• Author’s purpose</li> <li>• Word Meanings</li> <li>• Complex texts</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain an author’s use of repetition in fiction texts -the <i>Again and Again</i> signpost</li> <li>• Identify when authors use numbers to share important information in a nonfiction text- the <i>Numbers and Stats</i> signpost</li> <li>• Identify basic similarities in and differences between two texts on the same topic.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> </ul>

	<ul style="list-style-type: none"> <li>● Group reading</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the reasons an author gives to support points in a text.</li> <li>● Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>● With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>● Actively engage in group reading activities with purpose and understanding.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● <b>Phonics:</b> trigraph -tch, trigraph -dge, inflectional suffixes (es, s)</li> <li>● <b>Phonological Awareness</b> <ul style="list-style-type: none"> <li>● Blending Phonemes</li> <li>● Segmenting Phonemes</li> <li>● Substituting Phonemes</li> </ul> </li> <li>● <b>Fluency</b> - intonation, phrasing, accuracy and self correction</li> <li>● <b>Spelling</b> - words with trigraphs and inflectional suffixes</li> <li>● <b>Handwriting-</b> Manuscript: c, o, a, d, g, q, s, f, e</li> <li>● <b>Concepts about Print</b> - words in sentences, directionality, end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>● Decode words with the following features: trigraph -tch, trigraph -dge, inflectional suffixes (es, s)</li> <li>● Orally produce and blend, segment and substitute phonemes in words.</li> <li>● Read aloud grade-level text with intonation, phrasing, accuracy and self-correction.</li> <li>● Spell Words with with trigraphs and inflectional suffixes</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> <li>● Use concepts of print to demonstrate understanding of words in sentences, directionality and end punctuation.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Narrative writing- <b>Poem</b></li> <li>● Constructive Peer feedback</li> <li>● Response strategies</li> <li>● Shared writing</li> </ul>	<ul style="list-style-type: none"> <li>● <del>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</del></li> <li>● Discuss elements of poetry including rhyme and free verse.</li> </ul>

		<ul style="list-style-type: none"> <li>● Discuss the elements of sound in a poem.</li> <li>● Add details to a poem.</li> <li>● Revise poem for word choice.</li> <li><del>● Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</del></li> <li><del>● Recall information from experiences or gather information from provided sources to answer a question.</del></li> <li>● Participate in shared research and writing projects.</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>● Expectations for discussions</li> <li>● Key details</li> </ul>	<ul style="list-style-type: none"> <li>● Respond to others in complete sentences during conversation through multiple exchanges, and ask questions to clarify</li> <li>● Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> Examples: divide, nature, fluffy, deep, fiery, spindly, mission, spectacular, break, problem, direction, landed, decided, explore, noticed, preserve, lugged, ledges, dunes, shrubs, spines, rest, edges, trace, report, interesting, poisonous, tour, coexist, fragile, popular, fossils, rim, hike, affect</li> <li>● <b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English</b></li> </ul>	<ul style="list-style-type: none"> <li><del>● Use common, proper, and possessive nouns, personal possessive, and indefinite pronouns and frequently occurring adjectives.</del></li> <li><del>● Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</del></li> <li><del>● Use conventional spelling for words with common spelling patterns.</del></li> <li><del>● Use conventional spelling for frequently occurring irregular words</del></li> <li><del>● Use sentence-level context and frequently occurring affixes as a clue to the meaning of a word or phrase.</del></li> </ul>

	<p><b>Language Arts and Literacy):</b>          Examples: persuade, *opinion, *topic, *reason, *fact, text organization, *description, *detail, *evidence, *inference, *point of view, *narrator, *synonym, shades of meaning, research plan, brainstorm, *source, *setting, *describe, monitor, *clarify, reread, background knowledge, visual, *central idea, *supporting evidence, base word, suffix, *summarize, chronological order, synthesize, context clue, noun, *compare, *contrast</p> <ul style="list-style-type: none"> <li>● <b>Generative vocabulary:</b> Words About Feelings and Beliefs, Suffix <i>-less</i>, Words About Places and Things</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> capital letters, end punctuation, subject-verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>● Use context clues to help determine word meaning.</li> <li>● Use a dictionary to find meanings of words.</li> <li>● Edit for subject-verb agreement (e.g., boys play, cats run).</li> </ul>
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<b>Unit Number and Title:</b>	Module 8: Lessons and Character-Tell Me a Story
<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 3, Module 8</li> <li>● HMH’s Writing Workshop Manual</li> <li>● HMH’s Structured Literacy Manual, Volume 2, Module 8</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> <li>● Core texts:             <ul style="list-style-type: none"> <li>○ <i>Follow the Story Path</i>, informational text</li> <li>○ <i>Chicken Little</i> by Rebecca and Ed Emberley, folktale</li> <li>○ <i>Interrupting Chicken</i> by David Ezra Stein, fantasy</li> <li>○ <i>Red Knit Cap Girl and the Reading Tree</i> by Naoko Stoop, fantasy</li> <li>○ <i>Little Red Riding Hood</i> by Lisa Campbell Ernst, drama</li> <li>○ <i>The Grasshopper and the Ants</i> by Jerry Pinkney, fable</li> <li>○ <i>My Name is Gabriela</i> by Monica Brown, biography</li> <li>○ <i>Thank You, Mr. Aesop</i> by Helen Lesterz, informational text</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ <i>The Tortoise and the Hare</i> by Speakaboos: adapted by Amy Kraft, video</li> <li>○ <i>The Kissing Hand</i> by Audrey Penn (writing focal text)</li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>● Heggerty Phonemic Awareness Primary Curriculum</li> <li>● Literacy How Professional Learning Series: <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul>
<b>Module Overview:</b>	<p>In this module, students will enjoy classic tales and contemporary stories as they get to know storytellers from long ago and from the present. Students will deepen their understanding of the lessons stories can teach, such as the importance of resilience in the face of challenges. students will discover that characters in stories rarely get things right the first time they try something new. Like real people, characters often overcome challenges by refusing to give up and trying again.</p> <p>The variety of genres in this module provide students with opportunities to identify text features, themes, make connections and inferences as well as discuss characters and setting in fiction texts. Students will also encounter informational texts, folktales and fables, fantasies, and biographies to build knowledge across genres and synthesize topic knowledge through the module focus on what stories teach us. Students will continue to build foundational skills of phonemic awareness, phonics and handwriting. Students will use on level and decodable texts with accuracy to reinforce foundational skills. Literacy centers and small group work allow them to practice these skills throughout the module.</p> <p>Students will discover that we can learn lessons from the stories we read and hear. They will read a variety of literature, and we will discover that all over the world and throughout time, people have enjoyed listening to and telling stories. Students will also write a personal narrative about someone who helped them overcome a problem while engaging in the writing process. Writers will learn to apply standard conventions of grammar, punctuation and spelling in their writing.</p>

	<p>As students build their vocabulary and synthesize topic knowledge, they will learn that lessons can be learned from stories. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of change and what lessons we can learn from stories.</p>
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b>Reading</b></p> <p><b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details</p> <p><b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1</p> <p><b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b>Foundational Skills</b></p> <p><b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final -e and common vowel team conventions for representing long vowel sounds</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p><b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul> <p><b>Writing</b></p>

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

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

**W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Speaking and Listening**

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

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

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

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

### **Language**

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.

~~**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.~~

- ~~d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.~~
- ~~e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.~~

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

	<p><del>b. Use frequently occurring affixes as a clue to the meaning of a word.</del></p> <p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><del>b. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</del></p> <p><del>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</del></p> <p><b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What lessons can we learn from stories?</li> <li>• Why change?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Classic tales and contemporary stories deepen their understanding of the lessons stories can teach, such as the importance of resilience in the face of challenges.</li> <li>• Like real people, characters often overcome challenges by refusing to give up and trying again.</li> </ul>	
<b>Learning Goal(s):</b>	<p><b>Content:</b> <b>Students will know...</b></p>	<p><b>Skills:</b> <b>Students will be able to...</b></p>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Words of the Wiser</i>, <i>Contrasts and Contradictions</i>)</li> <li>• Key Details</li> <li>• Story Elements</li> <li>• Compare and Contrast</li> <li>• Complex Texts</li> <li>• Text Features</li> </ul>	<ul style="list-style-type: none"> <li>• Identify story moments when a secondary character influences the main character’s choices in fiction texts-the <i>Words of the Wiser</i> signpost</li> <li>• Identify and explain an author’s use of opposing ideas in fiction texts-the <i>Contrasts and Contradictions</i> signpost</li> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> </ul>

		<ul style="list-style-type: none"> <li>● Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>● Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>● Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● <b>Phonics:</b> Inflectional Suffixes -ed, all jobs for -y, vowel teams -ee, -ea, <b>vowel team oo</b></li> <li>● <b>Phonological Awareness:</b> <ul style="list-style-type: none"> <li>● Blending Phonemes</li> <li>● Segmenting Phonemes</li> <li>● Substituting Phonemes</li> </ul> </li> <li>● <b>Irregular Words</b></li> <li>● <b>Fluency</b> - reading rate, expression, phrasing</li> <li>● <b>Spelling</b> - words with inflectional ending -ed, words with y, word with vowel teams</li> <li>● <b>Handwriting-</b> Manuscript: v, w, z, x, k, Ll, Tt, li</li> <li>● <b>Concepts about Print</b> - capitalization, letters, words and sentences, directionality</li> </ul>	<ul style="list-style-type: none"> <li>● Decode words with the following features: Inflectional Suffixes -ed, all jobs for -y, vowel teams -ee, -ea, <b>oo</b></li> <li>● Read aloud grade-level text with intonation, phrasing, accuracy and self-correction.</li> <li>● Read and spell irregular grade level words.</li> <li>● Spell Words with words with inflectional ending -ed, words with y, word with vowel teams</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> <li>● Use concepts of print to demonstrate understanding of words in sentences, directionality, capitalization and end punctuation.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Narrative Writing - <b>Personal</b></li> <li>● Constructive Peer Feedback</li> <li>● Publishing</li> </ul>	<ul style="list-style-type: none"> <li>● Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use</li> </ul>

		<p>temporal words to signal event order, and provide some sense of closure.</p> <ul style="list-style-type: none"> <li>● Identify and explain the elements of a narrative piece.</li> <li>● Use dialogue to develop characters and add specific details.</li> <li>● Use illustrations to expand a narrative.</li> <li>● Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> <li>● Use a variety of digital tools (including technology) to produce and publish writing, including in collaboration with peers.</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>● Expectations for Discussions</li> <li>● Key Details</li> </ul>	<ul style="list-style-type: none"> <li>● Follow agreed-upon rules for discussions.</li> <li>● Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>● Describe people, places and things with relevant details clearly.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> Examples: pastime, rush, anxious, bother, gratefully, panted, interrupt, involved, relaxing, follow, warn, supposed, scamper, nook, squeaks, gnaws, thumps, sneaks, storyteller, sly, boldly, labor, chirped, autumn, chose, beyond, express, pretended, taught, grand, lesson, wise, tale, nonsense, reply</li> </ul>	<ul style="list-style-type: none"> <li>● Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> <li>● Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>● Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> <li>● Use frequently occurring affixes as a clue to the meaning of a word.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Instructional vocabulary</b> (<b>*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy</b>):            Examples: bold text, *diagram, *topic, *theme, *moral, *mental image, describing word, *character, *adjective, *reason, *action, classify, categorize, text feature, graphic, digital feature, menu, icon, *connection, experience, drama, *setting, cast of characters, *dialogue, base word, suffix, adverb, *evidence, *inference, *detail, *describe, *narrator, *point of view, synthesize, *central idea, *supporting evidence, *compare, *contrast</li> <li>● <b>Generative vocabulary:</b> Words About Actions and Directions, Suffix <i>-ly</i></li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> verbs, (vivid) adjectives, quotation marks</li> </ul>	<ul style="list-style-type: none"> <li>● Identify real-life connections between , words and their use</li> <li>● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.           <ul style="list-style-type: none"> <li>● Use context clues to help determine meanings.</li> <li>● Distinguish shades of meaning among verbs.</li> <li>● Use <i>vivid</i> adjectives correctly in sentences to describe a person, animal, place or thing (e.g., cozy).</li> </ul> </li> </ul>
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<b>Unit Number and Title:</b>	Module 9: Life Science: Plants and Gardens-Grow, Plants, Grow!
<b>Duration:</b>	15-18 days



<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH Into Reading Volume 4, Module 9</li> <li>● HMH Writing Workshop Manual</li> <li>● HMH Structured Literacy Manual</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> <li>● Core texts: <ul style="list-style-type: none"> <li>○ <i>Plant Pairs</i>, poetry</li> <li>○ <i>If I Were a Tree</i> by Dar Hosta, poetry</li> <li>○ <i>So You Want Grow a Taco?</i> by Bridget Heos, procedural text</li> <li>○ <i>The Curious Garden</i> by Peter Brown, fantasy</li> <li>○ <i>Which Part Do We Eat?</i> by Katherine Ayres, poetry</li> <li>○ <i>The Talking Vegetables</i> by Won-Ldy Paye and Margaret H. Lippert, folktale</li> <li>○ <i>Amazing Plant Bodies</i> by Ellen Lawrence, informational text</li> <li>○ <i>Yum! ¡MmMm! ¡Qué rico!: Americas’ Sproutings</i> by Pat Mora, poetry</li> <li>○ <i>A Year in the Garden</i> by Brad Hiebert, video</li> <li>○ <i>One Bean</i> by Anne Rockwell, narrative nonfiction (writing focal text)</li> </ul> </li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>● Heggerty Phonemic Awareness Primary Curriculum</li> <li>● Literacy How Professional Learning Series: <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> <p>Cross-curricular connections: Science - Structure, Function, and Information Processing grade 1 unit</p>
<b>Module Overview:</b>	<p>An excellent way for students to learn about growth, development, and change is through the study of plants. Students can read about a variety of plants and watch them “grow” before their very eyes. In this</p>



	<p>module, they will learn about the life cycles and characteristics of plant life as they read informational texts, fiction, and poetry. Students will explore the great variety in the plant world as well as how plants grow and survive from season to season. They will uncover many of the reasons why people grow and protect plants.</p> <p>Over the next three weeks, our class will learn what plants need to live and grow. We will read a variety of genres about plants which include poetry, nonfiction and procedural texts. These opportunities will build students’ knowledge and vocabulary about the natural world. Students will continue to build foundational skills of phonemic awareness, phonics and handwriting. Students will use on level and decodable texts with accuracy to reinforce foundational skills. Literacy centers and small group work allow them to practice these skills throughout the module.</p> <p>Students will learn about different kinds of plants and find out that people grow plants for many reasons. Students will build and strengthen their reading, writing, listening, and speaking skills as they explore plants and plant life. Students will write a descriptive essay about what they learned from doing a science experiment while engaging in the writing process. Writers will learn to apply standard conventions of grammar, end punctuation and spelling in their writing.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that lessons can be learned from stories. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of how reading a variety of genres can deepen understanding of life cycles and various characteristics of plant life.</p>
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b>  <b>Reading</b>  <b>RL.1.1/RI.1.1</b> Ask and answer questions about key details in a text.  <b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  <b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.  <b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  <b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in</p>

illustrations, descriptions, or procedures).

### **Foundational Skills**

**RF.1.3** Demonstrate understanding of the organization and basic features of print.

- b. Decode regularly spelled one-syllable words.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

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

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

### **Speaking and Listening**

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

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

### **Language**

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	<p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p><b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use end punctuation for sentences.</p> <p><del>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</del></p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p><del>b. Use frequently occurring affixes as a clue to the meaning of a word.</del></p> <p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p><del>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large eat with stripes).</del></p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What do plants need to live and grow?</li> <li>● How does our environment impact our lives?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Studying a variety of plants helps us learn about how plants grow, develop, and change.</li> <li>● Reading informational texts, fiction, and poetry can deepen understanding of life cycles and various characteristics of plant life.</li> </ul>

<b>Learning Goal(s):</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
	<ul style="list-style-type: none"> <li>● <i>Notice and Note</i> comprehension</li> <li>● Strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Word Gaps</i>)</li> <li>● Key Details</li> <li>● Compare and Contrast</li> <li>● Story Elements</li> <li>● Complex Texts</li> <li>● Text Features</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and explain an author’s use of repetition in fiction texts -the <i>Again and Again</i> signpost</li> <li>● Identify unfamiliar words and look for sentence-level context clues to gain meaning- the <i>Word Gaps</i> signpost</li> <li>● Ask and answer questions about key details in a text.</li> <li>● Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>● Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>● Identify basic similarities in and differences between two texts on the same topic.</li> <li>● Read prose and poetry of appropriate complexity for grade 1.</li> <li>● Know and use various text features to locate key facts or information in a text.</li> <li>● Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> </ul>

<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● <b>Phonics:</b> vowel teams ai/ay, vowel teams oa/ow, vowel teams igh/ie</li> <li>● <b>Phonological Awareness:</b> blending, segmenting and substituting Phonemes</li> <li>● <b>Fluency:</b> intonation, accuracy and self correction, reading rate</li> <li>● <b>Spelling:</b> words with vowel teams ai/ay, words with vowel teams oa/ow, words with vowel teams igh/ie, <b>ew, ui, ue</b></li> <li>● <b>Handwriting:</b> Manuscript: Jj, Uu, Yy, Rr, Nn, Mm, Hh, Bb, Pp</li> <li>● <b>Concepts about Print:</b> words in sentences, end punctuation, letters, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>● Decode words with vowel teams ai/ay, vowel teams oa/ow, vowel teams igh/ie</li> <li>● Orally produce and blend, segment and substitute phonemes in words.</li> <li>● Read aloud grade-level text with intonation, accuracy and self-correction and reading rate.</li> <li>● Spell Words with vowel teams ai/ay, vowel teams oa/ow, vowel teams igh/ie, <b>ew, ui, ue</b></li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> <li>● Use concepts of print to demonstrate understanding of words in sentences, capitalization and end punctuation.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Informative/Explanatory Writing - <b>Descriptive Essay</b></li> <li>● Constructive Peer Feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> <li>● <b>Identify elements of informational descriptive essay (e.g., introduction, body, conclusion).</b></li> <li>● <b>Explain the purpose of an informational text (to describe, tell things in time or step order, compare and contrast two things, show problems and solutions).</b></li> <li>● <b>Develop attention-grabbing introductions.</b></li> <li>● <b>Add detailed illustrations to support text.</b></li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>● Expectations for Discussions</li> <li>● Key Details</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions about key details in a text read aloud or information presented orally</li> </ul>

		or through other media.
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> Examples: wave, shade, bear, sweet, whispers, cradle, terrific, ingredients, nutrients, soil sow, harvest, dreary, discoveries, expected, delicate, corner, gear, sturdy, cook, pounding, smooth, delicious, stretched, scientist, height, energy, weigh, protect, produces, indigo, wonder, syrup, juicy, ripe</li> <li>● <b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> Examples: *stanza, alliteration, pattern, *repetition, rhyme, describing word, evaluate, *key idea, *detail, text organization, chronological order, *dictionary, glossary, alphabetical order, recipe, *article, table of contents, graphic, text feature, *story structure, *problem, *event, *resolution, *plot, monitor, *clarify, reread, background knowledge, visual, rhythm, prefix, base word, retell, caption, *diagram, *heading, map, *evidence, *compare, *contrast</li> </ul>	<ul style="list-style-type: none"> <li>● Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> <li>● Sort and define words by category by one or more key attributes to gain a sense of the concepts the categories represent (e.g., <b>nouns and adjectives</b>).</li> <li>● <del>Identify real-life connections between words and their use.</del></li> <li>● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</li> <li>● <b>Use context clues and illustrations to determine word meanings.</b></li> <li>● <b>Use transition words to revise and expand a descriptive essay.</b></li> <li>● <b>Identify and use end punctuation for four types of sentences (declarative, interrogative, imperative, exclamatory).</b></li> <li>● <b>Drawing on phonemic awareness and spelling conventions, spell untaught words phonetically.</b></li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Generative vocabulary:</b> Words About Places and Things, Prefix <i>un-</i></li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> Transition/linking words, sentence types/ending punctuation</li> </ul>	
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<b>Unit Number and Title:</b>	Module 10: Innovation: Dare to Dream
<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 1, Module 10</li> <li>● HMH’s Writing Workshop Manual (refer to Module 12 for opinion essay)</li> <li>● HMH’s Structured Literacy Manual</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> <li>● Core texts:             <ul style="list-style-type: none"> <li>○ <i>Kids Are Inventors, Too!</i>, informational text</li> <li>○ <i>What Can You Do?</i> by Shelley Rotner and Sheila Kelly, informational text</li> <li>○ <i>Young Frank Architect</i> by Frank Viva, realistic fiction</li> <li>○ <i>Charlotte the Scientist is Squished</i> by Camille Andros, fantasy</li> <li>○ <i>Sky Color</i> by Peter H. Reynolds, realistic fiction</li> <li>○ <i>The Have a Good Day Cafe</i> by Frances Park, realistic fiction</li> <li>○ <i>We Are the Future</i> by Jane Medina, Nikki Grimes, and Anonymous, poetry</li> <li>○ <i>I Am Amelia Earhart</i> by Brad Meltzer, biography</li> <li>○ <i>Catching the Moon: The Story of a Young Girl’s Baseball Dream</i> by Crystal Hubbard, narrative nonfiction</li> <li>○ <i>Joaquín’s Zoo</i> by Pablo Bernasconi, fantasy</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ <i>Marconi and the Radio</i> by StoryBots, video</li> <li>○ <i>The Girl Who Could Dance in Outer Space</i> by Maya Cointreau, biography (writing focal text)</li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>● Heggerty Phonemic Awareness Primary Curriculum</li> <li>● Literacy How Professional Learning Series: <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul>
<p><b>Module Overview:</b></p>	<p>In this module, students will recognize that good things can happen when a person is brave enough to try something new. They will read about inventors, architects, and others who have been brave and tried new things. students will also find that people can meet challenges and solve problems through perseverance. They will discover that by persevering, they can achieve their own dreams, which can benefit individuals, their communities, and the world. Over the next few weeks they will build and strengthen their reading, writing, listening, and speaking skills as they explore the topic of thinking in new ways.</p> <p>Students will learn that good things can happen when we “think outside the box” and discover new ways to solve everyday problems. We will read books about inventors, architects, artists, and explorers who work hard to achieve their dreams. Students will continue to build foundational skills of phonemic awareness, phonics and handwriting. Students will use on level and decodable texts with accuracy to reinforce foundational skills. Literacy centers and small group work allow them to practice these skills throughout the module.</p> <p>During this module about solving problems and working hard to make dreams come true, students will write <del>a biographical</del> <b>an opinion</b> essay about someone who inspires them while engaging in the writing process. Writers will learn to apply all that they have learned throughout the year, using standard conventions of grammar, punctuation and spelling in their writing.</p>



	<p>As students build their vocabulary and synthesize topic knowledge, they will continue to learn that lessons can be learned from stories. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of how thinking in new ways can help us solve problems.</p>
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b>Reading</b></p> <p><b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b>Foundational Skills</b></p> <p><b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Orally produces single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</li> </ul> <p><b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Decode regularly spelled one-syllable words.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p><b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> </ul>

- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

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

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

**W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### **Speaking and Listening**

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

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

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

### **Language**

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f. Use frequently occurring adjectives.

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

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

**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	<p>c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><del>a. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</del></p> <p><del>c. Distinguish shades of meaning among verbs differing in manner (e.g., look, peck, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</del></p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How can thinking in new ways help solve problems?</li> <li>• How is conflict essential to our growth?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• There are people we can learn from that have been brave and tried new things.</li> <li>• People can meet challenges and solve problems through perseverance.</li> <li>• By persevering, people can achieve their own dreams, which can benefit individuals, their communities, and the world.</li> </ul>	
<b>Learning Goal(s):</b>	<p><b>Content:</b> Students will know...</p>	<p><b>Skills:</b> Students will be able to...</p>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Contrasts and Contradictions</i>, <i>3 Big Questions</i>)</li> <li>• Story retell to include key details and central message.</li> <li>• Story structure</li> <li>• Compare and Contrast</li> <li>• Complex text</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain an author’s use of opposing ideas in fiction texts-the <i>Contrasts and Contradictions</i> signpost</li> <li>• Ask questions when encountering new, confusing, or challenging information in a nonfiction text -the <i>3 Big Questions</i> signpost</li> <li>• Retell stories, including key details, and demonstrate understanding of their central idea, message or lesson.</li> </ul>

		<ul style="list-style-type: none"> <li>● Describe characters, settings, and major events in a story, using key details.</li> <li>● Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>● Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>● Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>● Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>● With prompting and support, read various texts of appropriate complexity for grade 1.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● <b>Phonics:</b> r controlled vowels, <b>vowel au, aw, ou, ow, oi, oy</b></li> <li>● <b>Phonological Awareness:</b> Blending, segmenting and substituting phonemes</li> <li>● <b>Fluency:</b> intonation, phrasing, expression</li> <li>● <b>Spelling:</b> words with r controlled vowels</li> <li>● <b>Handwriting:</b> Manuscript: Cc, Oo, Aa, Dd, Gg, Qq, Ss, Ff, Ee</li> <li>● <b>Concepts about Print:</b> directionality, commas, end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>● Decode words with r controlled vowels</li> <li>● <b>Decode words with vowel teams and diphthongs au, aw, ou, ow, oi, oy</b></li> <li>● Orally produce and blend, segment and substitute phonemes in words.</li> <li>● Read aloud grade-level text with intonation, phrasing and expression.</li> <li>● Spell Words with r controlled vowels.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> <li>● Use concepts of print to demonstrate directionality, commas, and end punctuation.</li> </ul>

<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Opinion Writing</li> <li>● Publishing</li> <li>● Shared Writing</li> <li>● Response Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</li> <li>● Explain the structure of an opinion essay (opinion, reasons, conclusion).</li> <li>● Use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>● Participate in shared research and writing projects.</li> <li>● Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>● Expectations for Discussion</li> <li>● Key Details</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions to clarify.</li> <li>● Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● Parts of Speech</li> <li>● Sentence Construction</li> <li>● Common Spelling Patterns</li> <li>● Word Meanings</li> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> Examples: float, whatever, feed, training, dancing, floor, straight, designed, whole, real, model, conducting, method, specimens, lab, spoiled, rid, artist, gallery, mural, rummaged, merrily, promise, cab, instant, instructor, altitude, dream, bounds, build,</li> </ul>	<ul style="list-style-type: none"> <li>● <del>Use common, proper, and possessive nouns and frequently occurring adjectives.</del></li> <li>● <del>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts with end punctuation.</del></li> <li>● Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>● <del>Use frequently occurring affixes as a clue to the meaning of a word.</del></li> <li>● <del>Distinguish shades of meaning among verbs differing in manner and adjectives differing in</del></li> </ul>

	<p>scraps, neat, golden, usually</p> <ul style="list-style-type: none"> <li>● <b>Instructional vocabulary</b> (<b>*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy</b>):        Examples: *topic, *central idea, *detail, *supporting evidence, retell, *setting, *describe, *synonym, context clue, *source, *presentation, *evidence, *inference, *theme, *moral, noun, *mental image, describing word, *stanza, alliteration, pattern, *repetition, rhyme, *text organization, chronological order, *connection, *character, *reason, *action, prefix, base word, *compare, *contrast</li> <li>● <b>Generative vocabulary:</b> Prefix re-, Words About Places and Things</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> pronouns, determiners (e.g., articles, demonstratives), commas, adjectives, prepositions</li> </ul>	<p><del>intensity by defining or choosing them or by acting out the meanings.</del></p> <ul style="list-style-type: none"> <li>● <del>Identify real-life connections between words and their use.</del></li> <li>● Edit correctly using commas, adjectives, prepositions, pronouns, and determiners.</li> </ul>
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## **Grade 2 English Language Arts**

**Course Information**

<b>Grade(s):</b>	2
<b>Discipline/ Course:</b>	English Language Arts (ELA)
<b>Course Title:</b>	Grade 2 ELA
<b>Prerequisite(s):</b>	Grade 1
<b>Course Description:</b> <i>Program of Studies</i>	<p>The goal of Grade 2 ELA is to prepare students to transfer and apply their learning to unknown situations as they deepen their understanding and become skilled, self-reliant readers and writers in preparation to realize the district’s Vision of a Graduate. Through a variety of modes of instruction including whole group, small group and independent reading and writing, students explore the PK-12 course essential questions such as those related to identity, community and society, and the natural world, as well as develop a deeper understanding of the ELA Connecticut Core Anchor Standards related to language, a writer’s voice, and the behaviors of skilled readers. In grade 2 ELA, students are provided with opportunities to engage in literacy work through the acquisition of content and skills related to social studies, science, the arts, and literary high interest topics. Students will learn about exploring their world, citizenship, leadership, compromise, fairy tales and folktales, cultural differences, weather, plants and habitats. Texts that span a wide variety of genres such as fiction, informational, persuasive, poetry, biography, and drama, including forms of media will build topic knowledge, vocabulary, reading comprehension, foundational skills, and a love of reading and writing. Students will write in response to what they read to clarify their thinking and demonstrate their understanding while also focusing on the process of writing through the development of personal and fictional narratives, informational personal essays, and opinion pieces, poetry, and informational procedural texts.</p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> </ul>



	<ul style="list-style-type: none"> <li>● How do stories tell us about what a culture values?</li> <li>● How is conflict essential to our growth?</li> <li>● How does language work?</li> <li>● How do I develop my writer’s voice?</li> <li>● What do <b>good skilled</b> readers do?</li> <li>● How do I participate in collaborative conversations to deepen my understanding?</li> <li>● How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring Understand-ings:</b>	<ul style="list-style-type: none"> <li>● Personality traits, abilities, likes and dislikes, your belief system or moral code, and the things that motivate you - these all contribute to self-image or your unique identity as a person.</li> <li>● Change allows you to try new things and learn from your mistakes.</li> <li>● The environment can influence our behavior and motivation, our mood, and our ability to interact with those around us.</li> <li>● Day to day changes in weather affect the way we feel, what we decide to do that day, and the way we look at the world.</li> <li>● Plants are living things and have basic needs that must be met for survival.</li> <li>● Living things depend on each other and the environment in which they live.</li> <li>● There are many ways to explore the world. Attending to details in our environment expands our understanding of the world around us and inspires us to learn new things.</li> <li>● When deciding whether to trust a piece of information, think about who said it and what evidence they gave.</li> <li>● As humans, the relationships we form with other people are vital to our mental and emotional well-being and even our survival.</li> <li>● Our accomplishments, special memories, as well as obstacles we have overcome are all experiences that shape our lives.</li> <li>● Good citizens help make people’s lives better, making their homes, schools and communities better places.</li> <li>● Storytelling is at the core of culture. It is how histories are passed down, how customs are shared and how traditions are preserved.</li> <li>● We are dependent on our environment for food, air, water, and other needs. Therefore, it is important for every individual to save and protect our environment in order to ensure our healthy living.</li> </ul>

	<ul style="list-style-type: none"> <li>● All effective leaders possess qualities that have a positive impact on their communities.</li> <li>● Understanding and learning from different people and cultures opens our world to new possibilities and helps us appreciate and value others.</li> <li>● Conflict is essential to our growth by enabling us to identify a problem, think about the problem and solve the problem by listening, keeping an open mind, being respectful of feelings, and knowing it is okay to disagree.</li> <li>● The environment can influence our behavior and motivation, our mood, and our ability to interact with those around us.</li> <li>● Language can help us connect with others.</li> <li>● By trying a lot of different writing strategies, I can start to find my own writer’s voice.</li> <li>● Skilled readers read a lot, and they read different kinds of stories.</li> <li>● Collaborating with my peers in discussions about our readings will help me better understand each story.</li> <li>● When I present my ideas, I will use textual evidence to support what I believe to be true.</li> <li>● Important life lessons can be learned not only from real-life experiences, but also from stories that convey a message.</li> </ul>
<b>Duration:</b>	One year
<b>Course Materials/ Resources:</b>	Houghton Mifflin Harcourt’s Into Reading Houghton Mifflin Harcourt’s Writing Workshop Teacher Manual Houghton Mifflin Harcourt’s Structured Literacy Manual <u><a href="#">Rigby Leveled Readers</a></u> Start Right Decodable Readers Supplemental Resources: <ul style="list-style-type: none"> <li>● Literacy How Professional Learning Series               <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul>

	Core texts/videos may be replaced by the publisher when titles are out of print.
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Exploring and Understanding</li> <li>● Synthesizing and Evaluating</li> </ul>
<b>Year at a Glance (Units):</b>	<p>Module 1: Be a Super Citizen (15-18 days)</p> <p>Module 2: Look Around and Explore (15-18 days)</p> <p>Module 3: Meet In the Middle (15-18 days)</p> <p>Module 4: Once Upon a Time (15-18 days)</p> <p>Module 5: Lead the Way (15-18 days)</p> <p>Module 6: Weather Wise (15-18 days)</p> <p>Module 7: Everyone Has a Story (15-18 days)</p> <p>Module 8: Time to Grow! (15-18 days)</p> <p>Module 9: Home Sweet Habitat (15-18 days)</p> <p>Module 10: Many Cultures, One World (15-18 days)</p>

<b>Unit Number and Title:</b>	Module 1: Social Science, Citizenship: Be a Super Citizen
<b>Duration:</b>	15-18 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 1, Module 1</li> <li>● HMH’s Writing Workshop, Module 1 Narrative: Personal Narrative</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> </ul> <p>Core texts:</p> <ul style="list-style-type: none"> <li>● <i>Get Curious Video: Super Citizen</i></li> <li>● <i>We are Super Citizens</i>, personal narrative</li> <li>● <i>Meet the Dogs of Bedlam Farm</i> by Jon Katz, informational text</li> <li>● <i>Clark the Shark</i> by Bruce Hale, fantasy</li> <li>● <i>The William Hoy Story</i> by Nancy Churnin, biography</li> <li>● <i>The Great Puppy Invasion</i> by Alastair Heim, fantasy</li> <li>● <i>The East-West House: Noguchi’s Childhood in Japan</i> by Christy Hale, narrative nonfiction</li> <li>● <i>Being a Good Citizen</i> by Rachelle Kreisman, informational text</li> <li>● <i>Violet the Pilot</i> by Steve Breen, fantasy</li> <li>● <i>Picture Day Perfection</i> by Deborah Diesen, Realistic Fiction</li> <li>● <i>Get Involved: Be Awesome!</i>, Media: video</li> <li>● <i>Just a Dream</i> by Chris Van Allsburg, narrative fiction (writing focal text)</li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>● Literacy How Professional Learning Series <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul>

	Cross-curricular connections: Social Studies - <del>People Making a Difference in Fairfield/Working Together as a Community</del> grade 2 unit
<b>Unit Overview:</b>	<p>In this module, students will listen to, read and view a variety of texts and media (video) that present them with information about characters and real people who illustrate what it means to be a good citizen. There will be numerous opportunities for students to learn how language works to communicate effectively while participating in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and draw conclusions about what they read and discuss.</p> <p>This multi-genre focus will provide students with opportunities to identify an author’s purpose, central idea and character purpose and analysis in order to better understand unfamiliar texts. Students will encounter informational and narrative texts, including fantasy, realistic fiction, and biography to build knowledge across genres and synthesize topic knowledge through the social studies content connection to citizenship. As students build their vocabulary and synthesize topic knowledge, they will learn that our actions have an impact on others in the world around us, even the smallest actions can lead to big results. Students write personal narratives as they engage in the writing process.</p> <p>Students will read about good citizens making their community a better place by offering help, comfort and love to make people’s lives better. They will read about the benefits of getting involved in local activities, voting and learning about their community.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that human relationships are essential in establishing communities, helping others makes you feel good and makes your community a better place. Good citizens help make people’s lives better and their homes, schools and communities better places. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of why we seek and build community.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<b>Connecticut Core Standards</b>

### **Reading**

**RL.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.3** Describe how characters in a story respond to major events and challenges.

**RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RI.2.2.** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**RI.2.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Foundational Skills**

**RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**RF.2.4** Read with sufficient accuracy and fluency to support comprehension.

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

### **Writing**

**W.2.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### **Speaking and Listening**

**SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### **Language**

**L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- ~~a. Use adjectives and adverbs, and choose between them depending on what is to be modified.~~
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

**L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

**L.2.3a** Compare formal and informal uses of English.

**L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

**L.2.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.



	<p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How can being a good citizen make a difference to others?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● Why are communities important?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● As humans, the relationships we form with other people are vital to our mental and emotional well-being and even our survival.</li> <li>● Good citizens help make people’s lives better, making their homes, schools and communities better places.</li> <li>● Getting involved by helping others is a great way to make the world better.</li> <li>● Without community, people may feel more isolated and lonely. One of the ways we can strengthen our mental health is by building community and creating the social connection and support to have more vulnerable conversations.</li> </ul>	
<b>Learning Goal(s):</b>	<p><b>Content</b> <b>Students will know...</b></p>	<p><b>Skills</b> <b>Students will be able to...</b></p>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Words of the Wiser</i>, <i>3 Big Questions</i>).</li> <li>● Genre characteristics</li> <li>● Central idea</li> <li>● Questioning Strategies</li> <li>● Setting</li> <li>● Clarification and Monitoring</li> <li>● Summarization</li> <li>● Character Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Notice that stories oftentimes have wiser characters that give advice or insight about life to the main characters- the <i>Words of the Wiser</i> signpost.</li> <li>● Question what an author of informational text says and how it relates to what they already know- the <i>3 Big Questions</i> signpost.</li> <li>● Identify the features of personal narrative,</li> </ul>



		<p>biography, informational text, realistic fiction and videos.</p> <ul style="list-style-type: none"> <li>● Discuss the author’s purpose for writing a text and use specific words about genre to identify the author’s purpose.</li> <li>● Recognize the central idea by using supporting evidence and relevant details.</li> <li>● Ask and answer questions before, during, and after reading to deepen understanding.</li> <li>● Identify the setting of a story and why it is important.</li> <li>● Monitor and clarify to support understanding.</li> <li>● Retell texts in ways that maintain meaning and logical order, including by paraphrasing.</li> <li>● Describe the internal and external traits of characters, including feelings and behaviors.</li> </ul>
<b>Foundational Skills:</b>	<p><b>Phonological Awareness-</b></p> <ul style="list-style-type: none"> <li>● Blending Phonemes</li> <li>● Segmenting Phonemes</li> </ul> <p><b>Phonics:</b> closed syllables, open syllables, floss rule, words with -all, -oll, -ull, digraphs /sh/, /wh/, /th/, /ch/</p> <p><b>Handwriting-</b> Manuscript: m, t, d, c, a, i, f, l, s, e, o, u, h, n, g, w, p, b</p> <p><b>Spelling-</b> words with closed syllables, words with floss rule, words with -all, -oll, -ull, words with digraphs /sh/, /wh/, /th/,</p>	<ul style="list-style-type: none"> <li>● Blend and segment phonemes</li> <li>● Decode open and closed syllables, words with floss rule, words with -all, -oll, -ull, words with digraphs /sh/, /wh/, /th/, /ch/</li> <li>● Read/spell irregular grade level words</li> <li>● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression</li> <li>● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>

	<p>/ch/</p> <p><b>Irregular words:</b> into, two, been, very</p> <p><b>Fluency-</b> accuracy, self-correction, rate, automaticity and expression</p>	
<p><b>Writing:</b></p>	<ul style="list-style-type: none"> <li>● Personal narrative writing</li> <li>● Process writing</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the elements of narrative writing.</li> <li>● Analyze a model/draft personal narrative for elements of story structure and use of details and descriptive language.</li> <li>● Understand writing as a process and ask questions about the writing process.</li> <li>● Edit a personal narrative for grammatical errors.</li> </ul>
<p><b>Speaking and Listening:</b></p>	<ul style="list-style-type: none"> <li>● Conversation strategies</li> <li>● Collaboration</li> <li>● Active listening</li> <li>● Questioning strategies</li> <li>● Proper/academic language</li> </ul>	<ul style="list-style-type: none"> <li>● Share information and ideas in cooperative learning interactions by speaking loudly and clearly at a reasonable rate.</li> <li>● Work collaboratively for diverse media and formats.</li> <li>● Listen actively during a discussion.</li> <li>● Ask and answer questions.</li> <li>● Demonstrate use of formal English when appropriate.</li> </ul>
<p><b>Language:</b></p>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> guards, serious, carefree, guides, images, munch, bellowed, rough, handle, cool,</li> </ul>	<ul style="list-style-type: none"> <li>● Understand and use words with inflected endings, possessives and contractions.</li> <li>● Read and use words with inflections -ed, -ing.</li> </ul>

	<p>bounce, grinned, might, citizen, difference, kind, scribbled, tryouts, wistfully, smirked, jammed, discuss, proper, blue, useful, realize, elected, local, mock, compliment, mechanical, reassemble, tinkering, obnoxious, jubilantly, praise, planned, perfect, hamper, disaster, scowl, mood, queasy, fiddled</p> <ul style="list-style-type: none"> <li>● <b>Instructional vocabulary</b>        (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):        *central idea, *topic, *supporting evidence, *setting, *describe, *detail, *antonym, conversation, collaborative, informal language, formal language, monitor, clarify, reread, background knowledge, visual, *author’s purpose, persuade, *inform, entertain, genre, adjective, *summarize, paraphrase, *mental image, *character, external trait, internal trait, perspective, *compare, *contrast, adjective, *affix, *verb</li> <li>● <b>Generative vocabulary:</b> words that describe actions, people, places and things, inflections -ed and -ing</li> </ul>	<ul style="list-style-type: none"> <li>● Answer questions and discuss meanings to develop vocabulary.</li> <li>● Discuss how to build vocabulary by replacing a word with an antonym.</li> <li>● Make real-life connections between words and their use.</li> <li>● Identify the subject of a sentence.</li> <li>● Use subjects and predicates correctly in speaking and writing.</li> <li>● <b>Generalize learned spelling patterns when writing words.</b></li> </ul>
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	<ul style="list-style-type: none"> <li>● <b>Conventions of Standard English, Grammar and Usage:</b>  capitalization, singular and plural nouns, singular and plural possessive nouns, irregular plural nouns, apostrophes in possessives and contractions, and ending punctuation</li> </ul>	
<b>Unit Number and Title:</b>	Module 2: Science Exploration: Look Around and Explore!	
<b>Duration:</b>	15-18 Days	
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 2</li> <li>● HMH’s Writing Workshop, Module 2 Informational Text: Descriptive Essay</li> <li>● HMH’s Structured Literacy Manual</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> </ul> <p>Core texts:</p> <ul style="list-style-type: none"> <li>○ Get Curious Video: <i>Mystery Animal Hunt</i></li> <li>○ <i>What’s the Matter</i>, informational text</li> <li>○ <i>The Important Book</i>, by Margaret Wise Brown, narrative nonfiction</li> <li>○ <i>Many Kinds of Matter</i>, by Jennifer Boothroyd, informational text</li> <li>○ <i>It’s Only Stanley</i> by Jon Agee, fantasy</li> <li>○ <i>The Great Fuzz Frenzy</i>, by Janet Stevens and Susan Stevens Crummel, fantasy</li> <li>○ <i>Water Rolls, Water Rises</i>, by Pat Mora, poetry</li> <li>○ <i>If You Find a Rock</i> by Barbara Hirsch Lember, informational text</li> <li>○ <i>The Puddle Puzzle</i>, by Ellen Weiss, drama</li> <li>○ <i>Looking at Art</i>, by Andrew Stevens, Media: fine art</li> <li>○ <i>Uncommon Traveler</i> by Dan Brown, biography (<b>writing focal text</b>)</li> </ul>	

	<p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>● Literacy How Professional Learning Series <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul>
<p><b>Unit Overview:</b></p>	<p>In this module, students will listen to, read, and view a variety of texts and media (video) that encourage them to explore their world. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>The variety of genres in this module provide students with opportunities to identify an author's purpose, central ideas, and text structures as well as recognize story elements and make inferences in narrative texts. Students will also encounter narrative nonfiction, poetry, fantasy and drama to build knowledge across genres and synthesize topic knowledge through the module's focus on exploring the world around you.</p> <p>Students will learn about examining the world around us and making new discoveries. They will read books about different kinds of matter, explore things that are new and unusual, and even notice things about fine art. Students will also write a descriptive essay about a place they want to visit.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that exploration can take place right at home, or even in a good book. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore how our environment impacts our lives.</p>
<p><b>Learning Goals</b></p>	

<b>Standard(s):</b>	<p><b>Common Core Standards</b></p> <p><b>Reading</b></p> <p><b>RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RL.2.4.</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RL.2.10.</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RI.2.1</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area.</i></p> <p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RI.2.10.</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Foundational Skills</b></p> <p><b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>Know spelling-sound correspondences for additional common vowel teams.</li> <li>Decode regularly spelled two-syllable words with long vowels.</li> <li>Decode words with common prefixes and suffixes.</li> <li>Identify words with inconsistent but common spelling-sound correspondences.</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ol> <p><b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level text orally with accuracy, appropriate rate, and expression.</li> </ol>
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- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

**W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### **Speaking and Listening**

**SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by linking their comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### **Language**

**L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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

**L.2.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).



	<b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How does exploring help us understand the world around us?</li> <li>• How do I know what to believe in what I read, hear, and view?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• There are many ways to explore the world and attending to details in our environment expands our understanding of the world around us, inspiring us to learn new things.</li> <li>• When deciding whether to trust a piece of information, we need to think about who said it and what evidence they gave.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moment</i>, <i>Contrasts and Contradictions</i>).</li> <li>• Author's purpose</li> <li>• Central idea</li> <li>• Inferences</li> <li>• Setting</li> <li>• Connections</li> <li>• Genre characteristics</li> <li>• Print and graphic features</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the point in some stories where a character suddenly understands something clearly- the <i>Aha Moment</i> signpost.</li> <li>• Recognize opposing ideas in informational text and how those ideas fit with what they already know- the <i>Contrasts and Contradictions</i> signpost.</li> <li>• Use clues in the text as well as ask and answer questions to determine the author's purpose.</li> <li>• Recognize the central idea and supporting evidence, including relevant details.</li> <li>• Make inferences and use evidence to support understanding.</li> <li>• Describe the importance of setting using descriptive words and evidence to support ideas.</li> <li>• Make connections to personal experiences, texts,</li> </ul>



		<p>or society.</p> <ul style="list-style-type: none"> <li>● Recognize characteristics of informational text, fantasy, narrative nonfiction, poetry, drama and fine art.</li> <li>● Determine how the author’s use of print and graphic features to achieve a specific purpose.</li> </ul>
<b>Foundational Skills:</b>	<p><b>Phonological Awareness-</b></p> <ul style="list-style-type: none"> <li>● Blending phonemes</li> <li>● Segmenting phonemes</li> </ul> <p><b>Phonics:</b> digraph ck /k/, ng /ŋ/, ph /f/, three consonant blends scr-, str-, spr-, squ-, thr-, shr-, -nch, contractions with have, would, will, schwa</p> <p><b>Handwriting-</b> Manuscript: r, j, k, q, v, y, M, T, D, C, E, I, F, L, S, A, O, U</p> <p><b>Spelling-</b> words with digraph ck /k/, ng /ŋ/, ph /f/, three consonant blends scr-, str-, spr-, squ-, thr-, shr-, -nch, contractions with have, would, will, schwa</p> <p><b>Irregular words:</b> nothing, about, around, away, women, woman</p> <p><b>Fluency-</b> accuracy, self-correction, phrasing and intonation</p>	<ul style="list-style-type: none"> <li>● Blend and segment phonemes</li> <li>● Decode words with digraph ck /k/, ng /ŋ/, ph /f/, three consonant blends scr-, str-, spr-, squ-, thr-, shr-, -nch, contractions with have, would, will, schwa</li> <li>● Encode words with digraph ck /k/, ng /ŋ/, ph /f/, three consonant blends scr-, str-, spr-, squ-, thr-, shr-, -nch, contractions with have, would, will, schwa</li> <li>● Read/spell irregular grade level words</li> <li>● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression</li> <li>● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing).</li> </ul>

<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Descriptive essay</li> <li>● Informational text</li> <li>● Process Writing</li> </ul>	<ul style="list-style-type: none"> <li>● Select a topic for an informational piece and use prewriting strategies to plan writing.</li> <li>● Use details and features of informational text in writing.</li> <li>● Incorporate feedback from teachers and peers in writing.</li> <li>● Use technology to publish writing.</li> <li>● Use revision strategies to enhance writing pieces.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Conversation strategies</li> <li>● Collaboration</li> <li>● Active listening</li> <li>● Questioning strategies</li> <li>● Proper/academic language</li> </ul>	<ul style="list-style-type: none"> <li>● Share information and ideas in cooperative learning interactions by speaking loudly and clearly and at a reasonable rate.</li> <li>● Work collaboratively with diverse media and formats.</li> <li>● Listen actively during a discussion.</li> <li>● Ask and answer questions.</li> <li>● Demonstrate use of formal English when appropriate.</li> </ul>

<p><b>Language:</b></p>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> hollow, petals, ticklish, tender, splashed, sail, amount, material, space, example, easily, forms, planet, tasty, odd, recognize, clanking, funky, buzzing, fit, gasped, frenzy, battleground, feud, strokes, tumpline, plumes, wisps, pavement, mossy, outstretched, scoop, underside, agency, business, confidently, located, eagerly, seeps, mystery, ace</li> <li>● <b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> author's purpose, persuade, inform, entertain, *central idea, *topic, *supporting evidence, inference, *evidence, *conclusion, context clue, *setting, *detail, *describe, *connection, experience, visual, type, *mental image, rhythm, *stanza, pattern, *cast of characters, *dialogue, scene, stage directions, visual, analyze, *compare, *contrast, synonym, noun, singular, plural, *verb</li> </ul>	<ul style="list-style-type: none"> <li>● Use text features, pictures, and words to determine the meaning of unfamiliar content-area words.</li> <li>● Explain the meaning of text-specific vocabulary.</li> <li>● Answer questions and discuss meanings to develop vocabulary.</li> <li>● Make real-life connections between words and their use.</li> <li>● Discuss how to build vocabulary by replacing a word with a synonym.</li> <li>● Edit essay for subject-verb agreement, capitalization, punctuation, and spelling.</li> <li>● Properly punctuate different sentence types.</li> </ul>
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	<ul style="list-style-type: none"> <li>● <b>Generative vocabulary:</b> Words That Name Places, Suffixes -er, -est, Inflections -s and -es</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> nouns and adjectives, punctuation for sentence type, subject-verb agreement, capitalization, complete sentences</li> </ul>	
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<b>Unit Number and Title:</b>	Module 3: Relationship Skills: Meet in the Middle
<b>Duration:</b>	15-18 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 3</li> <li>● HMH’s Writing Workshop, Module 3 Opinion: Persuasive Text</li> <li>● HMH’s Structured Literacy Manual</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> </ul> <p>Core texts:</p> <ul style="list-style-type: none"> <li>● <i>Get Curious Video: The Compromise Kid</i></li> <li>● <i>Meet Me Halfway</i>, informational text</li> <li>● <i>Mango, Abuela, and Me</i>, by Meg Medina, realistic fiction</li> <li>● <i>Big Red Lollipop</i>, by Rukhsana Khan, realistic fiction</li> <li>● <i>Three Hens and a Peacock</i>, by Lester L. Laminack, fantasy</li> <li>● <i>Working with Others</i>, by Robin Nelson, informational text</li> <li>● <i>Gingerbread for Liberty!</i>, by Mara Rockliff, biography</li> <li>● <i>Serious Farm</i>, by Tim Egan, fantasy</li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Pepita and the Bully</i>, by Ofelia Dumas Lachtman, realistic fiction</li> <li>● <i>Be a Hero! Work it Out!</i>, by Ruben Cooley, Media: Infographic</li> <li>● <i>Mr. Tiger Goes Wild</i>, by Peter Brown, fantasy (<b>writing focal text</b>)</li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>● Literacy How Professional Learning Series <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> <p>Cross-curricular connections:  Social Studies - <b>People Making a Difference in Fairfield/Working Together as a Community</b> grade 2 unit</p>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media (video) that encourage students to agree to disagree, but still get along. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>The variety of genres in this module provide students with opportunities to identify an author's purpose, central ideas, and text structures as well as recognize story elements and make inferences in narrative texts. Students will also encounter realistic fiction, fantasy and biography to build knowledge across genres and synthesize topic knowledge through the module's focus on meeting in the middle to collaborate and resolve disagreements.</p> <p>Students will learn about working out conflicts and disagreeing with others in a respectful way. They will read books about how to get along and compromise, and even learn tips about settling differences</p>

	<p>from a conflict-solving superhero. Students will also write a persuasive essay about an issue that may cause disagreement.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn to see different points of view. In addition to deepening their understanding of conflict, students will have opportunities to further explore the PK-12 vertically aligned essential question related to the idea of human relationships and discover how to maintain these relationships when there is a difference of opinion.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b>Reading</b></p> <p><b>RL.2.2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RL.2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>RL.2.10.</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RI.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4.</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area.</i></p> <p><b>RI.2.10.</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Foundational Skills</b></p> <p><b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> </ol>

- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**RF 2.4** Read with sufficient accuracy and fluency to support comprehension.

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

### **Writing**

**W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

**W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### **Speaking and Listening**

**SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **Language**

**L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	<p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><del>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:</del></p> <p><del>— b. Use commas in greetings and closings of letters.</del></p> <p><del>— e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</del></p> <p><b>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p>a. Compare formal and informal uses of English.</p> <p><b>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b></p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><del>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</del></p> <p><del>e. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</del></p> <p><del>d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</del></p> <p><b>L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b></p> <p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p><b>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</b></p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can people work out disagreements and understand others’ point of view?</li> <li>● How is conflict essential to our growth?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● In order to live in a society, we must work out conflicts, compromise, explain our point of view and disagree with others in a respectful way.</li> <li>● Conflict is essential to our growth by enabling us to identify a problem, think about the problem and solve the problem by listening, keeping an open mind, being respectful of feelings, and</li> </ul>



	knowing it is okay to disagree.	
<b>Learning Goal(s):</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Contrasts and Contradictions</i>, <i>Extreme or Absolute Language</i>).</li> <li>● Central idea</li> <li>● Point of view</li> <li>● Genre characteristics</li> <li>● Comprehension strategies</li> <li>● Theme</li> <li>● Predictions</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize opposing ideas in informational text and how those ideas fit with what they already know- the <i>Contrasts and Contradictions</i> signpost.</li> <li>● Notice extreme or absolute language in nonfiction text and think about why the author chose to include it- the <i>Extreme or Absolute Language</i> signpost.</li> <li>● Determine the central idea of a text by identifying and synthesizing important pieces of information.</li> <li>● Distinguish between first- and third-person narrator and discuss how the words and pictures help readers know who is telling a story.</li> <li>● Identify the features of realistic fiction, fantasy and biography.</li> <li>● Use strategies such as asking and answering questions to monitor and clarify their understanding of a text.</li> <li>● Use clues in the text to determine the theme, and explain the theme using text evidence.</li> <li>● Make and evaluate predictions before, during and after reading to deepen their understanding of text.</li> </ul>
<b>Foundational Skills:</b>	<b>Phonological Awareness:</b> <ul style="list-style-type: none"> <li>● Blending phonemes</li> <li>● Segmenting phonemes</li> </ul>	<ul style="list-style-type: none"> <li>● Blend and segment phonemes</li> <li>● Decode words with VCe long a, i, u, o, e; soft c, _ce; soft g, _ge; trigraphs tch, dge; VCe syllables</li> </ul>

	<p><b>Phonics:</b> VCe long a, i, u, o, e; soft c, _ce; soft g, _ge; trigraphs tch, dge; VCe syllables</p> <p><b>Handwriting:</b> Manuscript:H, N, G, W, P, B, R, J, K, Q, V, Y, X, x, Z, z</p> <p><b>Spelling:</b> words with VCe long a, i, u, o, e; soft c, _ce; soft g, _ge; trigraphs tch, dge; multisyllabic words with VCe syllables</p> <p><b>Irregular words:</b> buy, guy, anyone, anything</p> <p><b>Fluency:</b> reading rate, automaticity, phrasing, intonation and expression</p>	<ul style="list-style-type: none"> <li>● Encode words with VCe long a, i, u, o, e; soft c, _ce; soft g, _ge; trigraphs tch, dge; multisyllabic words with VCe syllables</li> <li>● Read/spell irregular grade level words</li> <li>● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression</li> <li>● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Opinion text features</li> <li>● Writing Process</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and use key features of opinion writing.</li> <li>● Use prewriting strategies to plan an opinion writing piece.</li> <li>● Revise draft to add specific and relevant details and evidence.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Conversational skills</li> <li>● Collaboration</li> <li>● Listening strategies</li> <li>● Questioning and responding strategies</li> <li>● Proper academic language</li> </ul>	<ul style="list-style-type: none"> <li>● Share information and ideas in cooperative learning interactions by speaking loudly and clearly at a reasonable rate.</li> <li>● Work collaboratively with diverse media and formats.</li> <li>● Listen actively during a discussion.</li> <li>● Ask and answer questions.</li> </ul>

		<ul style="list-style-type: none"> <li>● Demonstrate use of formal English when appropriate.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> compromise, decision, disagreement, snaking, belongs, bundle, company, bob, weave, invited, screams, plead, musical, shove, scoots, greedy, scurries, wandered, whizzed, brewing, struts, moped, exhausted, blamed, argue, respectful, practice, booming, skill, threatening, persuade, humor, admit, terrible, immediately, probably, wrinkled, frown, yanked, dragged, mumbled, nearby, excuses, hesitant</li> <li>● <b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> *central idea, *topic, *supporting evidence, *point of view, *narrator, monitor, clarify, reread, background knowledge, visual, social, communication, informal language, formal language, moral, *theme, prediction, confirm, synthesize, text organization, chronological order, retell, paraphrase, *author’s purpose, persuade, inform, entertain, genre,</li> </ul>	<ul style="list-style-type: none"> <li>● Use context clues and background knowledge to determine the meaning of unfamiliar words.</li> <li>● Answer questions and discuss meanings to develop vocabulary.</li> <li>● Identify real-life connections between words and their use.</li> <li>● Identify the meanings of words with the affixes un-, re-.</li> <li>● Explain the meanings of and spell words with the inflections -ed, -ing.</li> <li>● Define and use words that relate to the topic of communication.</li> <li>● Use adverbs, including adverbs that show time and manner (e.g., before, carefully).</li> <li>● Use the correct verb tense to indicate present, past, future (e.g., walk, walked, will walk).</li> </ul>

	<p>*compare, *contrast, context clue, *verb</p> <ul style="list-style-type: none"> <li>● <b>Generative vocabulary:</b> Words About Communication, Inflections -ed and -ing, Prefixes un- and re-</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> adverbs, verb tense</li> </ul>	
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<b>Unit Number and Title:</b>	Module 4: Lessons and Character: Once Upon a Time
<b>Duration:</b>	15-18 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH's Into Reading Module 4</li> <li>● HMH's Writing Workshop, Module 4 Narrative: Imaginative Story</li> <li>● HMH's Structured Literacy Manual</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> </ul> <p>Core texts:</p> <ul style="list-style-type: none"> <li>● Get Curious Video: <i>Ever After</i></li> <li>● <i>A Recipe for a Fairy Tale</i>, recipe</li> <li>● Surfer of the Century: The Life of Duke Kahanamoku by Ellie Crowe, narrative nonfiction</li> <li>● <i>Goldilocks and the Three Dinosaurs</i>, by Mo Willems, fairy tale</li> <li>● <i>How to Read a Story</i>, by Kate Messner, Informational Text</li> <li>● King for a Day by Rukhasana Khan, realistic fiction</li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Rabbit’s Snow Dance</i>, by James and Joseph Bruchac, fable</li> <li>● <i>A Crow, a Lion, and a Mouse! Oh, My!</i>, retold by Crystal Hubbard, Drama</li> <li>● <i>Hollywood Chicken</i>, by Lisa Fleming, fantasy</li> <li>● <i>Perfect Season for Dreaming</i>, by Benjamin Alire Sáenz, fantasy</li> <li>● <i>If the Shoe Fits: Two Cinderella Stories</i>, retold by Pleasant DeSpain, fairy tale</li> <li>● <i>Those Clever Crows</i>, from the New York Times, video</li> <li>● <i>Aunt Isabel Tells A Good One</i>, by Kate Duke, fantasy (<b>writing focal text</b>)</li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>● Literacy How Professional Learning Series <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media (video) that may be familiar to them, but now with a twist. Children will learn that stories can convey messages to readers. Important lessons can be learned from the characters, and just like real people, characters in stories make mistakes and learn from what they do wrong. Readers can learn valuable lessons from the actions of these characters. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>The genre focus on fantasy in this module provides students with opportunities to create mental images, make predictions and make connections to self, text and world to deepen understanding of a text, as well as make inferences and use evidence to support their understanding.</p> <p>Students will learn about stories that teach valuable life lessons. They will read many kinds of stories,</p>

from classic fairy tales to modern retellings, and even an informational text about how to appreciate a story. Students will also write a story about an imaginary friend or place as they engage in the writing process.

As students build their vocabulary and synthesize topic knowledge, they will learn to mine the stories they read for lessons that apply to their own lives. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential questions related to the idea of community and society, culture and human relationships.

### Learning Goals

**Standard(s):**

**Connecticut Core Standards**

**Reading**

**RL.2.1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**RL.2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**RL.2.10.** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**Foundational Skills**

**RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**RF 2.4** Read with sufficient accuracy and fluency to support comprehension.

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

**Writing**

**W.2.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### **Speaking and Listening**

**SL.2.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

### **Language**

**L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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



	<p><del>e. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</del></p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p><b>L.2.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What lessons can we learn from the characters in stories?</li> <li>● How is conflict essential to our growth?</li> <li>● Why are human relationships important?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Important life lessons can be learned not only from real life experiences but also from stories that convey a message.</li> <li>● Conflict is essential to our growth by enabling us to identify a problem, think about the problem and solve the problem by listening, keeping an open mind, being respectful of feelings, and knowing it is okay to disagree.</li> <li>● Human relationships are essential in establishing connections with others because connecting with others makes you feel good and enriches your life.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Quoted Words</i>).</li> <li>● Text structure</li> <li>● Inferences</li> <li>● Visualization</li> </ul>	<ul style="list-style-type: none"> <li>● Notice repeated events, images, or words to gain a better understanding of the setting, character, or big idea about a story- the <i>Again and Again</i> signpost.</li> <li>● Notice quoted words in nonfiction text and think about why those words are important- the <i>Quoted</i></li> </ul>

	<ul style="list-style-type: none"> <li>● Genre characteristics</li> <li>● Plot elements</li> <li>● Figurative language</li> </ul>	<p><i>Words</i> signpost.</p> <ul style="list-style-type: none"> <li>● Recognize organizational patterns such as chronological order and cause and effect,, and discuss how the use of text structure contributes to the author’s purpose.</li> <li>● Make inferences and use evidence to support understanding.</li> <li>● Create mental images, make predictions and make connections to self, text and world to deepen understanding of a text.</li> <li>● Recognize characteristics of a recipe, fairy tale, informational text, fable, and drama.</li> <li>● Describe plot elements, including the main events, conflict, and resolution.</li> <li>● Discuss the use of figurative language, including simile, idiom, and alliteration.</li> </ul>
<b>Foundational Skills:</b>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Blending Phonemes</li> <li>● Segmenting Phonemes</li> </ul> <p><b>Phonics:</b> Inflectional suffixes -s, -es, -ed; the sounds of the letter y; consonant doubling for adding suffixes -ed, -ing, -er, -est</p> <p><b>Handwriting:</b> Manuscript L, l, T, t, I, i, J, j, U, u, Y, y, R, r, N, n, M, m</p> <p><b>Spelling:</b> Words with inflectional suffixes -s, -es, -ed; the sounds of the letter y; consonant doubling for adding suffixes -ed,</p>	<ul style="list-style-type: none"> <li>● Blend and segment phonemes</li> <li>● Decode words with inflectional suffixes -s, -es, -ed; the sounds of the letter y; consonant doubling for adding suffixes -ed, -ing, -er, -est</li> <li>● Encode words with inflectional suffixes -s, -es, -ed; the sounds of the letter y; consonant doubling for adding suffixes -ed, -ing, -er, -est</li> <li>● Read/spell irregular grade level words</li> <li>● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression</li> <li>● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing)</li> </ul>

	-ing, -er, -est  <b>Irregular Words:</b> says, busy, business, above, among <b>Fluency:</b> Phrasing, intonation, accuracy, self-correction, rate and automaticity	<ul style="list-style-type: none"> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Genre characteristics</li> <li>● Process writing</li> </ul>	<ul style="list-style-type: none"> <li>● Use features of narrative text in writing.</li> <li>● Draft a multiple-paragraph narrative text.</li> <li>● Set goals for writing.</li> <li>● Use prewriting strategies to plan writing.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Conversational skills</li> <li>● Collaboration</li> <li>● Listening strategies</li> <li>● Questioning and responding strategies</li> <li>● Proper academic language</li> </ul>	<ul style="list-style-type: none"> <li>● Share information and ideas in cooperative learning interactions by speaking loudly and clearly at a reasonable rate.</li> <li>● Work collaboratively with diverse media and formats.</li> <li>● Listen actively during a discussion.</li> <li>● Ask and answer questions.</li> <li>● Demonstrate use of formal English when appropriate.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> moral, relate, vision, positioned, varying, expression, traipsing, barging, groggy, cozy, steaming, clue, sense, pause, disturb, rattled, tackled, chant, special, flakes, satisfied, foolish, dawn, plain, bind, narrow, clever, journey, fulfill, believe, speech, gently, escaping,</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the meaning of domain-specific vocabulary.</li> <li>● Label parts of speech: nouns, verbs, adjectives.</li> <li>● Use newly acquired vocabulary to identify real-life connections between words and their use.</li> <li>● Use adjectives to describe people, places, and things.</li> <li>● Reference a dictionary or glossary to confirm the meaning of an unknown word.</li> </ul>

	<p>literary, continued, indigestion, console, chore, thrilled, superb, beamed, pleasure, jealous, dashed, hobbled</p> <ul style="list-style-type: none"> <li>● <b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> chronological order, procedural text, story structure, *conflict, event, resolution, *plot, *inference, *evidence, *conclusion, instructions, sequence, *mental image, cast of *characters, scene, *dialogue, stage direction, prediction, confirm, figurative language, simile, idiom, alliteration, *author’s purpose, persuade, inform, entertain, genre, connection, experience, *cause, *effect, multiple-meaning word, homograph, context clue, adjective, *describe, action</li> <li>● <b>Generative vocabulary:</b> Multiple Meaning Words, Words That Describe People, Places and Things, Words that Describe Actions</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> parts of</li> </ul>	<ul style="list-style-type: none"> <li>● Use known spelling patterns and generalizations in writing words.</li> </ul>
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	<p>speech: nouns, verbs, adjectives, possessives, capitalization, punctuation for sentence type</p>	
<b>Unit Number and Title:</b>	Module 5: Leadership Skills: Lead the Way	
<b>Duration:</b>	15-18 Days	
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 5</li> <li>● HMH’s Writing Workshop, Module 5 Informational Text: Personal Essay</li> <li>● HMH’s Structured Literacy Manual</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> </ul> <p>Core texts:</p> <ul style="list-style-type: none"> <li>● Get Curious Video: <i>What it Takes to Be a Great Leader</i></li> <li>● <i>What’s Good to Read? Book Reviews For Kids by Kids!</i>, opinion article</li> <li>● <i>Seed by Seed: The Legend and Legacy of John “Appleseed” Chapman</i>, by Esme Raji Codell, legend</li> <li>● <i>Going Places</i>, by Peter and Paul Reynolds, fantasy</li> <li>● <i>My Dream Playground</i>, by Kate M. Becker, realistic fiction</li> <li>● <i>Wilma Rudolph: Against All Odds</i>, by Stephanie E. Macceca, biography</li> <li>● <i>Great Leaders: Abigail Adams and W.E.B. Du Bois</i>, opinion writing</li> <li>● <i>Whoosh!</i> By Chris Barton, biography</li> <li>● <i>Who Are Government’s Leaders?</i> by Jennifer Boothroyd, informational text</li> <li>● <i>Thomas Edison and the Light Bulb</i>, video</li> <li>● <i>Stand Tall, Molly Lou Melon</i>, by Patty Lovell, fantasy (writing focal text)</li> <li>● <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba</li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>● Literacy How Professional Learning Series <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> <p>Cross-curricular connections: Social Studies - <b>People and Groups That Have Made a Difference Over Time/Leadership Past and Present</b> grade 2 unit</p>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media (video) that encourage them to be a leader. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>The variety of genres in this module provide students with opportunities to ask and answer questions, identify ideas and support, identify text features and organization, and summarize texts. Students will also encounter legends, fantasy, biographies and opinion writing to build knowledge across genres and synthesize topic knowledge through the module’s focus on identifying the qualities of a strong leader.</p> <p>Students will learn about famous leaders in history, children who are leaders in their community, and opinions about what it takes to be a great leader. Students will also write a personal essay about what makes them unique.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that they can become leaders within their school and community. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of identity as they explore how they can define who they are.</p>
<b>Learning Goals</b>	

<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b>Reading</b></p> <p><b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RI.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>RI.2.10.</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Writing</b></p> <p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.2.5.</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>Foundational Skills</b></p> <p><b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>Know spelling-sound correspondences for additional common vowel teams.</li> <li>Decode regularly spelled two-syllable words with long vowels.</li> <li>Decode words with common prefixes and suffixes.</li> <li>Identify words with inconsistent but common spelling-sound correspondences.</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ol> <p><b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> </ol>
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- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Speaking and Listening**

**SL.2.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

### **Language**

**L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.



	<p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p><b>L.2.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What are the qualities of a good leader?</li> <li>● What makes me special?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● All effective leaders possess qualities that have a positive impact on their communities.</li> <li>● Personality traits, abilities, likes and dislikes, your belief system or moral code, and the things that motivate you - these all contribute to self-image or your unique identity as a person.</li> </ul>	
<b>Learning Goal(s):</b>	<p><b>Content:</b> <b>Students will know...</b></p>	<p><b>Skills:</b> <b>Students will be able to...</b></p>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Tough Questions, Contrasts and Contradictions</i>).</li> <li>● Facts and opinions</li> <li>● Genre characteristics</li> <li>● Questioning</li> <li>● Character traits</li> <li>● Summarizing texts</li> </ul>	<ul style="list-style-type: none"> <li>● Notice when a character asks a difficult question and think about what this question says about the character- the <i>Tough Questions</i> signpost.</li> <li>● Recognize opposing ideas in informational text and how those ideas fit with what they already know- the <i>Contrasts and Contradictions</i> signpost.</li> <li>● Distinguish fact from opinion and explain an author’s opinion and supporting details.</li> <li>● Recognize characteristics of an opinion article, legend, fantasy, realistic fiction, and biography.</li> <li>● Ask and answer questions to gain information and</li> </ul>

		<p>support understanding.</p> <ul style="list-style-type: none"> <li>● Describe and analyze the internal and external traits of characters.</li> <li>● Summarize texts in ways that maintain meaning and logical order, including by paraphrasing.</li> <li>● Compare and contrast texts about the same topic.</li> </ul>
<b>Foundational Skills:</b>	<p><b>Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>● Blending Phonemes</li> <li>● Segmenting Phonemes</li> </ul> <p><b>Phonics:</b> Spelling changes for suffix addition, words with consonant + le, vowel teams ee, ea, ey</p> <p><b>Handwriting:</b> Manuscript H, h, B, b, P, p, C, c, O, o, A, a, D, d, G, g, Q, q</p> <p><b>Spelling:</b> Spelling changes for suffix addition, words with consonant + le, vowel teams ee, ea, ey</p> <p><b>Irregular Words:</b> because, other, another, always, almost</p> <p><b>Fluency:</b> Expression; phrasing and intonation</p>	<ul style="list-style-type: none"> <li>● Blend and segment phonemes</li> <li>● Decode words with spelling changes for suffix addition, words with consonant + le, vowel teams ee, ea, ey.</li> <li>● Encode words with spelling changes for suffix addition, words with consonant + le, vowel teams ee, ea, ey.</li> <li>● Read/spell irregular grade level words</li> <li>● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression</li> <li>● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Characteristics of a personal essay.</li> <li>● Writing process</li> </ul>	<ul style="list-style-type: none"> <li>● Write from the perspective of a character in a story, using text evidence to support ideas.</li> <li>● Revise a personal essay, incorporating specific feedback.</li> </ul>

		<ul style="list-style-type: none"> <li>● Use prewriting strategies to plan and draft a personal essay.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Conversational skills</li> <li>● Collaboration</li> <li>● Listening strategies</li> <li>● Oral retell</li> <li>● Questioning and responding strategies</li> <li>● Proper academic language</li> </ul>	<ul style="list-style-type: none"> <li>● Share information and ideas in cooperative learning interactions by speaking loudly and clearly at a reasonable rate.</li> <li>● Work collaboratively with diverse media and formats.</li> <li>● Listen actively during a discussion.</li> <li>● Use key details and appropriate, relevant facts to tell a story or recount an experience.</li> <li>● Ask and answer questions.</li> <li>● Demonstrate use of formal English when appropriate.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> admire, inspire, pioneer, tangle, creaking, straining, glinted, affection, assured, exactly, precise, peered, respond, intent, contraption, replica, lot, stoop, volunteers, architect, manager, interviews, rare, relay, honored, success, politics, advice, earned, equal, workshop, issue, ensure, failure, devoted, smash, troop, charge, solve, state, members, laws, capital, council</li> <li>● <b>Instructional vocabulary</b></li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions to determine the meaning of content-area words.</li> <li>● Discuss the meaning of similes.</li> <li>● Use transition/linking words to who order, time, relationships, more information, and a conclusion (e.g., first, after, since, plus, finally).</li> <li>● Use newly identified vocabulary to identify real-life connections between words and their use.</li> <li>● Identify the meanings of and use words with the affixes -y, -ly.</li> <li>● Use a dictionary or glossary to determine meanings and pronunciations of words and phrases.</li> <li>● Identify the meaning of words with the affix dis-.</li> <li>● Identify and use nouns that name people.</li> </ul>

	<p><b>(*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b>          persuade, *opinion, *reason, fact, literal language, figurative language, simile, *evidence, *character, *dialogue, external trait, internal trait, perspective, experience, recount, *summarize, paraphrase, *central idea, details, caption, *heading, fact box, *key idea, evaluate, text organization, chronological order, context clue, *compare, *contrast, glossary, alphabetical order, *dictionary, prefix, base word, *affix, noun</p> <ul style="list-style-type: none"> <li>● <b>Generative vocabulary:</b> Words That Name People, Suffixes -y and -ly, Prefix dis-</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> nouns, adjectives, capitalization, end punctuation, transition/linking words</li> </ul>	<ul style="list-style-type: none"> <li>● Describe nouns using adjectives.</li> </ul>
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<b>Unit Number and Title:</b>	Module 6: Earth Science: Weather - Weather Wise
<b>Duration:</b>	15-18 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading, Volume 2, Module 6</li> <li>● HMH’s Writing Workshop Manual, Module 6: Poetry</li> <li>● HMH’s Structured Literacy Manual</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> </ul> <p>Core texts:</p> <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: Wonderful Weather</i></li> <li>○ <i>Weather Through the Seasons</i>, informational text</li> <li>○ <i>Freddy the Frogcaster</i> by Janice Dean, fantasy</li> <li>○ <i>Wild Weather</i> by Thomas Kingsley Troupe, narrative nonfiction</li> <li>○ <i>The Story of Snow</i> by Mark Cassino, informational text</li> <li>○ <i>Cloudette</i> by Tom Lichtenheld, fantasy</li> <li>○ <i>Get Ready for Weather</i> by Lucy Jones, informational text</li> <li>○ <i>Fall Leaves</i> by Loretta Holland, informational text</li> <li>○ <i>Whatever the Weather</i>, poetry</li> <li>○ <i>Rain Cloud in a Jar</i> by Sci-Tech Discovery Center, video</li> <li>○ <i>When the Moon is Full</i> by Mary Azarian, Poetry (<b>writing focal text</b>)</li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>● Literacy How Professional Learning Series           <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media (video) to help them learn how people are affected by weather. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>The variety of genres in this module provide students with opportunities to deepen their comprehension of informational text by using text features, text structures and organization. Students will also encounter poetry and fantasy to build knowledge across genres and synthesize topic knowledge through the module’s focus on changes in weather and how the weather affects them and their community.</p> <p>Students will learn about different kinds of weather and how weather may change from season to season. Students will read books and poems about weather and watch a video of a weather experiment. Students will also write a poem about how the daily weather affects them.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn how weather changes from day to day. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore change and how our environment impacts our lives.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<b>Connecticut Core Standards Reading</b>

**RL.2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RL.2.6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

### **Writing**

**W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### **Foundational Skills**

**RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**RF 2.4** Read with sufficient accuracy and fluency to support comprehension.

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

	<p><b>Speaking and Listening</b></p> <p><b>SL.2.1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>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).</li> <li>Build on others’ talk in conversations by linking their comments to the remarks of others.</li> <li>Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Language</b></p> <p><b>L.2.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ol> <p><b>L.2.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</li> </ol> <p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How does weather affect us?</li> <li>● How does our environment impact our lives?</li> </ul>



<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>Day to day changes in weather affect the way we feel, what we decide to do that day, and the way we look at the world.</li> <li>The environment can influence our behavior and motivation, our mood, and our ability to interact with those around us.</li> </ul>	
<b>Learning Goal(s):</b>	<p style="text-align: center;"><b>Content:</b> <b>Students will know...</b></p>	<p style="text-align: center;"><b>Skills:</b> <b>Students will be able to...</b></p>
<b>Reading:</b>	<ul style="list-style-type: none"> <li><i>Notice and Note</i> comprehension</li> <li>Strategies or <i>signposts</i> (i.e., <i>Aha Moments</i>, <i>Numbers and Stats</i>).</li> <li>Point of view</li> <li>Inferring</li> <li>Genre characteristics</li> <li>Key ideas</li> <li>Character analysis</li> <li>Questioning strategies</li> <li>Cause and effect</li> <li>Author’s purpose</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the point in some stories where a character suddenly understands something clearly- the <i>Aha Moment</i> signpost.</li> <li>Notice an author’s use of numbers to explain ideas and think about what this tells about the topic- the <i>Numbers and Stats</i> signpost.</li> <li>Recognize characteristics of informational text, fantasy, narrative nonfiction, and poetry.</li> <li>Identify the narrator and use of first- and third-person point of view.</li> <li>Make inferences and use evidence to support understanding.</li> <li>Use context clues to determine the meaning of unfamiliar content-area words.</li> <li>Locate and gain information from text features.</li> <li>Ask and answer questions before, during, and after reading to deepen understanding.</li> </ul>
<b>Foundational Skills:</b>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Blending Phonemes</li> <li>Segmenting Phonemes</li> </ul>	<ul style="list-style-type: none"> <li>Blend and segment phonemes</li> <li>Decode words with vowel teams ay, ay, ey, eigh, ow, oa, oe, ie, igh</li> <li>Encode words with vowel teams ay, ay, ey, eigh,</li> </ul>

	<p><b>Phonics:</b> Words with vowel teams ay, ay, ey, eigh, ow, oa, oe, ie, igh</p> <p><b>Handwriting:</b> Manuscript S, s, F, f, E, e, V, v, W, w, A, z, X, x, K, k</p> <p><b>Spelling:</b> Words with vowel teams ay, ay, ey, eigh, ow, oa, oe, ie, igh</p> <p><b>Irregular Words:</b> both, only, people</p> <p><b>Fluency:</b> Accuracy and self-correction; reading rate and automaticity; phrasing and intonation</p>	<p>ow, oa, oe, ie, igh</p> <ul style="list-style-type: none"> <li>● Read/spell irregular grade level words</li> <li>● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression</li> <li>● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<p><b>Writing:</b></p>	<ul style="list-style-type: none"> <li>● Organizational strategies</li> <li>● Writing process</li> </ul>	<ul style="list-style-type: none"> <li>● Organize for structure around an idea, writing a poem in stanzas.</li> <li>● Brainstorm ideas for a poem about weather, using prewriting strategies to plan writing.</li> <li>● Revise and rearrange draft content to add sensory details and incorporate feedback.</li> </ul>
<p><b>Speaking and Listening:</b></p>	<ul style="list-style-type: none"> <li>● Conversational Skills</li> <li>● Collaboration</li> <li>● Listening strategies</li> <li>● Oral retell</li> <li>● Questioning and responding strategies</li> <li>● Proper academic language</li> </ul>	<ul style="list-style-type: none"> <li>● Share information and ideas in cooperative learning interactions by speaking loudly and clearly at a reasonable rate</li> <li>● Work collaboratively with diverse media and formats</li> <li>● Listen actively during a discussion.</li> <li>● Use key details and appropriate, relevant facts to tell a story or recount an experience.</li> <li>● Ask and answer questions.</li> </ul>

		<ul style="list-style-type: none"> <li>● Demonstrate use of formal English when appropriate.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> climate, precipitation, temperature, toasty, chief, hazy, boast, ruin, accurate, tough, pellets, predict, clings, funnel, occur, excess, damage, visible, particles, depends, hovers, develop, joined, average, advantages, front, impressed, gusts, flash, supplies, layer, dimmer hemisphere, squirm, produce, substance, drain, splatter, rumble, slather, glide, covers, creep, slithering, shimmering</li> <li>● <b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> graph, map, icon, *point of view, *inference, *evidence, *conclusion, text organization, *cause, *effect, digital tool, presentation, digital text, context clue, connection, experience, *detail, *key idea, evaluate, caption, heading, fact box, *heading, italic text, rhythm, rhyme, pattern, stanza, *compare, *contrast, adjective, suffix, *affix, homophone, context</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss the author’s use of text features using the words graphs, maps, and icons.</li> <li>● Identify the names of digital tools used for finding and sharing information.</li> <li>● Discuss context clues using text features, pictures, and words to figure out an unknown word’s meaning.</li> <li>● Discuss weather-related ideas using academic language.</li> <li>● Identify descriptive and sensory words.</li> <li>● Identify first-person pronouns and capitalize the pronoun I.</li> <li>● Use newly acquired vocabulary to identify real-life connections between words and their use.</li> <li>● Identify and discuss the meanings of words with affixes -er, -est, -un, -re, -ed, ing.</li> <li>● Identify, use and explain the meaning of homophones in context.</li> </ul>

	clue, prefix, base word, *verb <ul style="list-style-type: none"> <li>● <b>Generative vocabulary:</b> Suffixes -er, -est, Prefixes un-, re-, Inflections -ed, -ing</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> capitalize the pronoun “I” and words at the beginning of sentences, verb tenses</li> </ul>	
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<b>Unit Number and Title:</b>	Module 7: Important People: Everyone Has a Story
<b>Duration:</b>	15-18 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading, Volume 3, Module 7</li> <li>● HMH’s Writing Workshop Manual, Module 7: Narrative Text: Imaginative Story</li> <li>● HMH’s Structured Literacy Manual</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> </ul> <p>Core texts:</p> <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: The Story of Me</i>, video</li> <li>○ <i>Get to Know Biographies</i>, opinion essay</li> <li>○ <i>Cooper’s Lesson</i> by Sun Yung Cogan, realistic fiction</li> <li>○ <i>Miss Moore Thought Otherwise</i> by Jan Pinborough, biography</li> <li>○ <i>Shining Star: The Anna May Wong Story</i> by Paula Yoo, nonfiction</li> <li>○ <i>Only One Year</i> by Andrea Cheng</li> <li>○ <i>I Am Helen Keller</i> by Brad Meltzer, biography</li> <li>○ <i>The Three Lucys</i> by Hayan Charara, realistic fiction</li> <li>○ <i>Allie’s Basketball Dream</i> by Barbara E. Barber, fiction</li> <li>○ <i>The Camping Trip That Changed America</i> by Barb Rosenstock and Mordecai Gerstein,</li> </ul>

	<p>historical fiction</p> <ul style="list-style-type: none"> <li>○ <i>How to Make a Timeline</i> by Boyd N. Gillin, procedural text</li> <li>○ <i>The Stories He Tells</i> by James Bruchac, biography</li> <li>○ <i>Molly, by Golly!</i> by Dianne Ochiltree, legend</li> <li>○ <i>Drum Dream Girl</i> by Margarita Engle, poetry</li> <li>○ <i>Roberto Clemente</i>, video</li> <li>○ <i>How I Became a Pirate</i> by Melinda Long and David Shannon, fantasy (writing focal text)</li> <li>○ <i>Salt in His Shoes</i> by Delores Jordan</li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>● Literacy How Professional Learning Series           <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> <p>Cross-curricular connections:          Social Studies - <b>People and Groups That Have Made a Difference Over Time/Leadership Past and Present</b> grade 2 unit</p>
<p><b>Unit Overview:</b></p>	<p>In this module, students will listen to, read, and view a variety of texts that help them to recognize that people’s lives are shaped by their experiences. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>The variety of genres in this module provide students with opportunities to identify author’s purpose, recognize text organization, make inferences, and synthesize information from texts. Students will also</p>

	<p>encounter biography, opinion essay, historical fiction and procedural text to build knowledge across genres and synthesize topic knowledge through the module focus that every person has a story.</p> <p>Students will learn about how people’s life experiences shape and create their life stories. They will read biographies about people who overcame obstacles to make their dreams come true. Students will create timelines of their own lives that show special memories and accomplishments. Students will also write a story about an imaginary character’s adventures as they engage in the writing process.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that people’s lives are shaped by their experiences. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential questions related to the idea of identity, conflict and change as they explore how we define who we are, how conflict is essential to growth, and why change happens.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b>Reading</b></p> <p><b>RI.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RI.2.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>Writing</b></p> <p><b>W.2.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>

**W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Foundational Skills**

**RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**RF 2.4** Read with sufficient accuracy and fluency to support comprehension.

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

**Speaking and Listening**

**SL.2.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language**



	<p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i>)</p> <p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use commas in greetings and closings of letters.</p> <p><b>L.2.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>a. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do our experiences shape our lives?</li> <li>• What makes me special that helps to define who I am?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Our accomplishments, special memories, as well as obstacles we have overcome are all experiences that shape our lives.</li> <li>• Every person has a story and unique characteristics. Overcoming obstacles begins with believing in yourself.</li> <li>• Change allows you to try new things and learn from your mistakes.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Notice repeated events, images, or words to gain a better understanding of the setting, character, or big idea about a story- the <i>Again and Again</i> signpost.</li> </ul>



	<ul style="list-style-type: none"> <li>● Text structure</li> <li>● Author’s ideas and opinions</li> <li>● Text features to</li> <li>● Question strategies</li> <li>● Comprehension strategies</li> <li>● Inferencing strategies</li> <li>● Central idea</li> <li>● Visualization</li> <li>● Setting</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize opposing ideas in informational text and how those ideas fit with what they already know- the <i>Contrasts and Contradictions</i> signpost.</li> <li>● Recognize characteristics of an opinion essay, biography, historical fiction, procedural text, legend.</li> <li>● Distinguish fact from opinion and explain an author’s opinions and supporting details.</li> <li>● Generate questions to develop a research plan.</li> <li>● Identify chronological order and discuss how its use contributes to the author’s purpose.</li> </ul>
<b>Foundational Skills:</b>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Blending Phonemes</li> <li>● Segmenting Phonemes</li> </ul> <p><b>Phonics:</b> Syllable division VC/CV; r-controlled vowels ar, are, air, ear; homophones</p> <p><b>Handwriting:</b> Cursive c, a, d, g, q, o, i, t, p, u, w, j, e, l, f, h, b</p> <p><b>Spelling:</b> Multisyllabic words with VC/CV pattern; words with r-controlled vowels ar, are, air, ear; homophones</p> <p><b>Irregular Words:</b> beauty, beautiful, heart, toward, together</p> <p><b>Fluency:</b> Phrasing and intonation; expression; accuracy and self-correction</p>	<ul style="list-style-type: none"> <li>● Blend and segment phonemes</li> <li>● Decode words with syllable division VC/CV; r-controlled vowels ar, are, air, ear; homophones</li> <li>● Encode multisyllabic words with VC/CV pattern; words with r-controlled vowels ar, are, air, ear; homophones</li> <li>● Read/spell irregular grade level words</li> <li>● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression</li> <li>● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>

<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Imaginative story elements</li> <li>● Narrative text elements</li> <li>● Organizational strategies</li> <li>● Integrating dialogue</li> <li>● Prewriting strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Create a main character for imaginative text and use prewriting strategies to plan writing.</li> <li>● Use features of narrative text and descriptions to write an imaginative text.</li> <li>● Add character traits, a problem and a solution to a draft of an imaginative text.</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>● Oral language</li> <li>● Multi-word responses.</li> <li>● Discussion techniques</li> <li>● Cooperative listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>● Answer questions using multi-word responses.</li> <li>● Share information and ideas about a topic under discussion.</li> <li>● Discuss what the author is trying to persuade the reader to think or do.</li> <li>● Share ideas and listen respectfully as others share ideas.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> account, achieve, hurdle, otherwise, hiring, smudge, pledge, display, retire, deal, figured, communicate, motioned, approached, series, selfless, potential, attended, immigrant, wilderness, settles, vanishing, soared, timeline, statements, arrange, current, ashamed, elders, overflowing, pride, briskly, aching, lend, flipped, frigid, gushed, secret, whir, reminding, dared, alone, deserved, starlit, allowed</li> </ul>	<ul style="list-style-type: none"> <li>● Use time-order words to tell the order of events in a biography and the sequence of steps in a process.</li> <li>● Use punctuation, including commas, long dashes, ellipses, and capital letters, as clues to how to read a text.</li> <li>● Use specific, descriptive words to describe a setting in a story.</li> <li>● List adjectives that describe how characters look and act.</li> <li>● Discuss features of narrative fiction using the vocabulary words beginning, middle, and end.</li> <li>● Use newly acquired vocabulary to identify real-life connections between words and their use.</li> <li>● Determine the meanings of new words with the</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b>            persuade, *opinion, *reason, *fact, text organization, chronological order, synthesize, text feature, *punctuation, ellipses, *research, text organization, chronological order, monitor, clarify, reread, background knowledge, visual, *inference, *evidence, *conclusion, *author's purpose, persuade, *inform, entertain, genre, *central idea, *topic, *supporting evidence, *mental image, *setting, *detail, describe, *opinion, *reason, fact, *synonym, shades of meaning, prefix, base word, compound word</li> <li>● <b>Generative vocabulary:</b> Compound Words, Suffixes -ful and -less, Prefix pre-</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> conventions for dialogue, commas</li> </ul>	<p>affixes -ful, -less, pre-.</p> <ul style="list-style-type: none"> <li>● Differentiate different shades of meanings in synonyms.</li> <li>● Decode, spell, and define compound words.</li> </ul>
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<b>Unit Number and Title:</b>	Module 8: Life Science: Plants- Time to Grow!
<b>Duration:</b>	15-18 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading, Volume 3 Module 8</li> <li>● HMH’s Writing Workshop Manual, Module 8: Informational Text: Procedural Text</li> <li>● HMH’s Structured Literacy Manual</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> <li>● Core texts:           <ul style="list-style-type: none"> <li>○ Get Curious Video: <i>Totally Growing Live</i>, video</li> <li>○ <i>The Growth of a Sunflower</i>, photo essay</li> <li>○ <i>From Seed to Pine Tree</i>, informational text</li> <li>○ <i>Experiment with What a Plant Needs to Grow</i> by Nadia Higgins, informational text</li> <li>○ <i>The Legend of the Indian Paintbrush</i> by Tomie dePaola, legend</li> <li>○ <i>Jack and the Beanstalk</i> by Helen Lester, fairy tale</li> <li>○ <i>The Blue Roses</i> by Linda Boyden, realistic fiction</li> <li>○ <i>Jackie and the Beanstalk</i> by Lori Mortensen, fairy tale</li> <li>○ <i>The Patchwork Garden</i> by Diane DeAnda, realistic fiction</li> <li>○ <i>Don’t Touch Me</i> by Elizabeth Preston, informational text</li> <li>○ <i>George Washinton Carver</i>, The Wizard of Tuskegee by StoryBots, video</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>From Seed to Plant</i> by Gail Gibbons, informational text (<b>writing focal text</b>)</li> <li>○ <i>The Ugly Vegetables</i> by Grace Lin</li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>● Literacy How Professional Learning Series <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> <p>Cross-curricular connections: Science - Biodiversity and Ecosystems grade 2 unit</p>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media (video) that teach them about the growth of plants. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>The variety of genres in this module provide students with opportunities to examine text features and organization, make connections, identify figurative language, and synthesize information. Students will also encounter fairy tales, legends, photo essays and realistic fiction to build knowledge across genres and synthesize topic knowledge through the module focus on how plants grow and thrive.</p> <p>Students will learn about what plants need to grow, thrive, and survive. Students will read about a plant’s basic needs, how those needs are met, and what happens if they are not met. Students will also write a procedural text that describes chronological steps to follow in order to complete an activity through the writing process.</p>

As students build their vocabulary and synthesize topic knowledge, they will learn about plants and what they need to survive and thrive. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore how our environment impacts our lives.

### Learning Goals

#### Standard(s):

#### Connecticut Core Standards

##### Reading

**RL.2.3** Describe how characters in a story respond to major events and challenges.

**RL.2.10** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RI.2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

**RI.2.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

##### Writing

**W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Foundational Skills**

**RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**RF 2.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.

### **Speaking and Listening**

**SL2.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.



	<p><b>Language</b></p> <p><b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul> <p><b>L.2.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</li> </ul> <p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What do plants need to live and grow?</li> <li>● How does our natural environment impact all living things?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Plants are living things and have basic needs (air, water and sunlight) that must be met for survival.</li> <li>● We are dependent on our environment for food, air, water, and other needs. Therefore, it is important for every individual to save and protect our environment in order to ensure our healthy living.</li> </ul>	
<b>Learning Goal(s):</b>	<p><b>Content:</b> Students will know...</p>	<p><b>Skills:</b> Students will be able to...</p>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Word Gaps, Contrasts and Contradictions</i>).</li> <li>● Text Features</li> <li>● connections</li> </ul>	<ul style="list-style-type: none"> <li>● Notice an unfamiliar word or phrase and look for clues to help understand why the author used it—the <i>Word Gaps</i> signpost.</li> <li>● Recognize opposing ideas in informational text and how those ideas fit with what they already</li> </ul>



	<ul style="list-style-type: none"> <li>● Text Organization</li> <li>● How to choose and use sources</li> <li>● Characters</li> <li>● Retell</li> <li>● Figurative Language</li> <li>● Story Structure</li> <li>● Cause and Effect</li> <li>● Genres and their features</li> <li>● Compare and contrast</li> <li>● Written response strategies</li> <li>● Main idea and supporting details</li> </ul>	<p>know- the <i>Contrasts and Contradictions</i> signpost.</p> <ul style="list-style-type: none"> <li>● Recognize the characteristics of photo essays, informational texts, legends, fairy tales and videos.</li> <li>● Locate and gain information using graphics, photographs, and captions.</li> <li>● Compare and contrast important details in two texts on the same topic.</li> <li>● Recognize cause-and-effect organizational patterns in a variety of media, and discuss how the use of text structure contributes to the author’s purpose.</li> <li>● Identify primary and secondary sources.</li> <li>● Describe and analyze the internal and external traits of characters.</li> </ul>
<b>Foundational Skills:</b>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Blending Phonemes</li> <li>● Segmenting Phonemes</li> </ul> <p><b>Phonics:</b> Words with r-controlled vowels or, ore, our, er, ir, ur, eer, ear, or, ar <b>and vowel team diphthongs ou, ow, oi, oy</b></p> <p><b>Handwriting:</b> Cursive k, r, s, v, m, n, x, y, z, A, C, O, U, V</p> <p><b>Spelling:</b> Words with r-controlled vowels or, ore, our, er, ir, ur, eer, ear, or, ar</p> <p><b>Irregular Words:</b> someone, everyone, learn, earth, early, their</p>	<ul style="list-style-type: none"> <li>● Blend and segment phonemes</li> <li>● Decode words with r-controlled vowels or, ore, our, er, ir, ur, eer, ear, or, ar <b>and vowel team diphthongs ou, ow, oi, oy</b></li> <li>● Encode words with r-controlled vowels or, ore, our, er, ir, ur, eer, ear, or, ar <b>and vowel team diphthongs ou, ow, oi, oy</b></li> <li>● Read/spell irregular grade level words</li> <li>● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression</li> <li>● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including</li> </ul>

	<b>Fluency:</b> Reading rate and automaticity; expression; phrasing and intonation	correct posture, pen or pencil grip, and paper position. (ongoing)
<b>Writing:</b>	<ul style="list-style-type: none"> <li>• Procedural Text</li> </ul>	<ul style="list-style-type: none"> <li>• Understand elements of procedural text.</li> <li>• Use prewriting skills to plan writing.</li> <li>• Repeat steps in a process orally.</li> <li>• Plan a draft by integrating steps in a process.</li> <li>• Organize content in writing.</li> <li>• Develop draft into a focused piece.</li> <li>• Organize steps in a logical order.</li> <li>• Revise for parallel structure.</li> <li>• Write legibly.</li> <li>• Use technology to create procedural text.</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>• Effective participation in a range of conversations</li> <li>• Collaboration</li> <li>• Active listening</li> <li>• Questioning and answering</li> <li>• Command of formal English when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Use details from the text to explain their ideas during a discussion.</li> <li>• Use the words cause and effect to explain relationships within a text.</li> <li>• Share information and ideas in cooperative learning interactions.</li> <li>• Work collaboratively and build on the ideas of others.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>• <b>Academic Vocabulary/Critical Vocabulary:</b> fertilize, germinate, survive, winged, rise, scales, mature, trapping, lumber, minerals, fuels,</li> </ul>	<ul style="list-style-type: none"> <li>• Use sequence words such as first, next, then, and last to retell a story.</li> <li>• Explain the meaning of figurative language, including similes, idioms, and alliteration.</li> </ul>

	<p>process, provides, sprout, moisten, seedlings, cleared, longed, remained, faithful, seeking, swipe, whacked, whimpered, plenty, adorable, oversized, hauling, glanced, vitamins, barely, loosen, sighed, replaced, traveled, sharp, prickles, thorns, extra, poke, nasty, sensitive, attack</p> <ul style="list-style-type: none"> <li>● <b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> caption, graphic, label, diagram, *heading, connection, *topic, experience, *detail, text organization, *cause, *effect, expert, primary source, secondary source, *character, *dialogue, external trait, internal trait, retell, paraphrase, literal language, figurative language, simile, idiom, alliteration, perspective, *conflict, resolution, *event, *plot, synthesize, text organization, *cause, *effect, *compare, *contrast, noun, singular, *affix, plural, *verb, glossary, alphabetical order, *dictionary, prefix, base word</li> </ul>	<ul style="list-style-type: none"> <li>● Use cause-and-effect clue words to explain relationships within a text.</li> <li>● Proofread for proper mechanics, including capitalization of the first word of each item in a numbered list, first word in a sentence, correct end punctuation, and correct spelling.</li> <li>● <b>Use newly acquired vocabulary to identify real-life connections between words and their use.</b></li> <li>● <b>Write singular and plural nouns and present-tense verbs with affixes -s and -es.</b></li> <li>● <b>Alphabetize words and use a dictionary or glossary to determine their meanings, pronunciations, and spellings.</b></li> </ul>
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	<ul style="list-style-type: none"> <li>● <b>Generative vocabulary:</b> Reference Sources, Prefix mis-, Prefix dis-</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> transition/linking words, singular/plural nouns, present-tense verbs</li> </ul>	
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<b>Unit Number and Title:</b>	Module 9: Life Science: Animal Habitats-Home Sweet Habitat
<b>Duration:</b>	15-18 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading, Volume 3 Module 9</li> <li>● HMH’s Writing Workshop Manual, Module 9: Informational Text: Research Report</li> <li>● HMH’s Structured Literacy Manual</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> <li>● Core texts:             <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: Creature Comforts</i>, video</li> <li>○ <i>The Best Habitat for Me</i>, opinion essay</li> <li>○ <i>Nature’s Patchwork Quilt</i> by Mary Miche, informational text</li> <li>○ <i>The Long, Long Journey</i> by Sandra Markle, informational text</li> <li>○ <i>Kali’s Story</i> by Jennifer Keats Curtis, informational text</li> <li>○ <i>Sea Otter Pups</i> by Ruth Owen, informational text</li> <li>○ <i>At Home in the Wild</i>, poetry</li> <li>○ <i>Out of the Woods</i> by Rebecca Bond, narrative nonfiction</li> <li>○ <i>Abuelo and the Three Bears</i> by Jerry Tello, folktale</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Ducklings Jump from Nest</i> by Terra Mater Factual Studio, video</li> <li>○ <i>The Great Kapok Tree</i> by Lynne Cherry, fantasy (<b>writing focal text</b>)</li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>● Literacy How Professional Learning Series <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul> <p>Cross-curricular connections: Science - Biodiversity and Ecosystems grade 2 unit</p>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media (video) that encourage them to learn about the different habitats where animals live. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>The variety of genres in this module provide students with opportunities to identify an author's purpose, and effectively use text features to navigate informational text. Students will also encounter poetry to build knowledge across genres and synthesize topic knowledge through the module's focus on learning about animal habitats.</p> <p>Students will learn about animals that make their homes in forests, oceans, and deserts. Students will also learn how different habitats meet the basic needs of the animals that live there. They will engage in the writing process as they write a research report about an animal and its relationship with others.</p>

	<p>As students build their vocabulary and synthesize topic knowledge, students will explore how the conditions in different habitats help different animals to survive. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore how our environment impacts our lives.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b>Reading</b></p> <p><b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>Writing</b></p> <p><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p>

### **Foundational Skills**

**RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**RF 2.4** Read with sufficient accuracy and fluency to support comprehension.

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

### **Speaking and Listening**

**SL.2.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### **Language**

**L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.*)

**L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and



	<p>spelling when writing.</p> <p><del>e. Use an apostrophe to form contractions and frequently occurring possessives.</del></p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ol> <p><b>L.2.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</li> </ol> <p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>How do living things in a habitat depend on each other?</li> <li>How do different habitats meet the basic needs of the animals that live there?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>Living things depend on each other and the environment in which they live.</li> <li>Conditions in different habitats help animals to survive by meeting their basic needs of shelter, protection and food.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content:</b>	<b>Skills:</b>



	<b>Students will know...</b>	<b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Numbers and Stats</i>, <i>Memory Moment</i>).</li> <li>• Key ideas</li> <li>• Figurative language</li> <li>• Questioning/Response strategies</li> <li>• Comprehension strategies</li> <li>• Author’s purpose</li> <li>• Informational text features</li> <li>• Visualization</li> <li>• Elements of poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Notice an author’s use of numbers to explain ideas and think about what this tells about the topic- the <i>Numbers and Stats</i> signpost.</li> <li>• Notice when a character stops to remember an event that happened in the past and think about how that memory relates to theme, moral, or lesson- the <i>Memory Moment</i> signpost.</li> <li>• Recognize characteristics of an opinion essay, informational text, poetry, narrative nonfiction, folktales</li> <li>• Explain what an author is trying to persuade a reader to think or do.</li> <li>• Identify and explain figurative language including idioms.</li> <li>• Recognize organizational patterns of a text, such as chronological order or cause and effect, and discuss how it contributes to an author’s purpose.</li> <li>• Paraphrase definitions from digital reference sources and events from a story in chronological order.</li> <li>• Explain visual patterns, structures, repetition, and the use of descriptive language in a poem.</li> </ul>
<b>Foundational Skills:</b>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Blending Phonemes</li> <li>• Segmenting Phonemes</li> </ul> <p><b>Phonics:</b> Words with syllable division</p>	<ul style="list-style-type: none"> <li>• Blend and segment phonemes</li> <li>• Decode words with syllable division V/CV, VC/V; vowel team oo, ou and vowel u <b>and common prefixes (un-, re-, pre-, in-, dis-, mis-)</b></li> <li>• Encode words with syllable division V/CV,</li> </ul>

	<p>V/CV, VC/V; vowel team oo, ou and vowel u, <b>common prefixes (un-, re-, pre-, in-, dis-, mis-)</b></p> <p><b>Handwriting:</b> Cursive I, D, E, J, S, G, H, K, F, L, T</p> <p><b>Spelling:</b> Multisyllabic words with V/CV and VC/V patterns; words with vowel team oo. ou and vowel u</p> <p><b>Irregular Words:</b> friend, move, prove</p> <p><b>Fluency:</b> Phrasing and intonation; expression</p>	<p>VC/V; vowel team oo, ou and vowel u <b>and common prefixes (un-, re-, pre-, in-, dis-, mis-)</b></p> <ul style="list-style-type: none"> <li>● Read/spell irregular grade level words</li> <li>● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression</li> <li>● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<p><b>Writing:</b></p>	<ul style="list-style-type: none"> <li>● Research Report</li> <li>● Response to text with text evidence</li> </ul>	<ul style="list-style-type: none"> <li>● Use background knowledge to brainstorm ideas on a topic.</li> <li>● Use multiple prewriting strategies to plan writing.</li> <li>● Develop an idea with specific and relevant details.</li> <li>● Develop a research plan, conduct research for writing and cite sources.</li> <li>● Paraphrase facts and add details to informational text in an organized manner.</li> </ul>
<p><b>Speaking &amp; Listening:</b></p>	<ul style="list-style-type: none"> <li>● Active listening</li> </ul>	<ul style="list-style-type: none"> <li>● Answer questions using multi-word responses.</li> <li>● Share information and ideas about a topic under discussion.</li> <li>● Share information and ideas in cooperative learning interactions.</li> <li>● Ask and answer questions about key ideas in a</li> </ul>

		<p>text.</p> <ul style="list-style-type: none"> <li>• Listen actively and ask questions to clarify information.</li> <li>• Share ideas following rules for discussion.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>• <b>Academic Vocabulary/Critical Vocabulary:</b> ecosystem, habitat, species, pieced, role, generations, harsh, adjusting, preserving, wobbly, trills, crouches, coast, prances, flock, route, mingles, pronounced, wildlife, permanent, romped, prepare, separate, surface, wraps, attached, crack, sheltered, weary, hide, wit, routines, stoked, boisterous, surrounding, remarkable, thickets, arrive, grumpy, joking, tucked, stubborn, growled, shrugged, offered</li> <li>• <b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> persuade, *opinion, fact, *reason, figurative language, literal language, simile, *evidence, text organization, chronological order, alphabetical order, digital resource, monitor, clarify, reread, background knowledge, visual, caption, label,</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss chronological events in an informational text using time-order words.</li> <li>• Alphabetize words and use a dictionary or glossary to determine meaning and pronunciation.</li> <li>• Share information using specific vocabulary words related to a topic.</li> <li>• Use conjunctions to create compound sentences.</li> <li>• Proofread for proper mechanics, including capitalization of the first word in a sentence, punctuation at the end of a sentence, and verb tense.</li> <li>• Use newly acquired vocabulary to identify real-life connections between words and their use.</li> <li>• Use context clues and background knowledge to determine the meaning of an unfamiliar word or phrase.</li> <li>• Identify the meaning of words with the affix mis-, pre-.</li> <li>• Generalize learned spelling patterns when writing words.</li> </ul>

	<p>*heading, map, *mental image, rhyme, pattern, rhythm, repetition, *descriptive language, stanza, text organization, *cause, *effect, retell, paraphrase, hyperbole, idiom, *compare, *contrast, noun, context clue, prefix, base word</p> <ul style="list-style-type: none"> <li>● <b>Generative vocabulary:</b> Words That Name Places, Prefix mis-, Prefix pre-</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> descriptive nouns and verbs, simple and compound sentences, subject-verb agreement</li> </ul>	
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<b>Unit Number and Title:</b>	Module 10: Geography and Culture: Many Cultures, One World
<b>Duration:</b>	15-18 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading, Volume 4, Module 10</li> <li>● HMH’s Writing Workshop Manual, Module <del>10: Correspondence (Letter)</del> 12: Opinion Essay</li> <li>● HMH’s Structured Literacy Manual</li> <li>● Rigby Leveled Readers</li> <li>● Start Right Decodable Readers</li> <li>● Core texts:             <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: Fiesta!</i>, video</li> <li>○ <i>Hello, World!</i>, informational text</li> <li>○ <i>Where on Earth Is My Bagel?</i> By Frances and Ginger Park, realistic fiction</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Trombone Shorty</i>, by Troy Andrews, autobiography</li> <li>○ <i>Caravan</i> by Lawrence McKay, fiction</li> <li>○ <i>Time for Cranberries</i> by Lisl Detlefsen, narrative nonfiction</li> <li>○ <i>Home to Medicine Mountain</i> by Chirori Santiago, fiction</li> <li>○ <i>May Day Around the World</i> by Tori Telfer, narrative nonfiction</li> <li>○ <i>Goal!</i> by Sean Taylor, informational text</li> <li>○ <i>Dreams Around the World</i> by Takashi Owaki, informational</li> <li>○ <i>Poems in the Attic</i> by Nikki Grimes, poetry</li> <li>○ <i>Crazy Horse’s Vision</i> by Joseph Bruchac, nonfiction</li> <li>○ <i>What’s for Lunch Around the World?</i>, video</li> <li>○ <i>The Name Jar</i> by Yangsook Choi, realistic fiction</li> <li>○ <b>The Dot by Peter H. Reynolds, (writing focal text from module 12)</b></li> </ul> <p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>● Literacy How Professional Learning Series <ul style="list-style-type: none"> <li>○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> <li>○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media (video) that encourage them to explore a diverse cultural landscape. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, and learn strategies and skills that skilled readers use to make meaning. They will also enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p>

	<p>The variety of genres in this module provide students with opportunities to make predictions and inferences, determine theme, and connect what they read with themselves and the world around them. Students will also encounter narrative nonfiction, realistic fiction and autobiography to build knowledge across genres and synthesize topic knowledge through the module’s focus on accepting and appreciating diversity.</p> <p>Students will learn about the ways that people celebrate and honor their heritage and see a video of the different lunches that children enjoy in other countries. Students will also write <del>a thank-you letter</del> <b>an opinion essay sharing how learning about different cultures around the world helps them to appreciate diversity</b> <del>to someone who taught them something about his or her culture</del> as they engage in the writing process.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that a variety of cultures have contributed to the American culture we all share. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of culture as they explore how stories tell us about what a culture values.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b>Reading</b></p> <p><b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>RI.2.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>

**RI.2.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing**

**W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

~~**W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.~~

**W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Foundational Skills**

**RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**RF 2.4** Read with sufficient accuracy and fluency to support comprehension.

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

**Speaking and Listening**



**SL.2.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

### **Language**

**L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

~~**L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies:~~

- ~~e. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).~~

**L.2.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

**L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.



<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What can we learn from different people and cultures?</li> <li>• How do stories tell us about what a culture values?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Understanding and learning from different people and cultures opens our world to new possibilities and helps us appreciate and value others.</li> <li>• Storytelling is at the core of culture. It is how histories are passed down, how customs are shared and how traditions are preserved.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>).</li> <li>• Text features and their purpose.</li> <li>• Literal and Figurative Language</li> <li>• Inferences</li> <li>• Theme</li> <li>• Research</li> <li>• Features of realistic fiction and its story structure.</li> <li>• Predictions</li> <li>• Central idea</li> <li>• Connections</li> </ul>	<ul style="list-style-type: none"> <li>• Notice repeated events, images, or words to gain a better understanding of the setting, character, or big idea about a story- the <i>Again and Again</i> signpost.</li> <li>• Recognize opposing ideas in informational text and how those ideas fit with what they already know- the <i>Contrasts and Contradictions</i> signpost.</li> <li>• Recognize characteristics of informational text, autobiography, realistic fiction, narrative nonfiction and videos.</li> <li>• Locate and gain information from text features.</li> <li>• Make inferences and use evidence to support understanding of a text.</li> <li>• Discuss topics, determine theme or central idea, and explain theme or central idea using text evidence.</li> <li>• Describe plot elements, including the main events, conflict, and resolution</li> </ul>

<b>Foundational Skills:</b>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Blending Phonemes</li> <li>● Segmenting Phonemes</li> </ul> <p><b>Phonics:</b> Vowel teams ew, ui, ue, au, aw, ough, ea and vowel a</p> <p><b>Handwriting:</b> Cursive Z, P, R, B, Q, C, c, A, a, D, d, G, g, Q, q, P, p</p> <p><b>Spelling:</b> Words with vowel teams ew, ui, ue, au, aw, ough, ea and vowel a</p> <p><b>Irregular Words:</b> often, listen, laugh, through</p> <p><b>Fluency:</b> Phrasing and intonation; accuracy and self-correction; reading rate and automaticity</p>	<ul style="list-style-type: none"> <li>● Blend and segment phonemes</li> <li>● Decode words with syllable division V/CV, VC/V; vowel team oo, ou and vowel u.</li> <li>● Encode words with syllable division V/CV, VC/V; vowel team oo, ou and vowel u.</li> <li>● Read/spell irregular grade level words</li> <li>● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression</li> <li>● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● <del>Thank-You Letter</del></li> <li>● Opinion Essay (refer to HMH module 12 in Writing Workshop Teacher’s Guide)</li> </ul>	<ul style="list-style-type: none"> <li>● <del>Understand elements of correspondence.</del></li> <li>● <del>Use features of a letter in writing.</del></li> <li>● <del>Draft a thank-you letter.</del></li> <li>● Identify and explain the features of an opinion piece (e.g., introduction, body, conclusion, source).</li> <li>● Write opinion pieces in which they state an opinion, supply a reason(s) for the opinion, and provide some sense of closure.</li> <li>● Revise drafts for variety in sentences.</li> <li>● Use technology to publish writing.</li> </ul>

<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>● Fluency</li> <li>● Active listening</li> </ul>	<ul style="list-style-type: none"> <li>● Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>● Answer questions using multi-word responses.</li> <li>● Listen actively and ask relevant questions to learn more information during a discussion.</li> <li>● Share information and ideas in cooperative learning interactions.</li> <li>● Work collaboratively by building on the ideas of others.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> culture, harmony, heritage, brass, styles, combined, mattered, beaten, proudly, darting, smothered, nod, slippery, hollered, delight, fragrant, grunted, marsh, shallow, steers, heave, pucker, tart, trunk, races, clutched, forgot, patient, imaginary, final, founded, festival, public, suburb, nimble, relatives, stacked, flitting, breathless, mound, shuffled, leave, clamber, adventures</li> <li>● <b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> *heading, graphic, speech bubble, pronunciation, literal language,</li> </ul>	<ul style="list-style-type: none"> <li>● Identify similes and hyperbole and discuss the meanings.</li> <li>● Discuss how an author of a video uses graphic features to achieve specific purposes.</li> <li>● <del>Elaborate ideas for revising letters.</del></li> <li>● <del>Identify compound subjects and predicates.</del></li> <li>● Proofread writing for spelling and standard English conventions.</li> <li>● Differentiate shades of meaning between words that are synonyms.</li> <li>● Identify and use linking verbs to state opinions and facts.</li> <li>● Revise using transition/linking words (e.g., first, while, plus, finally).</li> <li>● Produce, expand, and rearrange complete simple and compound sentences.</li> <li>● Identify the meaning of and use words with the affixes -y, -ly, -ion, -tio, -sion.</li> <li>● Use newly acquired vocabulary to identify</li> </ul>

	<p>figurative language, simile, hyperbole, *inference, *evidence, *conclusion, *theme, moral, *topic, plagiarism, story structure, *event, *plot, *conflict, resolution, prediction, confirm, *central idea, *topic, connection, experience, *detail, caption, graphic feature, label, *compare, *contrast, suffix, adjective, adverb</p> <ul style="list-style-type: none"> <li>● <b>Generative vocabulary:</b> Suffixes -ion, -tion, -sion, -y, -ly</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> linking verbs (e.g., is, are, was), transition/linking words (e.g., first, because, finally), collective nouns (e.g., group), irregular plural nouns (e.g., children, mice), reflexive pronouns (e.g., myself, ourselves), simple and compound sentences, commas</li> </ul>	<p>real-life connections and their use.</p>
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## **Grade 3 English Language Arts**

DRAFT

**Course Information**

<b>Grade(s):</b>	3
<b>Discipline/Course:</b>	English Language Arts (ELA)
<b>Course Title:</b>	Grade 3 English Language Arts
<b>Prerequisite(s):</b>	Grade 2
<b>Course Description:</b> <i>Program of Studies</i>	In grade 3 ELA, students are provided the opportunity to naturally build background knowledge through sequenced modules and text sets that encompass the areas of science, social studies, the arts, and more. Students will be provided with choice while engaging in meaningful independent work and interacting with topics such as “Let Freedom Reign,” “Stories on Stage,” “Teamwork,” and “Animal Behaviors.” Students will discover a love of reading while exploring culturally relevant texts in a wide variety of genres, including fiction, informational text, persuasive text, poetry, biography, and drama, as well as multimedia presentations. Writing lessons will include opportunities for students to write for a range of purposes (persuade, inform, entertain), while participating in each step of the writing process. Students will collaborate to create presentations, therefore providing them with critical thinking and communication skills, therefore ensuring that all students realize our district’s Vision of a Graduate. Finally, students will master foundational skills through modules that provide explicit and systematic instruction with long vowel patterns, multisyllabic words, prefixes, suffixes, and Greek and Latin roots.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How is conflict essential to our growth?</li> <li>● How do stories tell us about what a culture values?</li> <li>● Why do we have/need rules of language?</li> <li>● How do I develop my writer’s voice?</li> </ul>

	<ul style="list-style-type: none"> <li>• What do <del>good</del> <b>skilled</b> readers do?</li> <li>• How do I participate in collaborative conversations to deepen my understanding?</li> <li>• How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• When readers “walk in the character’s shoes” they learn about the character and themselves.</li> <li>• Other people can help teach us important lessons about ourselves, others, and the world around us.</li> <li>• Students will come to understand the importance of words and how new vocabulary helps to express ideas and feelings.</li> <li>• Various symbols in our country’s history came to represent the values and ideals of the United States.</li> <li>• Communities exist to help one another out and provide a sense of connectedness. Many communities work together toward a common cause in order to form a better society.</li> <li>• The unique literary elements of a play can be more entertaining, provide more background information, and allow the audience to better understand what is happening.</li> <li>• Sports can bring people together to work as a team.</li> <li>• Other people can help teach us important lessons about ourselves, others, and the world around us.</li> <li>• Animals utilize behaviors and characteristics, or traits, to help them survive.</li> <li>• The environment can influence people’s behavior and motivation to act.</li> <li>• Human health and wellbeing are related to our natural environment.</li> <li>• A dedicated individual or group of people can help make a community stronger and better.</li> <li>• Without community, people may feel more isolated and lonelier. One of the ways we can strengthen our mental health is by building community and creating social connections and support to have more vulnerable conversations.</li> <li>• Determination, support, and hard work can create an environment where anything is possible.</li> <li>• Positive conflict presents opportunities for individual growth and development. Engaging in constructive disagreements allows people to challenge their own assumptions, expand their</li> </ul>

	<p>knowledge and skills, and gain a broader understanding of different perspectives.</p> <ul style="list-style-type: none"> <li>• A food’s journey to our table often comes from a farm.</li> <li>• Food is a commonality across cultures, communities and societies, serving as a universal medium for communication and a source of shared experiences.</li> <li>• People pass their culture's tales from one generation to the next. Storytelling is at the core of culture. It is how histories are passed down, how customs are shared and how traditions become endemic to a group.</li> <li>• In order to communicate and understand context, we need to follow the rules of language.</li> <li>• When readers immerse themselves in a variety of texts, they notice word selection (diction), arrangement (syntax) and the author’s use of details and images. They then use these same elements to develop their own voice in their writing.</li> <li>• When thoughts and ideas are shared through conversation, it helps people validate and confirm their thinking as well as change their thinking based on new information shared by others. Through discussion, people can support or defend their thinking by providing evidence.</li> </ul>
<b>Duration:</b>	One year
<b>Course Materials/ Resources:</b>	<p>Houghton Mifflin Harcourt’s Into Reading Houghton Mifflin Harcourt’s Writing Workshop Manual <a href="#">Rigby Leveled Readers</a></p> <p>Core texts/videos may be replaced by the publisher when titles are out of print.</p>
<b>FPS Course Academic Expectation(s):</b>	Exploring and Understanding Synthesizing and Evaluating
<b>Year at a Glance (Units):</b>	<p>Module 1: What a Character (15-18 days) Module 2: Use Your Words (15-18 days) Module 3: Let Freedom Ring (15-18 days)</p>



	<p>Module 4: Stories on Stage (15-18 days) Module 5: Teamwork (15-18 days) Module 6: Animal Behaviors (15-18 days) Module 7: Make a Difference (15-18 days) Module 8: Imagine! Invent! (15-18 days) Module 9: From Farm to Table (15-18 days) Module 10: Tell a Tale (15-18 days)</p>
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<b>Unit Number and Title:</b>	Module 1: Character Perspectives: What a Character
<b>Duration:</b>	15 - 18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 1, Module 1</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Readers</li> <li>● Context Texts: <ul style="list-style-type: none"> <li>○ <i>GET CURIOUS VIDEO: Calamity Jane</i></li> <li>○ <i>Zach Jumps In</i>, realistic fiction</li> <li>○ <i>Yasmin’s Hammer</i> by Ann Malaspina, realistic fiction</li> <li>○ <i>Marisol McDonald Doesn’t Match</i>, by Monica Brown, illustrated by Sara Palacios</li> <li>○ <i>Judy Moody Mood Martian</i> by Megan McDonald, illustrated by Peter H. Reynolds</li> <li>○ <i>Stink and the Freaky Frog Freakout</i> by Megan McDonald, illustrated by Peter H. Reynolds</li> <li>○ <i>Scaredy Squirrel, Fantasy</i> by Mélanie Watt</li> <li>○ <i>Weslandia</i> by Paul Fleischman (writing focal text)</li> <li>○ The Name Jar by Yangsook Choi</li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this realistic fiction text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about bold and interesting characters. There will be multiple opportunities for students to learn how to build and strengthen their reading, writing, listening, speaking, and thinking skills as they explore characters. Students will write a personal narrative while engaging in the writing process.</p> <p>A genre focus on realistic fiction provides students with opportunities to identify point of view, literary elements, and theme in order to better understand unfamiliar texts. Students will also encounter fantasy to build knowledge across genres and synthesize topic knowledge through the social studies connection of community.</p> <p>Students will read about characters and how to make and confirm predictions, using multiple texts such as <i>Marisol Doesn’t Match</i>. They will identify the narrator, first- and third- person point of view, and</p>

	<p>how a theme develops. As students build their vocabulary and synthesize topic knowledge, they will learn that each protagonist is a unique individual, just as they are. Students will learn text to self, text to text, and text to world in order to connect them to their community. Students will revisit realistic fiction texts, identifying that “Aha moment!” when they are monitoring and clarifying information.</p> <p>In conjunction with this genre study, students will write personal narratives to show true mastery of the form. Personal narratives will include plot elements studied throughout the module.</p>
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b>Reading</b></p> <p><b>RL.3.1</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>RL.3.2</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>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>RL.3.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p><b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area</p> <p><b>Foundational Skills</b></p> <p><b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as</li> </ol>

necessary.

### **Writing**

**W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**W.3.6** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**W.3.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening**

**SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

**SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### **Language**

**L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- c. Use commas and quotation marks in dialogue.

**L.3.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

	<p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p><b>L.3.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What makes a character interesting?</li> <li>• Why are human relationships important?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• When readers “walk in the character’s shoes” they learn about the character and themselves.</li> <li>• Other people can help teach us important lessons about ourselves, others, and the world around us.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Point of View</li> <li>• Predictions</li> <li>• Literary Elements</li> <li>• Theme/Topic</li> <li>• Figurative Language: idioms, similes, hyperbole</li> <li>• Clarification, Monitoring</li> <li>• Inference</li> <li>• Text Features</li> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the narrator and distinguish between first and third person.</li> <li>• Make, correct, and confirm predictions based on text features and genre characteristics.</li> <li>• Discuss, listen and make relevant comments to a text.</li> <li>• Recognize characteristics of realistic fiction.</li> <li>• Identify major/minor characters and setting.</li> <li>• Understand and explain how characters develop throughout and influence the plot.</li> <li>• Distinguish theme from topic.</li> <li>• Write a response that demonstrates understanding of the text.</li> <li>• Monitor comprehension and make adjustments</li> </ul>

		<p>when understanding breaks down.</p> <ul style="list-style-type: none"> <li>● Infer the author’s theme or message.</li> <li>● Describe an author’s use of figurative language to achieve a purpose.</li> <li>● Explain the meanings of similes, idioms, and onomatopoeia in a text.</li> <li>● Make inferences and use evidence to support understanding.</li> <li>● Identify text and graphic features and explain author’s purpose for using them.</li> <li>● Identify when a character suddenly understands something or acts in a way that is different than what we would expect, and explain how this might change things or affect the plot.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Short Vowels</li> <li>● Long Vowels</li> <li>● Cursive Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate and decode the short vowel sounds for <i>a, e, i, o, u</i>.</li> <li>● Recognize VC spelling pattern for short vowel sounds.</li> <li>● Decode multisyllabic words with short vowel syllables.</li> <li>● Differentiate the long vowel sounds for <i>a, e, i, o, u</i>.</li> <li>● Recognize the VCe spelling pattern for long vowel</li> </ul>

		<p>sounds.</p> <ul style="list-style-type: none"> <li>• Spell long vowel words with the VCe pattern.</li> <li>• Decode multisyllabic words with long vowel syllables.</li> <li>• Differentiate between the long <i>a</i> and long <i>e</i> sounds.</li> <li>• Recognize the <i>e</i>, <i>ee</i>, <i>ea</i>, and <i>ie</i> spelling patterns for the long <i>e</i> sound.</li> <li>• Recognize the <i>ai</i>, <i>ay</i>, and <i>ea</i> spelling patterns for the long <i>a</i> sound.</li> <li>• Recognize long <i>a</i> vowel teams and syllables in multisyllabic words.</li> <li>• Recognize long <i>e</i> vowel teams and syllables in multisyllabic words.</li> <li>• Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting.</li> <li>• Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.</li> </ul>
<p><b>Writing:</b></p>	<ul style="list-style-type: none"> <li>• Features of Personal Narrative</li> <li>• Writing Process Steps (prewriting, drafting, editing, revising, publishing/sharing)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the elements of a narrative.</li> <li>• Brainstorm ideas for personal narratives.</li> <li>• Write a personal narrative by engaging in the steps of the writing process.</li> <li>• Set goals for writing.</li> <li>• Use multiple prewriting strategies to plan.</li> <li>• Draft using prewriting plan.</li> <li>• Use craft to compose.</li> <li>• Use organizational patterns correctly.</li> <li>• Add conclusions to wrap-up draft.</li> </ul>

		<ul style="list-style-type: none"> <li>● Use craft to develop and draft.</li> <li>● Combine and rearrange ideas to make them clear and easier to understand.</li> <li>● Understand common and proper nouns and adjectives.</li> <li>● Work collaboratively to improve writing .</li> <li>● Use multiple strategies to revise.</li> <li>● Use word reference resources.</li> <li>● Edit drafts to identify and correct errors.</li> <li>● Publish writing for appropriate audiences.</li> <li>● Use technology to help with writing.</li> <li>● Share writing and engage in collaborative discussions.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Rules for discussion</li> <li>● Topic knowledge synthesis</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to fluent reading.</li> <li>● Make and confirm predictions about a selection read aloud.</li> <li>● Answer questions and discuss meanings to develop vocabulary.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Follow rules of discussion and collaboration.</li> <li>● Listen actively during a discussion.</li> <li>● Comprehend content to discuss ideas about a topic.</li> <li>● Articulate use of reading strategies.</li> <li>● Articulate the meaning of an idiom using real-life examples.</li> <li>● Present a project.</li> <li>● Self-assess project work using a rubric.</li> <li>● Make relevant comments and ask questions about a topic.</li> <li>● Take turns and cooperate.</li> </ul>



		<ul style="list-style-type: none"> <li>● Share information on a collaborative project.</li> <li>● Brainstorm and choose research topics.</li> <li>● Develop research questions.</li> <li>● Choose a question to research.</li> <li>● Explain ideas to present a research plan.</li> <li>● Provide feedback during discussion.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> clash, winking, suggest, scrunches, mushy, usual, bilingual, mismatched, observatory, lens, hoax, ceased, astronomer, moody, pesky, snarled, illustrate, annual, protested, recited, venturing, predictable, emergency, consult, distract, drastic</li> <li>● <b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> *narrator, *point of view, confirm, prediction, *character, literary elements, *plot, *setting, *prefix, *base word, *moral, theme, *topic, collaborative discussion, conversation, clarify, context clue, monitor, reread, figurative language, idiom, hyperbole,</li> </ul>	<ul style="list-style-type: none"> <li>● Answer questions using module vocabulary.</li> <li>● Identify real-life connections between words and their use.</li> <li>● Answer questions and discuss meanings to develop vocabulary.</li> <li>● Identify and discuss narrator and point of view.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Understand the meaning of words with short and long vowel patterns.</li> <li>● Express predictions using the words <i>predict</i> and <i>correct</i>.</li> <li>● Review and extend understanding of word meanings.</li> <li>● Use context to determine the meanings of unfamiliar words.</li> <li>● Discuss literary elements using the terms <i>major character</i> and <i>minor character</i>.</li> <li>● Discuss words with the prefixes mis-, un-, and non- to show how the target of prefixes change the meaning of the base word.</li> <li>● Discuss theme using the terms <i>theme</i>, <i>topic</i>, <i>moral</i>, and <i>lesson</i>.</li> <li>● Discuss words with the suffixes -ful and -less, and how the suffixes change the meaning of base words</li> </ul>

	<p>metaphor, onomatopoeia, simile, *event, literal language, background knowledge, *evidence, experience, *inference, *suffix, graphic feature, bold text, text feature, type, brainstorm, *research, research plan, *source, *elaboration, expository, transition</p> <ul style="list-style-type: none"> <li>● <b>Generative Vocabulary:</b> prefixes: mis, un, non, suffixes: ful, less</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> common and proper nouns, adjectives, capitalization and punctuation (end, commas, quotation marks)</li> </ul>	<ul style="list-style-type: none"> <li>● Articulate the meaning of an idiom using real-life examples</li> <li>● Identify pronouns that signal point of view</li> <li>● Determine the meaning of grade-level academic vocabulary with prefixes and suffixes.</li> <li>● Use a dictionary or glossary to determine the meanings of unknown words.</li> <li>● Describe how derivational suffixes turn words into different parts of speech.</li> <li>● Create word webs using vocabulary.</li> <li>● Discuss text features using the term <i>capital letters</i>.</li> </ul>
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<b>Unit Number and Title:</b>	Module 2: Character Expressions: Use Your Words
<b>Duration:</b>	15 - 18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 2</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Readers</li> <li>● Core Texts: <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: Use Your Words</i></li> <li>○ <i>Wordy Birds</i>, informational text</li> <li>○ <i>A LOL Story</i>, informational text</li> <li>○ <i>Dear Primo: A Letter to My Cousin</i> by Duncan Tonatiuh, realistic fiction/letters</li> <li>○ <i>Adventures with Words</i>, poems</li> <li>○ <i>Shanghai Messenger</i> by Andrea Cheng, fiction</li> <li>○ <i>The Upside Down Boy</i> by Juan Felipe Herrera, memoir</li> <li>○ <i>Dear Dragon</i> by Josh Funk, fantasy/ letters</li> <li>○ <i>The Lemonade War</i> by Jacqueline Davies (writing focal text)</li> <li>○ <i>The Proudest Blue</i> by Ibtihaj Muhammad</li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this poetry text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about the importance of words and how they are used to express ideas and feelings. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write a letter as a form of correspondence as they engage in the writing process.</p> <p>This genre focus on poetry text will provide students with opportunities to identify elements of poetry and figurative language in order to better understand unfamiliar texts. Students will also encounter memoir and fantasy to build knowledge across genres and synthesize topic knowledge through the social-emotional connection on character perspectives. As students build vocabulary and synthesize</p>

	<p>topic knowledge, they will learn that words can take them on an adventure or teach them something new.</p> <p>Students will learn how a series of text messages between two friends can convey meaning. Students will identify and explain the purpose of a text and even graphic features. Students will then retell, summarize, and determine point of view, and identify the narrators. They will compare and contrast the characters and settings throughout the module. Students will use their knowledge of text interactions to compose letters and personal correspondences in the writing portion of the module.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b>Reading</b></p> <p><b>RL.3.1</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>RL.3.2</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>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RI.3.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><b>Foundational Skills</b></p> <p><b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on</li> </ol>

successive readings.

**Writing**

**W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Speaking and Listening**

**SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

**SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**Language**

**L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f. Ensure subject-verb and pronoun-antecedent agreement.\*

**L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Use commas and quotation marks in dialogue.

**L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

**L.3.5** Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

	<ul style="list-style-type: none"> <li>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do people use words to express themselves?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Students will come to understand the importance of words and how new vocabulary helps to express ideas and feelings.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content Students will know...</b>	<b>Skills Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● Text and Graphic Features</li> <li>● Retell</li> <li>● Point of View</li> <li>● Character Development</li> <li>● Questioning</li> <li>● Elements of Poetry</li> <li>● Figurative language</li> <li>● Visualizing</li> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>).</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize characteristics of letters and poems.</li> <li>● Identify text and graphic features and explain their purpose.</li> <li>● Recognize characteristics of text messages</li> <li>● Paraphrase key events and details.</li> <li>● Evaluate details in a text to determine key ideas.</li> <li>● Identify the narrator of a text, and distinguish between first and third person.</li> <li>● Explain characters' perspective in a text.</li> <li>● Explain how characters develop throughout the plot.</li> <li>● Write a response that demonstrates understanding of the text.</li> <li>● Ask and answer questions about a text to gain a deeper understanding.</li> <li>● Use text evidence to support answers.</li> <li>● Read poetry fluently.</li> <li>● Identify and explain elements of poetry, including structure and rhyme scheme.</li> </ul>

		<ul style="list-style-type: none"> <li>● Identify different types of poems and their differences.</li> <li>● Identify an author’s use of figurative language to achieve a specific purpose.</li> <li>● Explain the meanings of metaphors in a text.</li> <li>● Use story details to create mental images about what is read.</li> <li>● Identify when a character realizes something suddenly or asks a difficult question and explain how it impacts the story and makes them wonder.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Short Vowel Words</li> <li>● Long Vowels Words</li> <li>● Cursive Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize and decode words with short vowel sounds.</li> <li>● Recognize and decode words with long <i>o</i> spelling patterns.</li> <li>● Read and spell words with the long <i>i</i> and long <i>o</i> sound and understand their meanings.</li> <li>● Recognize and learn spelling patterns for the long <i>i</i> and long <i>o</i> sounds.</li> <li>● Recognize and decode multisyllabic words with short and long vowel sounds.</li> <li>● Recognize and decode multisyllabic words with open and closed syllables.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting.</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.</li> </ul>

<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Elements of writing a correspondence</li> <li>● Writing process of a correspondence</li> </ul>	<ul style="list-style-type: none"> <li>● Listen and ask relevant questions</li> <li>● Follow oral instructions</li> <li>● Speak coherently during classroom discussions</li> <li>● Work collaboratively</li> <li>● Make and describe connections between self and text while reading</li> <li>● Establish a purpose for reading</li> <li>● Evaluate and synthesize new information</li> <li>● Discuss ideas in a text</li> <li>● Explain relationships among the characters</li> <li>● Use content print/digital resources to determine meaning</li> <li>● Read and understand domain-specific vocabulary</li> <li>● Evaluate and synthesize new information</li> <li>● Use prewriting strategies to plan writing</li> <li>● Plan a draft of a letter</li> <li>● Use an organizational structure</li> <li>● Craft an engaging idea for writing</li> <li>● Revise letter to develop an idea</li> <li>● Edit letter for correct pronoun usage</li> <li>● Edit letter for correct punctuation</li> <li>● Spell words with increased accuracy</li> <li>● Edit letter for capitalization and spelling</li> <li>● Edit writing for complete sentences and subject-verb agreement</li> <li>● Publish letters</li> <li>● Sign letters in cursive</li> <li>● Share writing</li> <li>● Hold collaborative discussions</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Topic knowledge synthesis</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss the content of a read-aloud text.</li> </ul>



	<ul style="list-style-type: none"> <li>● Formal and informal language</li> </ul>	<ul style="list-style-type: none"> <li>● Develop questions for research.</li> <li>● Research answers to questions.</li> <li>● Recognize appropriate resources.</li> <li>● Plan and organize a multimedia presentation.</li> <li>● Differentiate between primary and secondary sources.</li> <li>● Present research results.</li> <li>● Identify multimedia formats.</li> <li>● Identify the steps in creating a multimedia presentation.</li> <li>● Listen actively and provide feedback during discussion.</li> <li>● Distinguish between formal and informal language.</li> <li>● Adapt spoken language to purpose.</li> <li>● Express ideas using formal and informal language.</li> <li>● Identify and internalize key vocabulary.</li> <li>● Self-assess project work using rubric.</li> <li>● Ask questions about a text, using words such as <i>what</i>, <i>when</i>, and <i>why</i>.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> express, convey, chronicle, creative, video, costumes, black, hydrant, march, desires, entry, steep, speed, breezy, conductor, assigned, mosaics, retains, precious, demolition, projects, vocal cords, imitates, species, associated</li> </ul>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use.</li> <li>● Identify the types of words and meanings used in letters and poems.</li> <li>● Answer questions and discuss meanings to develop vocabulary.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use context to determine the meanings of unfamiliar words.</li> <li>● Identify new vocabulary using strategic learning</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> graphic feature, text feature, type, event, retell, *narrator, *point of view, *prefix, *suffix, *base word, ellipses, label, *character, character trait, *dialogue, *source, *primary source, *secondary source, clarify, prediction, elements of poetry, haiku, limerick, rhyme, rhyme scheme, rhythm, *stanza, figurative language, literal language, metaphor, simile, bold text, italic text, *punctuation, formal language, informal language, *mental image, visualize</li> <li>● <b>Generative Vocabulary:</b> prefixes: re, pre, dis, suffixes: y, ly</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> capitalization, punctuation (end, commas, quotation marks), pronouns, and subject-verb agreement</li> </ul>	<p>techniques.</p> <ul style="list-style-type: none"> <li>● Identify and internalize key vocabulary to communicate questions and ideas about a research topic.</li> <li>● Discuss characters using academic language.</li> <li>● Discuss text and graphic features using academic vocabulary.</li> <li>● Discuss similes and metaphors using academic vocabulary.</li> <li>● Discuss target vocabulary words and expand vocabulary knowledge.</li> <li>● Identify elements of poetry, using the words <i>stanzas</i>, <i>rhyme</i>, and <i>rhyme pattern</i>.</li> <li>● Read words with long and short vowels and understand their meaning.</li> <li>● Read words with open and closed syllables and understand their meanings.</li> <li>● Discuss words with the prefixes re- and pre- to show understanding of the target prefixes and how they change the meaning of words.</li> <li>● Discuss words with the prefixes dis- to show understanding of the target prefix and how it changes the meaning of the base word.</li> <li>● Discuss words with suffixes -y and -ly to show understanding of the target suffixes and how they change the meaning of base words.</li> </ul>
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<b>Unit Number and Title:</b>	Module 3: Government and Citizenship: Let Freedom Ring
<b>Duration:</b>	15 - 18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 3</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Readers</li> <li>● Core Texts: <ul style="list-style-type: none"> <li>○ <i>GET CURIOUS VIDEO: American Landmarks</i></li> <li>○ <i>American Places, America Ideals</i>, informational text</li> <li>○ <i>The U.S. Constitution</i>, by Norman Pearl, illustrated by Mathew Skeens</li> <li>○ <i>Why we Celebrate The Fourth of July</i>, informational video</li> <li>○ <i>The Flag Maker</i>, by Susan Campbell Bartoletti, illustrated by Claire A. Nivola</li> <li>○ <i>Why is The Statue of Liberty Green?</i> by Martha E.H. Rustad, Illustrated by Holli Conger</li> <li>○ <i>All the Places to Love by Patricia MacLachlan Paintings</i> by Nick Wimmer (writing focal text)</li> <li>○ Juneteenth for Mazie by Floyd Cooper</li> </ul> </li> </ul> <p>Cross-curricular connections:  Social Studies - <del>The Structure and Function of Government: Connecticut and Fairfield/State Constitution and Government</del> grade 3 unit  Social Studies - <del>The Impact of The Indigenous Peoples and Geography on Fairfield/Cultural Communities in Connecticut Present and Past</del> grade 3 unit</p>

<b>Unit Overview:</b>	<p>In this informational text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about important U.S. documents and symbols. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write a descriptive essay as they engage in the writing process.</p> <p>This genre focus on nonfiction provides students with opportunities to identify central ideas, text structure, and media techniques in order to better understand unfamiliar texts. Students will also encounter video to build knowledge across genres and synthesize topic knowledge through the social studies connection on government and citizenship. As students build their vocabulary and synthesize topic knowledge, they will learn more about our country’s history and how various symbols came to represent the values and ideals of the United States.</p> <p>Students will read about the history of patriotic tunes, The U.S. Constitution, and the Statue of Liberty, and Juneteenth to show how these historical places, documents, and symbols represent our nation. Students will learn to summarize what they have read, identify words that signal a sequence of events, identify graphic features, and determine the main/central idea, as well as explain the author's purpose of informational texts.</p> <p>Throughout the module, students will be learning the structure of descriptive essays, culminating in the final performance task of writing an essay about the symbolism and importance behind historical landmarks.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b>  <b>Reading</b>  <b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  <b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main</p>

idea.

**RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

**RI.3.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

#### **Foundational Skills**

**RF.3.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

#### **Writing**

**W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

#### **Speaking and Language**

**SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

	<p>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>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>Language</b></p> <p><b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do historic places, documents, and symbols represent our nation?</li> <li>• Why do we seek and build communities?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Various symbols in our country’s history came to represent the values and ideals of the United States.</li> <li>• Communities exist to help one another out and provide a sense of connectedness. Many communities work together toward a common cause in order to form a better society.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Author’s Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain author’s purpose.</li> </ul>

	<ul style="list-style-type: none"> <li>● Summary</li> <li>● Synthesis</li> <li>● Central Idea</li> <li>● Text Structure</li> <li>● Text and Graphic Features</li> <li>● Media Techniques</li> <li>● Retelling</li> <li>● Content-Area Words</li> <li>● Questioning</li> <li>● Literary elements</li> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>).</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize the text by identifying the central ideas and relevant details.</li> <li>● Evaluate details to determine key ideas.</li> <li>● Recognize the central ideas in informational texts.</li> <li>● Summarize the central ideas and relevant details of a video.</li> <li>● Provide supporting evidence for central ideas.</li> <li>● Identify and analyze text structures and their purpose (i.e. chronology).</li> <li>● Recognize transition words that signal a sequence of events.</li> <li>● Recognize and explain the author’s use of text features.</li> <li>● Recognize characteristics of informational texts.</li> <li>● Recognize transition words that signal a sequence of events.</li> <li>● Analyze the use of media techniques to achieve specific purposes.</li> <li>● Retell the important ideas in a text.</li> <li>● Use context/dictionary/glossary to determine the meaning of content area words.</li> <li>● Ask and answer questions about a text before, during and after reading a text.</li> <li>● Identify and recognize changes in the setting in a narrative nonfiction text.</li> <li>● Notice when an author repeats things and how that information helps you to understand the story.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Three-Letter Blends</li> <li>● Multisyllabic Words</li> <li>● Words with /j/, /k/, /kw/</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize and decode words with three-letter blends.</li> <li>● Learn spelling patterns for three-letter blends.</li> </ul>

	<ul style="list-style-type: none"> <li>● Silent Letters</li> <li>● Consonant Digraphs</li> <li>● Cursive Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>● Spell words with three-letter blends and understand meanings.</li> <li>● Decode multisyllabic words.</li> <li>● Decode and read words with /j/, /k/, and /kw/.</li> <li>● Spell and write words with /j/, /k/, and /kw/.</li> <li>● Decode and read multisyllabic words with /j/, /k/, and /kw/.</li> <li>● Decode and read words with consonant digraphs and silent letters.</li> <li>● Spell and write words with consonant digraphs and silent letters.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting.</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Elements of writing a descriptive essay</li> <li>● The writing process of descriptive essay</li> </ul>	<ul style="list-style-type: none"> <li>● Establish a purpose for reading.</li> <li>● Use prior and background knowledge.</li> <li>● Understand features of descriptive writing.</li> <li>● Use technology to assist with publishing.</li> <li>● Share writing.</li> <li>● Hold collaborative discussions.</li> <li>● Use prewriting strategies to plan writing.</li> <li>● Plan a draft.</li> <li>● Develop a topic sentence for a description.</li> <li>● Organize a draft.</li> <li>● Complete a graphic organizer.</li> <li>● Use sensory words.</li> </ul>



		<ul style="list-style-type: none"> <li>● Discuss elements of google beginnings and endings in writing.</li> <li>● Apply knowledge of sentence structure to writing.</li> <li>● Begin sentences with different parts of speech to vary sentence structure.</li> <li>● Revise draft of a description.</li> <li>● Revise draft to improve sentence structure.</li> <li>● Use a variety of sentence types.</li> <li>● Proofread description for spelling.</li> <li>● Edit drafts for capitalization, punctuation, and correct spelling.</li> <li>● Publish a description.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Text Interpretation and analysis</li> <li>● Synthesis</li> <li>● Presentation</li> <li>● Note Taking</li> </ul>	<ul style="list-style-type: none"> <li>● Identify central ideas and supporting facts.</li> <li>● Interpret messages in media.</li> <li>● Interpret media techniques to communicate information.</li> <li>● Listen to fluent reading.</li> <li>● Use content area words to describe media.</li> <li>● Demonstrate active listening skills.</li> <li>● Give information in a logical sequence.</li> <li>● Use acquired language skills to give a presentation.</li> <li>● Develop research questions.</li> <li>● Identify and internalize key vocabulary.</li> <li>● Plan and give a short presentation about a personal experience.</li> <li>● Present a project.</li> <li>● Self-assess project work using a rubric.</li> <li>● Summarize to confirm understanding of text read aloud.</li> <li>● Listen actively and provide feedback during</li> </ul>

		<p>discussion.</p> <ul style="list-style-type: none"> <li>● Gather and sort information to take notes.</li> <li>● Demonstrate taking notes.</li> </ul>
<p><b>Language:</b></p>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> loyal, sovereignty, democracy, civic, delegates, convention, domestic, welfare, posterity, endowed, declaring, independence, presented, gritty, hoisted, broad</li> <li>● <b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> <b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> author’s purpose, entertain, *inform, persuade, *central idea, *detail, summarize, evidence, *heading, *suffix, *prefix, *base word, *organization, text structure, graphic feature, label, sidebar, text feature, brainstorm, *primary source, *research, *secondary source, animation, expert, live action, media, sound elements, conflict, resolution, retell,</li> </ul>	<ul style="list-style-type: none"> <li>● Use newly acquired vocabulary to answer questions.</li> <li>● Identify and use multiple- meaning words using strategic learning techniques.</li> <li>● Identify real-life connections between words and their use.</li> <li>● Answer questions and discuss meanings to develop vocabulary.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use context to determine the meanings of unfamiliar words.</li> <li>● Use a dictionary or glossary to determine the meanings of unknown words.</li> <li>● Define and discuss content area words using context clues.</li> <li>● Discuss target vocabulary words and expand vocabulary knowledge.</li> <li>● Discuss words with the suffixes -y and -less and the prefix dis- to show understanding of the target suffixes and prefix.</li> <li>● Discuss words with the suffixes -er and -est to show understanding of the target suffix and spelling changes to base words when the suffixes are added.</li> <li>● Discuss words with the prefix im- to show understanding of the target prefix.</li> <li>● Create word webs using vocabulary.</li> </ul>

	<p>sequence, content-area words, context clue, analyze, interpret, media techniques, clarify, prediction, *character, *event, literary elements, *plot, *setting, bullet points, formal language, pacing, *presentation, elaboration, expository, *topic</p> <ul style="list-style-type: none"> <li>● <b>Generative Vocabulary:</b> Suffixes-y, ly, -less; Prefix-dis, -im; Suffix-er/-est</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> apostrophes, capitals and punctuation (end, commas, quotation marks)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Improve sentence structure (e.g., rearrange words and sentences, add sentences, remove unnecessary words or sentences).</b></li> </ul>
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<b>Unit Number and Title:</b>	Module 4: Theater and Performance: Stories on Stage
<b>Duration:</b>	15 - 18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 4</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Readers</li> <li>● Core Texts:           <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: Auditions</i></li> <li>○ <i>The Lion King’s Friend</i>, informational text</li> <li>○ <i>That’s Entertainment</i>, opinion text</li> <li>○ <i>The Saga of Pecos Bill</i> by Anthony D. Fredericks, drama/ tall tale</li> <li>○ Little Melba and Her Big Trombone by Katheryn Russell-Brown,</li> <li>○ <i>The Traveling Trio</i> by Cesky Krumlov of Czech Republic, informational video</li> <li>○ <i>Gigi and the Wishing Ring</i>, adapted from the Italian fairy tale by Sumi Collina, drama/ classic tale</li> <li>○ <i>Characters and Prologue</i> of drama/ myth</li> <li>○ The Rough Face Girl by Rafe Martin</li> <li>○ Cendrillon- A Caribbean Cinderella by Robert D. San Souci</li> <li>○ <i>Crossing Bok Chitto</i>, A Choctaw Tale of Friendship and Freedom by Tim Tingle (writing focal text)</li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this drama text-focused module, students will listen to, read, and view a variety of texts and media that give them information about the features of drama. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write a narrative story as they engage in the writing process.</p>

	<p>A genre focus on drama provides students with opportunities to identify elements of drama and literary elements in order to better understand unfamiliar texts. Students will also encounter fables and video to build knowledge across genres and synthesize topic knowledge through the social emotional connection of theater and performance.</p> <p>Students will read a series of drama and fairy tale texts to visualize, identify elements of a drama, act out scenes, and explore how figurative language can influence the plot and author’s purpose. They will learn to identify characters, dialogue, setting, scenes, and themes in a drama. As students build their vocabulary and synthesize topic knowledge, they will learn more about the value of drama and the key differences between stories and plays.</p> <p>In this module, students will engage in two types of writing. Using dramas and plays as models, students will continue to hone their craft when writing narratives. As a culminating task, students will write opinion pieces regarding the inherent differences between prose and plays, and the reasons why one may be better than the other.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b> <b>Reading</b></p> <p><b>RL.3.1</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>RL.3.2</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>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p><b>RI.3.1</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>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text</p>

relevant to a grade 3 topic or subject area.

**RI.3.6** Distinguish their own point of view from that of the author of a text.

### **Foundational Skills**

**RF.3.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

**W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

### **Speaking and Listening**

**SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

**SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

	<p><b>Language</b></p> <p><b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p><b>L.3.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• Why might some stories be better told as plays?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• The unique literary elements of a play can be more entertaining, provide more background information, and allow the audience to better understand what is happening.</li> </ul>	
<b>Learning Goal(s):</b>	<p><b>Content</b></p> <p><b>Students will know...</b></p>	<p><b>Skills</b></p> <p><b>Students will be able to...</b></p>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Author’s claim</li> <li>• Visualizing</li> <li>• Elements of a Drama</li> <li>• Figurative Language</li> <li>• Literary Elements</li> <li>• Media Techniques</li> <li>• Retell</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the author’s claim and supporting facts.</li> <li>• Distinguish between facts and opinions.</li> <li>• Ask questions about the text and create mental images while reading.</li> <li>• Identify elements of drama.</li> <li>• Explain the author’s use of figurative language .</li> <li>• Write sentences using imagery .</li> </ul>

	<ul style="list-style-type: none"> <li>● Theme/topic</li> <li>● Monitor and clarify</li> <li>● Summarize</li> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>).</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize characteristics of an argumentative text.</li> <li>● Analyze literary elements of characters, setting, plot and events.</li> <li>● Discuss characters and how they develop.</li> <li>● Analyze the use of media techniques to achieve specific purposes.</li> <li>● Retell a drama to reinforce understanding of the plot, events and theme.</li> <li>● Identify the author’s message or theme.</li> <li>● Analyze how plot elements reveal the author’s purpose.</li> <li>● Distinguish between theme and topic.</li> <li>● Ask questions about the text and create mental images while reading.</li> <li>● Listen actively to analyze or clarify information .</li> <li>● Monitor comprehension and make adjustments to improve understanding of the text.</li> <li>● Summarize the central ideas and details of an informational video.</li> <li>● Identify when a character acts differently than they would expect and explain how that impacts the story.</li> <li>● Identify when a character shares advice or insights to another character and explain how this affects the character and the life lesson learned.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Consonant Digraphs</li> <li>● Vowel Diphthongs</li> <li>● Cursive Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize and decode words with the consonant digraphs <i>ch, tch, sh, wh, th, ph, and ng</i>.</li> <li>● Spell and write words with consonant digraphs.</li> <li>● Learn spelling patterns for consonant digraphs <i>ch</i> and <i>tch</i>.</li> </ul>



		<ul style="list-style-type: none"> <li>● Recognize and decode words with vowel diphthongs <i>ow</i> and <i>ou</i>.</li> <li>● Learn spelling patterns for vowel diphthongs <i>ow</i> and <i>ou</i>.</li> <li>● Decode and read words with vowels <i>au</i>, <i>aw</i>, <i>al</i>, and <i>o</i>.</li> <li>● Spell and write words with vowels <i>au</i>, <i>aw</i>, <i>al</i>, and <i>o</i>.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting.</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Elements of narrative writing</li> <li>● The writing process of writing a narrative</li> </ul>	<ul style="list-style-type: none"> <li>● Make and describe personal connections to sources.</li> <li>● Understand genre features.</li> <li>● Access prior knowledge.</li> <li>● Actively listen to participate in group discussions.</li> <li>● Build background knowledge about an unfamiliar topic to prepare to read.</li> <li>● Synthesize information to make, correct and confirm predictions.</li> <li>● Set a purpose for reading.</li> <li>● Make connections across a text.</li> <li>● Analyze narrative text for author’s craft.</li> <li>● Read and understand domain specific vocabulary.</li> <li>● Set goals for writing.</li> <li>● Use technology to assist with writing.</li> </ul>

		<ul style="list-style-type: none"> <li>● Use multiple prewriting strategies to plan a draft.</li> <li>● Plan and develop the first draft.</li> <li>● Use knowledge of story structure to begin drafting a story.</li> <li>● Understand different ways to create an engaging beginning.</li> <li>● Draft a beginning, multi-paragraph middle, and ending to a story.</li> <li>● Revise drafts.</li> <li>● Add dialogue and dialogue tags</li> <li>● Edit writing for possessive pronouns.</li> <li>● Proofread writing for grammar, usage, and mechanics .</li> <li>● Publish written works as part of the writing process.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Summarization and Paraphrasing</li> <li>● Evaluation and Organization</li> <li>● Synthesis</li> <li>● Oral Instructions</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to fluent reading.</li> <li>● Use details to connect to meaning.</li> <li>● Comprehend details to connect to meaning.</li> <li>● Paraphrase information read aloud.</li> <li>● Summarize information read aloud.</li> <li>● Use acquired language to summarize and paraphrase information.</li> <li>● Comprehend content to determine relevance to a topic.</li> <li>● Use sequence words to write instructions.</li> <li>● React to presentation.</li> <li>● Self-assess project work using a rubric.</li> <li>● Determine relevance of information for research.</li> <li>● Organize information for research to demonstrate understanding.</li> </ul>

		<ul style="list-style-type: none"> <li>● Listen actively and provide feedback during discussion.</li> <li>● Present a project.</li> <li>● Follow oral instructions.</li> <li>● Write instructions.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> audition, rehearse, ability, actor, saga, genuine, coiled, whirled, tame, baroque, pulleys, backdrop, performance, eminent, peasant, stately, deceive, superior, merciful, drowsy, hesitation, burden, reassuring, greedily, unnoticed, trials, boasts, curtain call, professional, focused</li> <li>● <b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> *audience, claim, *fact, *opinion, visualize, act, cast of characters, *dialogue, drama, scene, script, stage direction, *prefix, base word, *character, conflict, *event, literary elements, *plot, resolution, figurative language, hyperbole, imagery, personification, paraphrase, summarize, *central idea, animation, live action, media, sound elements, retell, *suffix,</li> </ul>	<ul style="list-style-type: none"> <li>● Read words with consonant digraphs and understand their meaning.</li> <li>● Spell words with ch and tch and understand their meaning.</li> <li>● Use newly acquired vocabulary expressively and to answer questions and demonstrate understanding.</li> <li>● Identify real-life connections between words and their use.</li> <li>● Use context to determine the meanings of unfamiliar words.</li> <li>● Determine the meaning of the grade-level academic vocabulary with prefixes, suffixes, and Latin roots.</li> <li>● Use a dictionary or glossary to determine the meanings of unknown words.</li> <li>● Identify shades of meaning using strategic learning techniques.</li> <li>● Discuss words with the prefixes in- and im- to show understanding.</li> <li>● Discuss target vocabulary words and expand vocabulary knowledge by playing a word game.</li> <li>● Use acquired language to summarize and paraphrase.</li> <li>● Read, articulate sounds and spell words with vowel diphthongs ou and ow and understand their</li> </ul>

	<p>theme, *topic, brainstorm, evaluate, *research, clarify, monitor, *root, character trait, instructions, sequence, evidence, perspective, *reasons, transition word</p> <ul style="list-style-type: none"> <li>● <b>Generative Vocabulary:</b> prefixes: in, im, suffixes: er, or, Latin Root: aud, vis</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> punctuating dialogue, possessive pronouns, capitalization and punctuation (end, commas, quotation marks)</li> </ul>	<p>meaning.</p> <ul style="list-style-type: none"> <li>● Discuss words with the suffixes -er and -or to show understanding of the target suffixes.</li> <li>● Read and spell words with vowels au, aw, oi and o and understand their meaning.</li> <li>● Identify and use multi-meaning words using strategic learning techniques.</li> <li>● Discuss words with Latin roots -aud and -vis to show understanding of the roots.</li> </ul>
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<b>Unit Number and Title:</b>	Module 5: Relationship Skills: Teamwork
<b>Duration:</b>	15 - 18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 5</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Readers</li> <li>● Core Texts:           <ul style="list-style-type: none"> <li>○ <i>Competition Cooperation-and FUN!</i>, informational text</li> <li>○ <i>Get Curious Video: How Do We Win?</i></li> <li>○ <i>Teamwork = Victory!</i>, informational text</li> <li>○ <i>Soccer Shootout by Jake Maddox illustrated by Mathew Shipley</i></li> <li>○ <i>Fiction Video: Bend It Like Bianca</i></li> <li>○ <i>Running Rivals</i> by Jake Maddox, illustrated by Oriol Vidal</li> <li>○ <i>The True Story of an Amazing All Brother Baseball Team: Brothers at Bat</i> by Audry Vernick, Illustrated by Steven Salarno</li> <li>○ <i>The Carver Chronicles Don’t Feed The Geckos!</i>, by Karen English, illustrated by Laura Freeman (writing focal text)</li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this realistic fiction text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about the concept of teamwork. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and</p>

	<p>conclusions about what they read and discuss. Students will write a persuasive essay as they engage in the writing process.</p> <p>A genre focus on realistic fiction provides students with opportunities to identify literary elements, author’s craft, and theme in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction and a video to build knowledge across genres. Students will synthesize topic knowledge through the science/social studies connection on teamwork. Students will learn that readers cannot assume that everything the author says is true or correct. The author might include his/her opinion. skilled readers question what the author says and how it relates to what they already know. Students will read informational text about two girl basketball teams and identify graphic features, setting, and how the author develops the theme around competition. As students build their vocabulary and synthesize topic knowledge, they will learn more about the way that sports can bring people together to work as a team.</p> <p>Students will also continue to shape their persuasive writing skills by drafting multi-paragraph essays that include an introduction, body, and conclusion.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b>  <b>Reading</b>  <b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  <b>RL.3.2</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.  <b>RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)  <b>RL.3.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)  <b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>

**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

**RI.3.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

### **Foundational Skills**

**RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

**RF.3.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

**W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

### **Speaking and Listening**

**SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

**Language**

**L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- f. Ensure subject-verb and pronoun-antecedent agreement.
- i. Produce simple, compound, and complex sentences.

**L.3.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

**L.3.5** Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Essential Question(s):**

- What can sports teach us about working together and forming relationships?



	<ul style="list-style-type: none"> <li>● Why are human relationships important?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Sports can bring people together to work as a team.</li> <li>● Other people can help teach us important lessons about ourselves, others, and the world around us.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content Students will know...</b>	<b>Skills Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● Author's Purpose</li> <li>● Questioning</li> <li>● Literary Elements</li> <li>● Theme/topic</li> <li>● Monitor and Clarify</li> <li>● Author's Craft</li> <li>● Media Techniques</li> <li>● Predicting</li> <li>● Figurative Language</li> <li>● Text Structure</li> <li>● Point of View</li> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>).</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and explain the author's purpose.</li> <li>● Ask and answer questions to deepen understanding of a text and gain information.</li> <li>● Explain relationships among characters and character development.</li> <li>● Explain the influence of setting on plot.</li> <li>● Explain the use of text structure.</li> <li>● Identify the theme and distinguish between topics.</li> <li>● Analyze how the author's use of language contributes to voice.</li> <li>● Recognize how the author's voice contributes to mood.</li> <li>● Monitor comprehension and make adjustments to improve understanding when needed.</li> <li>● Identify sound and visual elements.</li> <li>● Listen actively to analyze and clarify information.</li> <li>● Analyze the use of media techniques to achieve specific purposes.</li> <li>● Make, correct, and confirm predictions based on text features and genre characteristics.</li> <li>● Explain the author's use of sound devices and imagery.</li> <li>● Analyze the use of text structure to achieve</li> </ul>

		<p>specific purposes.</p> <ul style="list-style-type: none"> <li>● Identify transitions that indicate chronology in text.</li> <li>● Identify the narrator.</li> <li>● Distinguish between first- and third-person point of view.</li> <li>● Identify when a character acts differently than they would expect and explain how that impacts the story.</li> <li>● Identify things that are surprising and things that challenged, changed or confirmed what they already knew as they read nonfiction.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Diphthongs</li> <li>● Homophones</li> <li>● Contractions</li> <li>● Cursive Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize and decode words with diphthongs <i>oi</i> and <i>oy</i>.</li> <li>● Learn to spell words with the /oi/ sound spelled <i>oi</i> and <i>oy</i>.</li> <li>● Recognize and decode multisyllabic words with diphthongs <i>oi</i> and <i>oy</i>.</li> <li>● Recognize and decode homophones.</li> <li>● Learn to spell homophones.</li> <li>● Recognize and decode contractions with <i>n't</i>, <i>'d</i>, <i>'ve</i>.</li> <li>● Learn to spell contractions.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting.</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.</li> </ul>

<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Elements of persuasive writing</li> <li>● The writing process of writing a persuasive letter</li> </ul>	<ul style="list-style-type: none"> <li>● Describe a personal connection to sources.</li> <li>● Build background knowledge.</li> <li>● Set goals for writing.</li> <li>● Understand audience and purpose.</li> <li>● Understand features of persuasive writing.</li> <li>● Use prewriting strategies to plan writing.</li> <li>● Draft a multi-paragraph text (introduction, body paragraphs, strong conclusion).</li> <li>● Use organizational patterns correctly.</li> <li>● Draft a persuasive letter.</li> <li>● Add details to support a position.</li> <li>● Write a strong conclusion.</li> <li>● Revise a draft.</li> <li>● Understand possessive pronouns.</li> <li>● Apply correct punctuation.</li> <li>● Work collaboratively and use peer feedback to improve writing.</li> <li>● Proofread for correct possessives and spelling, and mechanics.</li> <li>● Publish writing.</li> <li>● Use technology to assist with writing.</li> <li>● Share writing.</li> <li>● Engage in collaborative discussions.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Citations</li> <li>● Summary and Paraphrasing</li> <li>● Discussion Rules</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to fluent reading.</li> <li>● Keep records of sources while doing research.</li> <li>● Create a bibliography/works cited page.</li> <li>● Use acquired writing and language skills.</li> <li>● Recall facts and details from text read orally.</li> <li>● Paraphrase and summarize information read aloud.</li> <li>● Use acquired language to summarize and</li> </ul>

		<p>paraphrase.</p> <ul style="list-style-type: none"> <li>● Recognize and describe the features of realistic fiction.</li> <li>● Synthesize knowledge gained from text.</li> <li>● Follow rules of discussion.</li> <li>● Listen actively during a discussion.</li> <li>● Make relevant comments and ask questions during a discussion.</li> <li>● Comprehend content to discuss ideas about topics.</li> </ul>
<p><b>Language:</b></p>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> collaboration, symbiosis, determination, unity, apprehensive, technical, deflected, competition, intercepted, sprawling, captain, force, finals, meets, upset, concentrated, disappointed, personal, littered, disbanded, rivalry, donated, generations, soared, prime, desolate, retain, self-discipline, finesse</li> <li>● <b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> author’s purpose, entertain, *inform, persuade, clarify, prediction, *character, character trait, literary elements, *plot, *setting, *suffix, base word, *root, theme, *topic, author’s craft, mood, voice, literal</li> </ul>	<ul style="list-style-type: none"> <li>● Articulate the author’s purpose using the word <i>inform</i> and <i>entertain</i>.</li> <li>● Read and spell words with diphthongs oi and oy and understand their meaning and articulate the sound in multisyllabic words.</li> <li>● Answer questions and discuss meaning to develop vocabulary.</li> <li>● Articulate questions and answers about the selection.</li> <li>● Summarize to confirm understanding of a text read aloud.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Identify literary elements, including the terms major and minor characters, narrator and point of view, using text evidence.</li> <li>● Discuss words with the suffixes er, or, er/est, and -ment to show understanding of their meaning.</li> <li>● Articulate the story’s topic and theme.</li> <li>● Discuss target vocabulary words and create word webs to expand vocabulary knowledge.</li> <li>● Articulate strategies for clarifying comprehension.</li> </ul>

	<p>language, alphabetical order, bibliography, *source, live action, media, sound elements, visual elements, paraphrase, summarize</p> <ul style="list-style-type: none"> <li>● <b>Generative Vocabulary:</b> suffixes: er, or, er/est, ment, Greek Roots: bio, Latin roots: vid</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> pronouns, sentence structure, homophones, contractions</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and articulate sound elements used in video and transition words that indicate a sequence text structure.</li> <li>● Discuss words with Greek root <i>bio</i> and Latin root <i>vid</i> to show understanding.</li> <li>● Use acquired language to summarize and paraphrase information.</li> <li>● Articulate what has been learned about the essential question from their reading.</li> <li>● Express predictions using the words predict and correct.</li> <li>● Read and spell contractions with n't, 'd, 've and understand their meanings.</li> <li>● Identify and explain the use of repetition.</li> <li>● Articulate ideas and opinions about module selections.</li> </ul>
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<b>Unit Number and Title:</b>	Module 6: Life Science: Animal Behaviors
<b>Duration:</b>	15 - 18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading 6</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Readers</li> <li>● Core texts:             <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: Shall We Dance?</i></li> <li>○ <i>Living Glass</i>, informational text</li> <li>○ <i>Frozen Alive</i>, informational text</li> <li>○ <i>This is Your Life Cycle</i> by Heather Lynn Miller, narrative nonfiction/ fantasy</li> <li>○ <i>The Nose Awards</i> by Manu Callejon, magazine article</li> <li>○ <i>Octopus Escapes Again!</i> By Laurie Ellen Angus, narrative nonfiction</li> <li>○ <i>T.J. The Siberian Tiger Cub</i> by Ann Whitehead Nagada and Cindy Bickel</li> <li>○ <i>In November</i> by Cynthia Rylant (writing focal text)</li> </ul> </li> </ul> <p>Cross-curricular connections:            Science - Interdependent Relationships and Ecosystems grade 3 unit</p>

<b>Unit Overview:</b>	<p>In this informational text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about unusual behaviors and characteristics of wild animals. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write an expository essay as they engage in the writing process.</p> <p>This genre focus on nonfiction text will provide students with opportunities to identify the main idea, use text and graphic features, question the author's purpose, and find evidence behind thinking to better understand unfamiliar texts. Students will also encounter narrative nonfiction to build knowledge across genres and synthesize topic knowledge through the science connection on life science and cycles.</p> <p>Students will read about tigers, elephants, octopus, frogs, and insects. They will focus on how certain animal behaviors affect their way of life. Various texts dig deep into the reasons as to why different animals have different adaptations. Content area words such as “larvae” and “gills” give a good indication to students of how animals survive. Students will use this knowledge to apply in their own informational writing piece about a specific animal.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b>Reading</b></p> <p><b>RI.3.1</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>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><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).</p>

**RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**RI.3.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

### **Foundational Skills**

**RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

**RF.3.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

**W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

### **Speaking and Language**

**SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.



	<p>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>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>Language</b></p> <p><b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p><b>L.3.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What behaviors help animals survive?</li> <li>● How does our environment impact our lives?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Animals utilize behaviors and characteristics, or traits, to help them survive.</li> <li>● The environment can influence people's behavior and motivation to act.</li> <li>● Human health and wellbeing are related to our natural environment.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>

<b>Reading:</b>	<ul style="list-style-type: none"> <li>● Text and Graphic Features</li> <li>● Summarize</li> <li>● Author’s Purpose</li> <li>● Author’s Craft</li> <li>● Questioning</li> <li>● Central Idea</li> <li>● Figurative Language</li> <li>● Monitor and Clarify</li> <li>● Text Structure</li> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>).</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize characteristics of informational text.</li> <li>● Recognize the text and graphic features that an author uses and what their purpose is in using them/how they contribute to the meaning of the text.</li> <li>● Summarize using the central ideas and relevant ideas.</li> <li>● Recognize the author’s purpose.</li> <li>● Recognize that authors use language to create a style or voice.</li> <li>● Explain how the author’s voice contributes to mood.</li> <li>● Ask and answer questions to deepen understanding and gain information.</li> <li>● Recognize the central ideas in a text and identify the supporting evidence for them.</li> <li>● Evaluate details to determine key ideas that support the central ideas.</li> <li>● Explain the author’s use of figurative language.</li> <li>● Make adjustments to improve understanding when comprehension breaks down.</li> <li>● Recognize a variety of text structures.</li> <li>● Analyze the use of text structure to achieve specific purposes.</li> <li>● Identify things that are surprising and things that challenged, changed or confirmed what they already knew as they read nonfiction.</li> <li>● Identify unknown words when they are reading and look for clues to help them understand it.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● R Controlled Vowels</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate the /ar/ and /or/ sounds.</li> </ul>

	<ul style="list-style-type: none"> <li>● Cursive Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize spelling patterns for /ar/ and /or/.</li> <li>● Learn to spell words with vowel + /r/ sounds.</li> <li>● Decode multisyllabic words with /ar/ and /or/.</li> <li>● Recognize vowel sound /ur/ spelled <i>er, ir, ur, or</i>.</li> <li>● Decode words with <i>er, ir, ur, or</i>.</li> <li>● Recognize and decode multisyllabic words with <i>er, ir, ur, or</i>.</li> <li>● Recognize vowel sound /ir/.</li> <li>● Decode words with /ir/.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting.</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Elements of expository writing</li> <li>● The writing process of an expository essay</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in the writing process.</li> <li>● Use support from peers to revise drafts.</li> <li>● Use purposeful structure to organize writing.</li> <li>● Provide a clear statement of the main idea.</li> <li>● Conclude with the restatement of the main idea.</li> <li>● Use features of informational writing.</li> <li>● Use multiple pre-writing strategies to plan writing.</li> <li>● Use research to identify and narrow a topic and to identify relevant information.</li> <li>● Cite sources when researching a topic.</li> <li>● Set goals for writing.</li> <li>● Draft multiple-paragraph expository texts.</li> <li>● Explain ideas with details, examples, and</li> </ul>

		<p>descriptions.</p> <ul style="list-style-type: none"> <li>● Revise drafts to include prepositional phrases and improve sentence structure.</li> <li>● Edit writing for capitalization, punctuation, and mechanics.</li> <li>● Proofread writing for spelling.</li> <li>● Use technology to produce and publish writing.</li> <li>● Share writing.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Presentation</li> <li>● Collaboration</li> <li>● Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to fluent reading.</li> <li>● Recall facts and details from text read orally.</li> <li>● Summarize to confirm understanding of text read aloud.</li> <li>● Interpret messages in the media.</li> <li>● Plan and give an informational presentation.</li> <li>● Use formal language in an informational presentation.</li> <li>● Analyze media techniques to communicate information.</li> <li>● Use nonverbal cues to help communicate with listeners.</li> <li>● Develop a plan and share responsibility on a collaborative project.</li> <li>● Follow rules of discussion and collaboration.</li> <li>● Listen actively during a discussion.</li> <li>● Make relevant comments and ask questions during a discussion.</li> <li>● Take turns and cooperate.</li> <li>● Present a project.</li> <li>● Provide feedback during discussion.</li> <li>● Self-assess project work using a rubric.</li> </ul>

<p><b>Language:</b></p>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> hatch, universal, span, growth, larvae, molt, unsuspecting, deposited, patch, cumbersome, keener, nostrils, trumpet, flexible, siphon, lurking, invisible, nuzzled, bared, refused, assistant, pounce, nursery, tissue, plankton, fossil, conservationist, colonize</li> <li>● <b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> bold text, caption, graphic feature, photo, text feature, *main idea, summary, author’s purpose, entertain, *inform, persuade, *prefix, *base word, *suffix, diagram, label, speech bubble, author’s craft, mood, tone, voice, paraphrase, plagiarism, clarify, prediction, central idea, *detail, evidence, alliteration, figurative, imagery, onomatopoeia, repetition, sound device, *punctuation, sidebar, bullet points, formal language, pacing, *presentation, monitor, cause, compare, contrast, effect, problem, text structure, graph, collaborative, elaboration, *fact</li> </ul>	<ul style="list-style-type: none"> <li>● Articulate the connections between text and related graphics.</li> <li>● Read, spell, articulate and understand words with -ar, -or, -ore, -er, -ir, -ur, -or, -air, -are, -ear, -ere, -ear, -ere, -eer, -eir, -ier.</li> <li>● Articulate the /ur/, /ar/, and /ir/ sound and read multisyllabic words with those sounds.</li> <li>● Answer questions and discuss meanings to develop vocabulary.</li> <li>● Articulate content area vocabulary to summarize a text.</li> <li>● Summarize to confirm understanding of a text read aloud.</li> <li>● Identify new vocabulary and use newly acquired vocabulary to answer questions.</li> <li>● Learn to use a thesaurus to find synonyms and develop new vocabulary, using strategic learning techniques.</li> <li>● Articulate questions and answers about the selection, the author’s purpose for writing, and the central idea and supporting details.</li> <li>● Discuss familiar words with Latin prefixes uni-, bi-, tri- to show understanding of their meaning.</li> <li>● Discuss and use the prefix un- and the suffix -ly to show understanding.</li> <li>● Discuss target vocabulary words and explore shades of meaning to expand vocabulary knowledge.</li> <li>● Describe the tone and mood of a selection.</li> <li>● Use content-area words to describe media.</li> <li>● Articulate what has been learned about the</li> </ul>
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	<ul style="list-style-type: none"> <li>● <b>Generative Vocabulary:</b> prefixes: uni, bi, tri, un, suffix: ly</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> parts of speech, prepositions, prepositional phrases, capitalization, and punctuation (end, commas, quotation marks)</li> </ul>	<p>essential question.</p> <ul style="list-style-type: none"> <li>● Identify and explain the use of repetition.</li> <li>● Articulate strategies for clarifying comprehension.</li> <li>● Articulate comparisons and the purpose of a bar graph.</li> <li>● Create word families using target vocabulary in order to expand vocabulary knowledge.</li> </ul>
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<b>Unit Number and Title:</b>	Module 7: Community and Citizenship: Make a Difference
<b>Duration:</b>	15 - 18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 7</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Readers</li> <li>● Core texts:             <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: Kids Change the World</i></li> <li>○ <i>The Eco-Troubador</i>, Biography</li> <li>○ <i>Let’s Build a Park</i></li> <li>○ <i>Farmer Will Allen and the Growing Table</i>, by Jacqueline Briggs Martin, Illustrated by Eric-Shabazz Larkin</li> <li>○ <i>One Plastic Bag Isatou Ceesay and the Recycling Women of the Gambia</i> by Miranda</li> </ul> </li> </ul>

	<p>Pearl, Illustrated by Elisabeth Zunon</p> <ul style="list-style-type: none"> <li>○ <i>Energy Island</i> by Allan Drummond</li> <li>○ <i>The Storyteller’s Candle</i> by Lucia Gonzalez Illustrated by Lulu Delacre</li> <li>○ <i>What if Everybody Did That?</i> By Ellen Javernick, Illustrated by Colleen M. Madden (writing focal text)</li> </ul> <p>Cross-curricular connections:          Social Studies - <del>The Structure and Function of Government: Connecticut and Fairfield/State Constitution and Government</del> grade 3 unit          Social Studies - <del>The Impact of The Indigenous Peoples and Geography on Fairfield/Cultural Communities in Connecticut Present and Past</del> grade 3 unit  <del>STEAM—Playground Design grade 3 unit</del></p>
<b>Unit Overview:</b>	<p>In this informational text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about building communities. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss, particularly when engaging in the writing process as they construct their own opinion piece.</p> <p>This genre focus on narrative nonfiction texts will provide students with opportunities to identify the author's purpose, text structure, and text graphic features in order to better understand unfamiliar texts. Students will also encounter historical fiction to build knowledge across genres and synthesize topic knowledge through the social studies connection on community.</p> <p>This unit highlights several stories that take an environmentalist approach; emphasizing the importance of recycling, food equity, and renewable energy. This unit effectively blends scientific concepts of environmentalism with the importance of community traditions and values. These topics will allow rich conversations and debate amongst students. Students will read books on recycling, energy conservation, and sustainable farming to learn how to synthesize, make inferences, make and confirm predictions to</p>



	help make a community stronger and better.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b>Reading</b></p> <p><b>RL.3.1</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>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI 3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>RI 3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RI.3.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><b>Foundational Skills</b></p> <p><b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>



**Writing**

**W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**Language**

**L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.

**L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

**L.3.5** Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

**Speaking and Listening**

	<p><b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>Explain their own ideas and understanding in light of the discussion.</li> </ol>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>How can one person make a meaningful difference in their local or global community?</li> <li>Why do we seek and build community?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>A dedicated individual or group of people can help make a community stronger and better.</li> <li>Without community, people may feel more isolated and lonely. One of the ways we can strengthen our mental health is by building community and creating the social connection and support to have more vulnerable conversations.</li> </ul>	
<b>Learning Goal(s):</b>	<p><b>Content</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>Author’s Purpose</li> <li>Predictions</li> <li>Text Structure</li> <li>Point of View</li> <li>Inferences</li> <li>Text and Graphic Features</li> <li>Figurative Language</li> <li>Literary Elements</li> <li>Synthesize</li> <li><i>Notice and Note</i> comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the author’s purpose and identify the author’s audience.</li> <li>Explain how text structure supports the author’s purpose.</li> <li>Make, correct and confirm predictions.</li> <li>Recognize characteristics of argumentative text.</li> <li>Recognize patterns on how a text is organized and determine text structure.</li> <li>Identify first or third person point of view.</li> <li>Recognize that the author’s point of view may</li> </ul>

	<p>strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>).</p>	<p>differ from the reader.</p> <ul style="list-style-type: none"> <li>● Make inferences and use text evidence to support and develop understanding of a text.</li> <li>● Recognize and analyze text and graphic features.</li> <li>● Identify examples of figurative language.</li> <li>● Explain an author’s use of imagery and similes.</li> <li>● Explain how characters develop using relationships, traits, actions and words.</li> <li>● Explain the influence of setting on plot.</li> <li>● Analyze plot elements.</li> <li>● Evaluate text details to determine their importance.</li> <li>● Discuss, listen, and make comments after listening to or reading a text.</li> <li>● Write a response that demonstrates understanding of the text.</li> <li>● Use text evidence and new vocabulary to write a response.</li> <li>● Identify when a character suddenly realizes something or becomes aware of and explain how this might impact the story and change things.</li> <li>● Identify when words are quoted by an author explain why it is important to the text/author’s purpose.</li> </ul>
<p><b>Foundational Skills:</b></p>	<ul style="list-style-type: none"> <li>● Compound Words and Abbreviations</li> <li>● Irregular Plurals</li> <li>● Words with /oo/</li> <li>● Cursive Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize and decode compound words.</li> <li>● Recognize and decode abbreviations.</li> <li>● Read compound words and understand their meanings.</li> <li>● Spell compound words.</li> <li>● Spell abbreviations.</li> <li>● Spell multisyllabic words and abbreviations and</li> </ul>

		<p>understand their meanings.</p> <ul style="list-style-type: none"> <li>● Recognize and use irregular plural nouns.</li> <li>● Read and understand irregular plural nouns.</li> <li>● Learn to spell irregular plurals.</li> <li>● Form and use irregular plural nouns.</li> <li>● Recognize spelling patterns of irregular plural nouns.</li> <li>● Differentiate the long and short /oo/ sounds.</li> <li>● Recognize spelling patterns for the long and short /oo/ sounds.</li> <li>● Read words with long and short /oo/ sounds and understand their meanings.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting.</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Elements of Opinion Writing</li> <li>● The Writing Process of an Opinion Essay</li> </ul>	<ul style="list-style-type: none"> <li>● Understand features of argumentative writing.</li> <li>● Set goals for writing.</li> <li>● Use multiple prewriting strategies to plan drafts.</li> <li>● Identify audience and purpose.</li> <li>● Choose reasons to support your opinion.</li> <li>● Features of an introduction, body and conclusion.</li> <li>● Understand a call to action.</li> <li>● Understand the purpose of persuasive language and techniques.</li> <li>● Draft multiple-paragraph opinion text/essay.</li> <li>● Revise to use persuasive language, strong support</li> </ul>

		<p>and reasons.</p> <ul style="list-style-type: none"> <li>● Use sufficient evidence to explain reasons.</li> <li>● Use details that support main ideas.</li> <li>● Revise to connect ideas for clarity and coherence.</li> <li>● Understand the importance of a purposeful structure.</li> <li>● Understand the use of the apostrophe in contractions and possessives.</li> <li>● Edit drafts using correct capitalization, punctuation, and spelling.</li> <li>● Publish written work.</li> <li>● Use technology to assist writing.</li> <li>● Share writing.</li> <li>● Respond to ideas in student writing.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Evaluation and Organization of Information</li> <li>● Paraphrase/Cite Sources</li> <li>● Topic Knowledge Synthesis</li> <li>● Listening Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to fluent reading.</li> <li>● Make and confirm predictions about a selection read aloud.</li> <li>● Use predictions to support self-monitoring and comprehension.</li> <li>● Develop research questions.</li> <li>● Choose a question to research.</li> <li>● Gather information from a variety of sources.</li> <li>● Take notes.</li> <li>● Identify and internalize key vocabulary to communicate ideas about a research topic.</li> <li>● Determine relevance of information for research.</li> <li>● Organize information for research to demonstrate understanding.</li> <li>● Use keywords to organize information.</li> <li>● Paraphrase text and recognize plagiarism.</li> </ul>

		<ul style="list-style-type: none"> <li>● Cite sources in a bibliography.</li> <li>● Use acquired writing and language skills to paraphrase text.</li> <li>● Present a project.</li> <li>● Listen actively and provide feedback during discussion.</li> <li>● Self-assess project work using a rubric.</li> <li>● Have students react to presentations.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> outreach, fellowship, communal, resident, scarce, greenhouses, pollution, crowded, vats, vertical, factories, confesses, forage, recycled, cable, environment, renewable, converted, resources, willing, slender, gallant, chimed, preparation, flickered, concluded, troubadour, landfills, caustic, consciousness, enthusiasm</li> <li>● <b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> *audience, author’s purpose, reason, confirm, prediction, *suffix, text structure, *narrator, *point of view, brainstorm, *primary source, *research, *secondary source, background knowledge, evidence,</li> </ul>	<ul style="list-style-type: none"> <li>● Answer questions using module vocabulary.</li> <li>● Articulate an author’s purpose and intended audience.</li> <li>● Read compound words and understand their meanings.</li> <li>● Spell multi-syllable words and abbreviations and understand their meaning.</li> <li>● Use context and comprehend text.</li> <li>● Answer questions and discuss meanings to develop vocabulary.</li> <li>● Build academic vocabulary through guided discussions and answering questions.</li> <li>● Use predictions to support self-monitoring and comprehension.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Identify new vocabulary using strategic learning techniques.</li> <li>● Discuss words with suffixes -ion, -ness, -able to show understanding of target suffix.</li> <li>● Use graphic organizers to list problems and solutions from a text.</li> <li>● Discuss target vocabulary words and expand</li> </ul>

	<p>experience, *inference, graphic feature, diagram, map, sidebar, text feature, categorize, evaluate, *research, synthesize, *character, *event, literary elements, *plot, *setting, compound word, italic text, type, figurative language, hyperbole, imagery, simile, alphabetical order, bibliography, paraphrase, plagiarism, *conclusion, elaboration, evidence, *topic</p> <ul style="list-style-type: none"> <li>● <b>Generative Vocabulary:</b> suffixes: ion, ness, able, Compound Words</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> transition words, apostrophes in contractions and possessives, capitalization and punctuation (end, commas, quotation marks), synonyms and antonyms for adjectives, regular and irregular plural nouns</li> </ul>	<p>vocabulary knowledge.</p> <ul style="list-style-type: none"> <li>● Identify and internalize key vocabulary to communicate ideas about a research topic.</li> <li>● Articulate what has been learned about the essential question from reading.</li> <li>● Read, understand, and spell irregular plurals and understand their meanings.</li> <li>● Discuss key ideas in the text with academic language and teacher support.</li> <li>● Discuss and elaborate on new ideas gained from a text.</li> <li>● Identify personal pronouns and articulate how they demonstrate the narrator.</li> <li>● Articulate connections between text and related visuals.</li> <li>● Use keywords to organize information.</li> <li>● Compare subjects from two selections using sentence frames for support.</li> <li>● Share text details and offer examples.</li> <li>● <del>Read and spell words with /oo/ and /oo/ and understand their meanings:</del></li> <li>● Internalize and use new academic language.</li> <li>● Discuss compound words to show understanding of how to determine their meaning.</li> <li>● Use academic language to discuss text and graphic features.</li> <li>● Analyze text with modeling and support.</li> <li>● Use acquired writing and language skills to paraphrase text.</li> <li>● Discuss connection between reading and the essential question.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Articulate ideas and opinions about module selections.</li> <li>• Use transition words and phrases in writing.</li> </ul>
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<b>Unit Number and Title:</b>	Module 8: Inventions: Imagine! Invent!
<b>Duration:</b>	15 - 18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>• HMH’s Into Reading Module 8</li> <li>• HMH’s Writing Workshop Manual</li> <li>• Rigby Leveled Readers</li> <li>• Core texts: <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: Getting There</i></li> <li>○ <i>(Some of) the Greatest Inventions</i>, informational text</li> <li>○ <i>A Century of Amazing Inventions</i>, informational text</li> <li>○ <i>Timeless Thomas: How Thomas Edison Changed Our Lives</i> by Gene Barretta, biography</li> <li>○ <i>A Bumpy Ride</i> by Sharon Kutz Cooper and Rachel Young, informational text</li> <li>○ <i>Rosie Revere Engineer</i> by Andrea Beaty, narrative poem</li> <li>○ <i>Edison’s Best Invention</i>, opinion text</li> <li>○ <i>Now and Ben: The Modern Inventions of Benjamin Franklin</i> by Gene Barretta (writing focal text)</li> <li>○ Whoosh Lonnie Johnson’s Super Soaker by Chris Barton</li> <li>○ Magic Ramen: The story of Momofuku Ando by Andrea Wang</li> <li>○ The Man Who Walked Between the Towers by Mordicai Gerstein</li> </ul> </li> </ul> <p>Cross-curricular connections:  Social Studies - <del>The Role of Fairfield and Connecticut in America’s Story</del>  <del>Innovations, Industry, and Economic Growth</del> grade 3 unit</p>



	STEAM unit 3 - Toy Design task grade 3
<b>Unit Overview:</b>	<p>In this informational text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about inventors and inventions. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers of informational texts, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write a research report as they engage in the writing process.</p> <p>This genre focus on nonfiction text will provide students with opportunities to identify the author's purpose and central idea to better understand unfamiliar texts. Students will also encounter narrative poetry and opinion texts to build knowledge across genres and synthesize topic knowledge through the science connection on inventions.</p> <p>Students will read about how different inventors will persevere through persistence, consistency, and determination. They will read about content area words such as “laboratory” to study how scientists achieved new inventions. Students will build vocabulary to learn more about the way an idea, determination, support, and hard work can create an environment where anything is possible.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b>  <b>Reading</b>  <b>Literature</b>  <b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  <b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  <b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.  <b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text</p>

as the basis for the answers.

**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

**RI.3.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

### **Foundational**

**RF.3.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

**W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**W.3.7** Conduct short research projects that build knowledge about a topic.

**W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### **Speaking and Listening**

**SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

	<p><b>SL 3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>Language</b></p> <p><b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>i. Produce simple, compound, and complex sentences.</b></p> <p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ol> <p><b>L.3.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> </ol>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>• What does it take to make a successful invention?</li> <li>• How is conflict essential to our growth?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>• Determination, support, and hard work can create an environment where anything is possible.</li> <li>• Positive conflict presents opportunities for individual growth and development. Engaging in constructive disagreements allows people to challenge their own assumptions, expand their knowledge and skills, and gain a broader understanding of different perspectives.</li> </ul>

<b>Learning Goal(s):</b>	<b>Content Students will know...</b>	<b>Skills Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● Text and Graphic Features</li> <li>● Inferring</li> <li>● Text Structures</li> <li>● Central Idea</li> <li>● Predictions</li> <li>● Author’s Purpose</li> <li>● Literary Elements</li> <li>● Figurative Language</li> <li>● Summarize</li> <li>● Claims and Supporting Details</li> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>).</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize and explain the importance of features in informational text.</li> <li>● Recognize and explain the purpose of text and graphic features.</li> <li>● Make inferences using text evidence and background knowledge.</li> <li>● Recognize the central idea and its supporting evidence.</li> <li>● Evaluate relevant details to determine key ideas.</li> <li>● Make, correct and confirm predictions.</li> <li>● Recognize characteristics of informational text.</li> <li>● Recognize and explain the author's purpose.</li> <li>● Identify major and minor characters.</li> <li>● Analyze how characters and setting affect the plot.</li> <li>● Discuss the purpose of imagery and analyze the author’s use of it.</li> <li>● Summarize text in ways that maintain meaning.</li> <li>● Identify a claim and evaluate the supporting evidence in an argumentative text.</li> <li>● Distinguish facts from opinions in an argumentative text.</li> <li>● Identify unknown words when they are reading and look for clues to help them understand it.</li> <li>● Identify when a character shares advice or insights to another character and explain how this affects the character and the life lesson learned.</li> </ul>

<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Prefixes and Suffixes</li> <li>● Words with -ed and -ing</li> <li>● Plurals</li> <li>● Cursive Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>● Understand meanings of prefixes and suffixes.</li> <li>● Use meanings of prefixes and suffixes to decode words.</li> <li>● Spell words with prefixes and suffixes to understand their meaning.</li> <li>● Learn to spell words with -ed and -ing.</li> <li>● Spell words with -ed and -ing and understand their meaning.</li> <li>● Recognize and decode words with prefixes re- and un-.</li> <li>● Recognize and decode words with suffixes -less and -ness.</li> <li>● Decode words with common suffixes.</li> <li>● Describe how suffixes turn words into different parts of speech.</li> <li>● Read words with prefixes re-, un-, and suffixes -less, -ness and understand their meanings.</li> <li>● Recognize and use plural words formed by changing y to i.</li> <li>● Recognize base words in plurals.</li> <li>● Read and understand plural words formed by changing y to i.</li> <li>● Use singular nouns ending with consonant, singular nouns ending with consonant y to form plural nouns.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting.</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper</li> </ul>
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		position.
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Elements of a Research Report</li> <li>● The Writing Process of a Research Report</li> </ul>	<ul style="list-style-type: none"> <li>● Turn prewriting into a draft.</li> <li>● Write an introduction with a topic sentence.</li> <li>● Add details to support the topic sentence.</li> <li>● Write a conclusion.</li> <li>● Check for plagiarism .</li> <li>● Use a confident voice.</li> <li>● Make personal connections to ideas.</li> <li>● Identify and gather relevant information.</li> <li>● Plan to draft a research report.</li> <li>● Set writing goals.</li> <li>● Understand features of information text.</li> <li>● Choose a topic.</li> <li>● Identify primary and secondary sources.</li> <li>● Create and follow a research plan.Gather and evaluate resources.</li> <li>● Take notes and organize ideas for writing.</li> <li>● Revise writing for transitions, run-on and sentence fragments.</li> <li>● Use peer feedback to revise.</li> <li>● Listen actively and offer feedback.</li> <li>● Edit for capitalization and punctuation.</li> <li>● Publish writing.</li> <li>● Use technology to assist with writing.</li> <li>● Engage in collaborative discussions.</li> <li>● Reflect on goals.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Oral Instructions</li> <li>● Multimedia Presentations</li> <li>● Topic Knowledge Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to fluent reading.</li> <li>● Identify key details from a read-aloud text.</li> <li>● Follow oral instructions.</li> </ul>

	<ul style="list-style-type: none"> <li>● Listening Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>● Write instructions.</li> <li>● Use sequence words to write instructions,</li> <li>● Plan and give a persuasive presentation.</li> <li>● Use formal persuasive language in a presentation.</li> <li>● Organize ideas in a presentation in a logical sequence.</li> <li>● Demonstrate active listening skills.</li> <li>● Use acquired language skills to give a presentation.</li> <li>● Identify multimedia formats.</li> <li>● Plan and organize a multimedia presentation.</li> <li>● Present research information using multimedia.</li> <li>● Use acquired language to plan a multimedia presentation.</li> <li>● React to presentations.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> invention, brilliant, productive, original, valuable, radar, device, breakthrough, dictation, technology, contraption, quest, craze, era, engineer, perplexed, dynamo, lingers, whirled, baffled, visionary, compact, singles, memorable, system, innovative, incandescent, transmit, vacuum, affordable, consumers</li> <li>● <b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English</b></li> </ul>	<ul style="list-style-type: none"> <li>● Answer questions using module vocabulary.</li> <li>● Use knowledge of prefixes and suffixes to read and understand words.</li> <li>● Spell words with -ed and -ing and understand their meaning.</li> <li>● Answer questions and discuss meanings to develop vocabulary.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use strategic learning techniques to master the use of reference sources to understand new vocabulary.</li> <li>● Articulate the purpose of compare/contrast text structures.</li> <li>● Use knowledge of prefixes, suffixes, and syllable division patterns to read and understand multisyllabic words.</li> <li>● Discuss words with the Greek root graph and the</li> </ul>

	<p><b>Language Arts and Literacy):</b> caption, graphic feature, *heading, label, text feature, timeline, background knowledge,*inference, compare, contrast, text structure, *root, *suffix, *central idea, *detail, *main idea, *supporting evidence, font, instructions, sequence, confirm, prediction, author’s purpose, entertain, *inform, persuade, *character, character trait, literary elements, *plot, *setting, *prefix, figurative language, hyperbole, imagery, personification, bullet points, formal language, pacing, *presentation, summarize, audience, claim, evidence, *opinion, *fact, chart, table, multimedia, perspective, transition word</p> <ul style="list-style-type: none"> <li>● <b>Generative Vocabulary:</b> prefix: ex, suffix: logy, Greek root: graph, Latin roots: vis, mem, cent</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> sentence type, transition words, capitalization and punctuation (commas, quotation marks, end)</li> </ul>	<p>suffix -logy to show understanding of the target root and suffix.</p> <ul style="list-style-type: none"> <li>● Articulate what has been learned about the essential question from their reading.</li> <li>● Read and spell words with prefixes re-, un- and suffixes -less, -ness and understand their meanings.</li> <li>● Name cognates to learn a new language.</li> <li>● Identify literary elements using the words character and setting.</li> <li>● Discuss words with the prefix ex- to show understanding of the target prefix.</li> <li>● Describe the image created by the phrase “hold on tight.”</li> <li>● Use acquired language skills to give a presentation.</li> <li>● Articulate what has been learned about the essential question from their reading.</li> <li>● Answer questions and develop meanings to develop vocabulary.</li> <li>● Read, understand, and spell plural words formed by changing y to i.</li> <li>● Use strategic learning techniques to understand analogies.</li> <li>● Discuss words with the Latin roots vis and mem to show understanding if the target roots.</li> <li>● Discuss target vocabulary words and expand vocabulary knowledge.</li> </ul>
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<b>Unit Number and Title:</b>	Module 9: Life Science: From Farm to Table
<b>Duration:</b>	15 - 18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 9</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Readers</li> <li>● Core Text:           <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: Corn to Pop</i></li> <li>○ <i>Lobster Bait</i>, realistic fiction</li> <li>○ <i>Great Ideas from Great Parents! Washington Elementary Needs a Greenhouse</i></li> <li>○ <i>How Did That Get In My Lunchbox?</i> By Chris Butterworth , Illustrated by Lucia Gaggiotti</li> <li>○ <i>Educational Video: Carrots, Farm to Fork</i></li> <li>○ <i>Cycle of Rice, Cycle of Life: A Story of Sustainable Farming</i> by Jan Reynolds, nonfiction</li> <li>○ <i>Hiromi’s Hands</i> by Lynne Barasch, narrative nonfiction</li> <li>○ <i>How Do You Raise a Raisin?</i> By Pam Munoz Ryan, Illustrated by Craig Brown</li> <li>○ <i>It’s Our Garden From Seed to Harvest in a School Garden</i> by George Ancona</li> <li>○ <i>Gone Fishing A Novel Inverse by Tamera Will Wissinger Illustrated by Mathew Cordel</i> (writing focal text)</li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this informational text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about where our food comes from. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers of poetry, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support</p>

	<p>their findings and conclusions about what they read and discuss. Students will write a poem as they engage in the writing process.</p> <p>This genre focus on nonfiction text will provide students with opportunities to identify main idea, figurative language, and important vocabulary to better understand unfamiliar texts. Students will also encounter informational videos to build knowledge across genres and synthesize topic knowledge through the science connection on farming.</p> <p>Students will read about how farms will provide food inside our lunch boxes, and the process behind it. They will read about gardens and seeds in harvest , learning important words such as “local” to better understand the meaning of the text. As students build their vocabulary and synthesize topic knowledge, they will learn that food’s journey to our table often begins on a farm.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b>  <b>Reading</b>  <b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  <b>RL.3.7</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).  <b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  <b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.  <b>RI 3.3</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>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  <b>RI.3.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band</p>

independently and proficiently.

**Foundational Skills**

**RF.3.4** Read with sufficient accuracy and fluency to support comprehension.

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

**Writing**

**W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**Speaking and Listening**

**SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

**SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Language**

**L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words

	<b>L.3.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How does food get to your table?</li> <li>• Why do we seek and build community?</li> </ul>	
<b>Enduring Understanding (s):</b>	<ul style="list-style-type: none"> <li>• A food’s journey to our table often comes from a farm.</li> <li>• Food is a commonality across cultures, communities, and societies serving as a universal medium for communication and a source of shared experiences.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content Students will know...</b>	<b>Skills Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Synthesize</li> <li>• Text structure</li> <li>• Text and graphic features</li> <li>• Central idea of a text</li> <li>• How to ask and answer questions (while reading a text)</li> <li>• Figurative language</li> <li>• Different forms of media techniques</li> <li>• Monitor and clarify their reading in a text</li> <li>• The meaning of content area words</li> <li>• Author’s point of view</li> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize characteristics of an editorial</li> <li>• Evaluate details to determine an author’s claim</li> <li>• Distinguish fact from opinion</li> <li>• Synthesize information to create new understanding</li> <li>• Recognize and explain the use of text structure</li> <li>• Recognize text and graphic features and explain the purpose in a text</li> <li>• Recognize the central idea in an informational text</li> <li>• Identify relevant supporting details in an informational text</li> <li>• Generate questions before, during and after watching a video</li> <li>• Listen actively to a video to recognize media techniques</li> <li>• Identify the author’s use of imagery and figurative language and its purpose</li> <li>• Monitor comprehension while reading a text</li> </ul>

		<ul style="list-style-type: none"> <li>● Recognize organizational patterns in informational text</li> <li>● Explain how text structure contributes to the author’s purpose</li> <li>● Use context to determine the meaning of content area words</li> <li>● Identify the narrator and distinguish between first and third person</li> <li>● Identify things that are surprising and things that challenged, changed or confirmed what they already knew as they read nonfiction.</li> <li>● Identify and explain the importance of exact numbers or statistics that an author uses in nonfiction texts.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Suffixes- ful, -y, -ly, -er, -or</li> <li>● Spelling patterns: ough and augh</li> <li>● How to decode and spell words with /j/ and /s/</li> <li>● Cursive Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>● Decode and read words with suffixes -ful, -y, -ly, -er, -or.</li> <li>● Identify and know the meaning of words with -ful, -y, -ly, -er, -or.</li> <li>● Write and spell words with suffixes ful, -y, -ly, -er, -or.</li> <li>● Learn spelling patterns for suffixes -ful, -ly, -er.</li> <li>● Recognize spelling patterns for suffixes ful, -y, -ly, -er, -or.</li> <li>● Decode and read words with ough and augh.</li> <li>● Spell and write words with ough and augh.</li> <li>● Use knowledge of word families to read unfamiliar or difficult words.</li> <li>● Learn spelling patterns for words with ough and augh.</li> <li>● Recognize spelling patterns for words with ough</li> </ul>

		<p>and augh</p> <ul style="list-style-type: none"> <li>● Decode and read words with /j/ and /s/.</li> <li>● Spell and write words with /j/ and /s/.</li> <li>● Learn spelling patterns for words with /j/ and /s/.</li> <li>● Recognize spelling patterns for words with /j/ and /s/.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting.</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Elements of Poetry</li> <li>● The Writing Process of Writing Poetry</li> </ul>	<ul style="list-style-type: none"> <li>● Draft a poem.</li> <li>● Use the strategy of “show, don’t tell.”</li> <li>● Use multiple prewriting strategies to plan a first draft.</li> <li>● Set goals for writing.</li> <li>● Understand how to focus on a topic.</li> <li>● Focus on a topic through freewriting.</li> <li>● Revise to improve sound, meaning and word choice.</li> <li>● Understand the effect of precise words and sensory words in a poem.</li> <li>● Revise draft.</li> <li>● Edit drafts for correct capitalization, punctuation, and spelling.</li> <li>● Proofread classmates’ writing for capitalization, punctuation, and correct spelling.</li> <li>● Publish written works as part of the writing</li> </ul>

		<p>process.</p> <ul style="list-style-type: none"> <li>● Use technology to assist with writing.</li> <li>● Share writing.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Plan and Gather Information</li> <li>● Interpretation and analysis of media</li> <li>● Engagement/Discussion</li> <li>● Topic Knowledge Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to fluent reading.</li> <li>● Make inferences about a text read orally.</li> <li>● Choose a research project.</li> <li>● Develop research questions.</li> <li>● Choose a question to research.</li> <li>● Identify and internalize key vocabulary to communicate ideas about a research topic.</li> <li>● Interpret messages in media.</li> <li>● Analyze media techniques to communicate information.</li> <li>● Use content area words to describe media.</li> <li>● Follow rules of discussion.</li> <li>● Listen actively during a discussion.</li> <li>● Make relevant comments and ask questions during a discussion.</li> <li>● Comprehend content in order to discuss ideas about topics.</li> <li>● Present a project.</li> <li>● Listen actively and provide feedback during discussion.</li> <li>● Self-assess project work using a rubric.</li> <li>● React to presentations.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> agriculture, reap, nutrition, tilling, stalk, dairy, curds, tingly, scarlet, grove, rotation,</li> </ul>	<ul style="list-style-type: none"> <li>● Answer questions using module vocabulary.</li> <li>● Articulate the authors claim and support.</li> <li>● Read, spell, and understand words with suffixes -ful, -y, -ly, -er, and -or.</li> </ul>

	<p>prepping, storage, vine, burly, shrivel, layout, arbor, transplanted, mulch, blooming, kernels, hesitate, bellow, mesh, bait, winch</p> <ul style="list-style-type: none"> <li>● <b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b>        claim, *fact, *opinion, synthesize, cause, effect, sequence, text structure, *prefix, *suffix, *root, diagram, graphic feature, *heading, label, text feature, *central idea, *detail, *supporting, brainstorm, primary source, *research, secondary source, clarify, prediction, expert, media, sound elements, visual elements, alliteration, content-area words, figurative language, imagery, personification, simile, bold text, italic text, graphic feature, sidebar, analyze, interpret, media techniques, monitor, compound word, context clues, multiple-meaning word, narrator, point of view, collaborative discussion, conversation, *conclusion, elaboration, evidence, *topic</li> </ul>	<ul style="list-style-type: none"> <li>● Comprehend text using teacher support.</li> <li>● Answer questions and discuss meanings to develop vocabulary.</li> <li>● Articulate the process of synthesizing.</li> <li>● Use understanding of oral language to make inferences about a text read aloud.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use strategic learning techniques to identify context clues and determine word meaning.</li> <li>● Identify language that signals text structure.</li> <li>● Discuss words with the prefixes in- and re- and the suffix -ful to show understanding of the target affixes.</li> <li>● Identify and describe the purpose of text and graphic features.</li> <li>● Discuss target vocabulary words and expand vocabulary knowledge by creating word webs.</li> <li>● Articulate the central idea and supporting details in an informational text.</li> <li>● Identify and internalize key vocabulary and communicate ideas about a research topic.</li> <li>● Ask and answer questions about a text and video.</li> <li>● Articulate sounds for ough and augh and read words containing those sounds.</li> <li>● Read and spell words with ough and augh and understand their meanings.</li> <li>● Identify and explain the use of sound and visual elements.</li> <li>● Describe the image the author creates .</li> <li>● Discuss words with the suffixes -ness and -able to show understanding of the target word.</li> </ul>
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	<ul style="list-style-type: none"> <li>● <b>Generative Vocabulary:</b> prefix: in, re, suffix: ful, ness, able, ion, Compound Words</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> capitalization and punctuation, abstract nouns (word choice), coordinating and subordinating conjunctions (e.g., or, and, but; as long as)</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and describe the purpose of different typefaces.</li> <li>● Use content-area words to describe media.</li> <li>● Articulate what has been learned about the essential question from reading.</li> <li>● Articulate the process for clarifying understanding.</li> <li>● Articulate sounds, read, spell, and understand meaning for words containing /j/ and /s/.</li> <li>● Use strategic learning techniques to master the use of reference sources to understand new vocabulary.</li> <li>● Identify transition words for a sequence text structure.</li> <li>● Identify the narrator and the point of view using text evidence.</li> <li>● Comprehend content to discuss ideas about topics.</li> <li>● Discuss words with the suffix -ion and compound words to show understanding of their meaning.</li> <li>● Explain how to use context to determine the meaning of content-area words.</li> <li>● Articulate what has been learned about the essential question from reading.</li> <li>● Articulate ideas and opinions about module selections.</li> <li>● Use sequence words and phrases in writing.</li> <li>● React to presentations.</li> <li>● Use conventional spelling for high frequency and other words; add suffixes to base words.</li> <li>● Use spelling patterns and generalizations in writing words.</li> </ul>
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<b>Unit Number and Title:</b>	Module 10: Community and Culture: Tell a Tale
<b>Duration:</b>	15 - 18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 10</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Readers</li> <li>● Core texts:             <ul style="list-style-type: none"> <li>○ <i>Get Curious Video: Tortoise and Hare</i></li> <li>○ <i>Aesop’s Fable</i>, fable</li> <li>○ <i>Why We Share Stories</i>, informational text</li> <li>○ <i>When the Giant Stirred</i> by Celia Godkin, legend</li> <li>○ <i>Why the Sky is Far Away: A Nigerian Folk Tale</i> by Marci Stillerman, folktale</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Cinder Al and the Stinky Footwear</i> by Roger Lore, fairy tale</li> <li>○ <i>Compay Mono and Comay Jicotea</i>, retold by Joe Hayes, folktale</li> <li>○ <i>The Plot Chickens</i> by Mary Jane and Herm Auch, imaginative story (writing focal text)</li> </ul>
<b>Unit Overview:</b>	<p>In this fable text-focused module, students will listen to, read, and view a variety of texts and media that present them with information about stories that are worth retelling. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers of imaginative narratives, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write an imaginative story as they engage in the writing process.</p> <p>A genre focus on tales provides students with opportunities to identify the author's craft, theme, and figurative language in order to better understand unfamiliar texts. Students will also encounter folktales to build knowledge across genres and synthesize topic knowledge through the social studies connection on cultural tales.</p> <p>Students will read stories such as Aesop's Fables, and other adapted fairy tales to make inferences, create mental images to deepen understanding, and dig deeper into retelling. They will read about culturally diverse stories, and how stories are passed down, and retold in different ways. Students will learn more about how people pass their culture's tales from one generation to the next.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b>  <b>Reading</b>  <b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  <b>RL.3.2</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.  <b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal</p>

from nonliteral language.

**RL.3.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

### **Foundational Skills**

**RF.3.4** Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

### **Writing**

**W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

### **Speaking and Listening**

**SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

### **Language**

	<p><b>L.3.2</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  <b>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</b></p> <p><b>L.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.  a. Choose words and phrases for effect.</p> <p><b>L.3.4</b> Read with sufficient accuracy and fluency to support comprehension.  b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p><b>L.3.6</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● Why is it important to pass stories down to the next generation?</li> <li>● How do stories tell us about what a culture values?</li> </ul>	
<b>Enduring Understanding (s):</b>	<ul style="list-style-type: none"> <li>● People pass their culture's tales from one generation to the next. Storytelling is at the core of culture. It is how histories are passed down, how customs are shared and how traditions continue.</li> <li>● Stories convey our sense of right and wrong, our organizational culture, and our expectations of others.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● Central Idea</li> <li>● Inferences</li> <li>● Author's Craft</li> <li>● Theme</li> <li>● Figurative Language</li> <li>● Visualization</li> <li>● Retelling</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize characteristics of an informational text.</li> <li>● Recognize the central, or main ideas of an informational text.</li> <li>● Identify relevant details that support central ideas.</li> <li>● Make inferences about the text using background knowledge and text evidence.</li> </ul>

	<ul style="list-style-type: none"> <li>● Author’s Purpose</li> <li>● Literary Elements</li> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>).</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize the author’s voice by recognizing the mood and tone that the author creates.</li> <li>● Identify the theme of a text and how it develops.</li> <li>● Recognize the difference between topic and theme.</li> <li>● Identify and explain examples of figurative language and the author’s purpose for using it (simile, alliteration and imagery).</li> <li>● Create mental images to deepen understanding.</li> <li>● Retell the important ideas in a story including plot and theme) and evaluate the details to determine their importance.</li> <li>● Identify the author’s purpose and intended audience.</li> <li>● Identify literary elements including major and minor characters.</li> <li>● Explain how characters and setting influence the plot.</li> <li>● Recognize an author’s use of repetition and explain how that helps readers to understand the story or text.</li> <li>● Identify when a character acts differently than they would expect and explain how that impacts the story.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Final stable syllables tion, sure, ture</li> <li>● VCCV pattern</li> <li>● VCCV Syllable Division Pattern</li> <li>● Words with Double Consonants</li> <li>● Word Endings le, al, el, er</li> <li>● Cursive Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>● Decode and read words with final stable syllables tion, sure, and ture.</li> <li>● Spell and write words with final stable syllables tion, sure, and ture.</li> <li>● Learn spelling patterns for words with the VCCV pattern.</li> </ul>

		<ul style="list-style-type: none"> <li>● Recognize spelling patterns for words with final syllables tion, sure, and ture.</li> <li>● Decode and read words with the VCCV pattern.</li> <li>● Spell and write words with the VCCV pattern.</li> <li>● Learn spelling patterns for words with double consonants.</li> <li>● Recognize spelling patterns for words with VCCV pattern.</li> <li>● Decode and read word endings with in, le, al, el, and er.</li> <li>● Spell and write words ending in le, al,el, and er.</li> <li>● Learn spelling patterns for words ending in er and le.</li> <li>● Recognize spelling patterns for words ending in le, al, el, and er.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting.</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Elements of an Imaginative Story</li> <li>● The Writing Process of Writing an Imaginative Story</li> </ul>	<ul style="list-style-type: none"> <li>● Establish purpose for reading.</li> <li>● Preview a text to evaluate story details.</li> <li>● Synthesize information to understand elements common to imaginative stories.</li> <li>● Ask and answer questions about a text.</li> <li>● Make connections between story, characters, and personal experience.</li> <li>● Evaluate story details.</li> </ul>

		<ul style="list-style-type: none"> <li>● Synthesize information from a story as it connects to real life.</li> <li>● Compose a literary text.</li> <li>● Understand features of narrative writing.</li> <li>● Use multiple prewriting strategies to plan a first draft.</li> <li>● Understand and plan characters, setting, and events in a narrative story.</li> <li>● Develop engaging ideas for literary texts.</li> <li>● Draft an imaginative story that introduces character and setting.</li> <li>● Organize a purposeful structure for narrative writing.</li> <li>● Develop drafts with engaging ideas.</li> <li>● Organize a naturally unfolding sequence of events in an imaginative story.</li> <li>● Develop a draft of an imaginative story with a purposeful structure.</li> <li>● Develop an engaging and satisfying conclusion to an imaginative story.</li> <li>● Revise drafts based on conferences with peers</li> <li>● Revise drafts to clarify organization.</li> <li>● Come up with creative ideas for publishing an imaginative story.</li> <li>● Publish an original story.</li> <li>● Use technology to publish a story.</li> <li>● Share writing.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Oral Instructions</li> <li>● Evaluation and Organization of Information</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to fluent reading.</li> <li>● Understand how conflict and resolution affect plot.</li> </ul>



	<ul style="list-style-type: none"> <li>● Presentation</li> <li>● Topic Knowledge Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>● Connect conflict and resolution to the moral of the story.</li> <li>● Follow oral instructions.</li> <li>● Write instructions.</li> <li>● Use sequence words to write instructions.</li> <li>● Determine relevance of information for research.</li> <li>● Organize information for research to demonstrate relevance to a topic.</li> <li>● Comprehend content to determine relevance to a topic.</li> <li>● Plan and give a short presentation by telling a story they think should be retold.</li> <li>● Speak with appropriate volume, pace and clarity.</li> <li>● Organize ideas in a presentation in a logical sequence.</li> <li>● Demonstrate active listening skills.</li> <li>● Use acquired language skills to give a presentation.</li> <li>● Present a project.</li> <li>● Listen actively and provide feedback during discussion.</li> <li>● Self-assess project work using a rubric.</li> <li>● React to presentations.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● <b>Academic Vocabulary/Critical Vocabulary:</b> myth, folklore, recount, inherit, lagoon, garlands, belched, cinders, appease, barren, tempting, quantities, ominously, upcoming, proclamation, pungent, snickered, theft, inspected,</li> </ul>	<ul style="list-style-type: none"> <li>● Answer questions using module vocabulary.</li> <li>● Identify central ideas.</li> <li>● Read words with final syllables -tion, -sure, and -ture and understand their meanings.</li> <li>● Read and Spell words with the vccv pattern and understand their meanings.</li> <li>● Comprehend text using teacher support.</li> </ul>

sympathetic, suspicious, reputation, crafty, concise, sparse, council, devise

- **Instructional Vocabulary (\*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):**

\*central idea, \*detail, background knowledge, \*evidence, \*inference, author’s craft, mood, tone, voice, \*prefix, \*suffix, \*root, theme, \*topic, alliteration, imagery, metaphor, personification, simile, instructions, sequence, visualize, hyperbole, figurative language, brainstorm, evaluate, \*research, conflict, resolution, audience, author’s purpose, entertain, \*inform, persuade, \*character, conflict, literary elements, \*plot, \*setting, bullet points, formal language, informal language, pacing, \*presentation, \*elaboration, \*opinion, \*reasons, support, transition word

- **Generative Vocabulary:** prefixes: re, im, in, suffix: ment, Greek root: graph

- Answer questions and discuss meanings to develop vocabulary.
- Articulate the process of making inferences.
- Understand conflict and resolution to connect to the moral.
- Use newly acquired vocabulary expressively.
- Use strategic learning techniques to understand shades of meaning in synonyms.
- Describe the tone and mood of the text and identify language that creates it.
- Discuss familiar words with prefix re-, the suffix -y, and the root graph to show understanding and meaning.
- Articulate the difference between the topic and the theme.
- Discuss target vocabulary words and expand vocabulary knowledge.
- Explain the comparison in a simile.
- Use sequence words to write instructions.
- Articulate what has been learned about the essential question from their reading.
- Describe mental images created based on text.
- Spell words with double consonants and understand their meanings.
- Discuss words with the suffix -ment to show understanding of the target suffix.
- Identify and explain the use of simile in the text.
- Comprehend content to determine relevance to a topic.
- Retell using time-order words.
- Read words ending in -le, -al, -el, and -er and

	<ul style="list-style-type: none"> <li>● <b>Conventions of Standard English, Grammar and Usage: verb tense</b></li> </ul>	<ul style="list-style-type: none"> <li>● understand their meanings.</li> <li>● Spell words ending in -er, and -le and understand their meanings.</li> <li>● Use strategic learning techniques to identify context clues and determine word meaning.</li> <li>● Articulate the author's purpose.</li> <li>● Discuss words with the prefixes im - and in- to show understanding of target prefixes.</li> <li>● Identify major and minor characters and setting.</li> <li>● Use acquired language skills to give a presentation.</li> <li>● Articulate ideas and opinions about module selections.</li> <li>● <b>Consult dictionaries and glossaries to confirm word meaning, spelling, and pronunciation.</b></li> <li>● <b>Use spelling patterns and generalizations in writing words.</b></li> </ul>
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## **Grade 4 English Language Arts**

### Course Information

<b>Grade(s):</b>	4
<b>Discipline/Course:</b>	English Language Arts (ELA)
<b>Course Title:</b>	Grade 4 ELA
<b>Prerequisite(s):</b>	Grade 3
<b>Course Description:</b> <i>Program of Studies</i>	<p>In grade 4 ELA, students are provided with opportunities to engage in literacy work through the acquisition of content and skills that are culturally relevant texts in a wide variety of genres. They will engage with fictional, informational, persuasive, poetry, biography, dramas, including forms of media to build topic knowledge that will instill in readers a love for reading and ignite a lifelong love of learning. They will learn about what makes us who we are through personal narratives, using our senses, how to face challenges, heroes, arts, natural wonders, traditional tales, food and tradition, conservation, and communication. Through these texts students will develop academic vocabulary, and reading comprehension. They will engage in explicit teaching of foundational skills such as decoding and encoding of syllable division, prefixes and suffixes and reading accurately with appropriate rate. This will foster a love of reading and writing. Students will write in response to express their understanding and thinking of what they read and to clarify their thinking and demonstrate their understanding. Also focusing on the process of writing through the development of expository and opinion essays. Through a variety of modes of instruction including whole group, small group and independent reading and writing, students explore the PK-12 course essential questions such as those related to identity, change, and conflict, as well as develop a deeper understanding of the ELA Connecticut Core Anchor Standards related to language, a writer's voice, and practice the behaviors of skilled readers. The goal of Grade 4 ELA is to prepare students to transfer and apply their learning to unknown situations as they deepen their understanding and become skilled, self-reliant readers and writers in preparation to realize the district's Vision of a Graduate</p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> </ul>

	<ul style="list-style-type: none"> <li>● How do I know what to believe in what I read, hear, and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How do stories tell us about what a culture values?</li> <li>● How is conflict essential to our growth?</li> <li>● Why do we have/need rules of language?</li> <li>● How do I develop my writer’s voice?</li> <li>● What do <del>good</del> <b>skilled</b> readers do?</li> <li>● How do I participate in collaborative conversations to deepen my understanding?</li> <li>● How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Our identities are shaped by many things including our experiences, personal interests, and passions.</li> <li>● Senses are powerful tools that help us experience the world.</li> <li>● People can face challenges with various types of support.</li> <li>● Heroes use personal courage and confidence to overcome challenges.</li> <li>● Sharing our creative talents can build community and make the world a better place.</li> <li>● Earth has amazing and unique natural wonders.</li> <li>● Eating healthful, sustainable food is good for our bodies and our world.</li> <li>● Working together can preserve our planet and its natural resources.</li> <li>● Communication is ever changing.</li> <li>● Rules are <u>essential in order to communicate meaning and understand context.</u></li> <li>● Students can develop their own voice in writing by reading diverse texts, focusing on details, word choice, and sentence fluency and writing daily to build stamina.</li> <li>● Skilled readers read in a variety of ways paying attention to text layout, and complexity. They reflect as they read, using an array of strategies to decode, and define unfamiliar words, while making inferences and analyzing what they have read to make conclusions.</li> <li>● <u>Collaborative conversations</u> happen when students are engaged in thoughtful, respectful discourse that makes <u>thinking visible</u>, while being held accountable for participating and all voices heard.</li> <li>● Use evidence and examples to support your points and implications, and showcase through a variety of forms (powerpoint, Google Slides, presentations)</li> </ul>

<b>Duration:</b>	One year
<b>Course Materials/ Resources:</b>	HMH's Into Reading HMH's Writing Workshop Manual <a href="#">Rigby Leveled Library</a> <a href="#">Nat Geo Kids Magazine</a>  Core texts/videos may be replaced by the publisher when titles are out of print.
<b>FPS Course Academic Expectation(s):</b>	Exploring and Understanding Synthesizing and Evaluating
<b>Year at a Glance (Units):</b>	Module 1: Character Perspectives: What Makes Us Who We Are? (15-18 days) Module 2: Life Sciences: The Five Senses - Come to You Senses (15-18 days) Module 3: Relationship Skills: Rise to the Occasion (15-18 days) Module 4: Community Heroes: Heroic Feats (15-18 days) Module 5: Art and Culture: Art Everywhere (15-18 days) Module 6: Earth Science: Natural Wonders: Marvels and Nature (15-18 days) Module 7: Traditional Stories and Culture: Tricksters and Tall Tales (15-18 days) Module 8: Nutrition and Healthy Habits: Food for Thought (15-18 days) Module 9: Conservation: Global Guardians (15-18 days) Module 10: Communication: Communication Nation (15-18 days)

<b>Unit Number and Title:</b>	Module 1: Character Perspectives: What Makes Us Who We Are?
<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 1</li> <li>● HMH’s Writing Workshop Manual Module 1</li> <li>● Rigby Leveled Readers</li> <li>● Core Texts <ul style="list-style-type: none"> <li>○ <i>The Story of You</i>, informational</li> <li>○ <i>Flora &amp; Ulysses: The Illuminated Adventures</i>, fantasy, Kate DiCamillo</li> <li>○ <i>Yes! We Are Latinos</i>, narrative poetry, Alma Flor Ada and F. Isabel Campoy</li> <li>○ <i>The Year of the Rat</i>, realistic fiction, Grace Lin</li> <li>○ <i>Fight Back</i> by A.M. Dassu, realistic fiction</li> <li>○ <i>Kitoto the Mighty</i>, folktale, Tololwa M. Mollel</li> <li>○ <i>Amazing Faces</i> by Lee Bennett Hopkins, poetry</li> <li>○ <i>Zora Hurston and the Chinaberry Tree</i> by William Miller, narrative nonfiction</li> <li>○ <i>La Mariposa</i>, narrative, Francisco Jimenez</li> <li>○ <i>Michael’s Melody</i>, realistic fiction</li> </ul> </li> <li>● Video <ul style="list-style-type: none"> <li>○ <i>Life</i></li> </ul> </li> </ul> <p>Cross-curricular connections:  Social Studies - <del>The United States as a Region/Location, Place, and Movement</del> grade 4 unit</p>
<b>Unit Overview:</b>	<p>In this module, children will listen to, read and view a variety of texts and media (video) that present them with information about our identities. There will be numerous opportunities for students to learn how language works to communicate effectively while participating in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and draw conclusions about what they read and discuss. Students will write a personal narrative piece while engaging in the writing process.</p>



	<p>In this module, students will encounter informational and narrative texts, including fantasy, realistic fiction, folktales and narrative poetry to build knowledge across genres and synthesize topic knowledge. In addition, this module will provide students with opportunities to identify an author's purpose, central ideas, figurative language and text features in order to better understand unfamiliar texts. As students build their vocabulary and synthesize topic knowledge, they will learn that our identities are shaped through our experiences, personal interests, and passions.</p> <p>Students will read a variety of texts, such as <i>Yes, We Are Latinos</i> and <i>The Year of the Rat</i>, in order to understand how heritage, culture and experiences shape our identities. <i>Kitoto the Mighty</i> will teach students how their experiences contribute to developing their identities and expose them to how characters often change within stories. Students will also compare events in stories that may or may not happen in real life. In <i>Flora &amp; Ulysses</i> students will determine the central idea and find supporting details. In <i>La Mariposa</i>, students will begin to understand that discovery can include deepening one's understanding of something or someone, even themselves!</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn how people define themselves through their past experiences, heritage, language and culture. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of identity as they explore how people develop both their personal identities and respect the identities of others.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading: Literature</b></p> <p><b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.4.4:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

**Reading: Informational Text**

**RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading: Foundational Skills**

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**

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

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

	<p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><b>Language</b></p> <p><b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p><b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do your experiences help to shape your identity?</li> <li>• How do I define who I am?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Where you grow up, who you know, and the events in your life help to shape your identity.</li> </ul>

Learning Goal(s):	Content Students will know...	Skills Students will be able to...
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments</i>)</li> <li>● Central Idea</li> <li>● Critical Vocabulary</li> <li>● Self-monitoring Strategies</li> <li>● Retelling</li> <li>● Summarization</li> <li>● Author’s purpose</li> <li>● Graphic features</li> <li>● Character Roles</li> <li>● Point of View</li> <li>● Infer</li> <li>● Theme</li> <li>● Author's Craft</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the story character’s development, setting, internal conflict, and plot.- the <i>Aha Moment</i> signpost.</li> <li>● Identify the central idea.</li> <li>● Determine supporting details.</li> <li>● Define critical vocabulary using context clues.</li> <li>● Ask and answer questions during reading to self-monitor for comprehension.</li> <li>● Use sequencing words to retell narrative text</li> <li>● Summarize an informational text.</li> <li>● Determine author’s purpose: to entertain, inform or persuade.</li> <li>● Identify text and graphic features.</li> <li>● Identify &amp; explain how characters contribute to plot.</li> <li>● Identify who is narrating the story.</li> <li>● Determine how narration informs character perspective.</li> <li>● Determine the author's message.</li> <li>● Identify the theme.</li> <li>● Provide text evidence to support the theme.</li> <li>● Identify 5 techniques of the author's craft.</li> <li>● Determine how word choice contributes to an author’s style.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Short and Long Vowels</li> </ul>	<ul style="list-style-type: none"> <li>● Decode</li> <li>● Encode</li> </ul>

	<ul style="list-style-type: none"> <li>● Fluency</li> </ul>	<ul style="list-style-type: none"> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> <li>● Read with:             <ul style="list-style-type: none"> <li>■ accuracy</li> <li>■ appropriate rate</li> <li>■ expression</li> </ul> </li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Narrative Writing Process</li> </ul>	<ul style="list-style-type: none"> <li>● Brainstorm ideas.</li> <li>● Select a writing topic.</li> <li>● Create a story map (introduction, characters, setting, plot (events), conflict and conclusion/resolution.</li> <li>● Write a draft following the narrative structure.</li> <li>● Use direct and indirect dialogue.</li> <li>● Use a variety of sentence types.</li> <li>● Punctuate dialogue.</li> <li>● Engage in peer review to revise writing.</li> <li>● Revise their writing.</li> <li>● Edit for: complete sentences, spelling, punctuation, capitalization &amp; grammar.</li> <li>● Evaluate writing using a rubric.</li> <li>● Set goals.</li> <li>● Share final draft with peers.</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>● Reflective Discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in discussions about a text or piece of writing.</li> </ul>

<b>Language:</b>	<p><b>Academic Vocabulary/Critical Vocabulary:</b> identity: experience, pursuit, wisdom, cynic, defiance, profound, inadvertently, consumed, descended, obliged, mundane, considered, disdain, heritage, ancient, resolutions, doubts, relying, clumsy, awkward, cautiously, trickle, marveled, mighty, distant, proclaimed, majestic, sumptuous, hoard</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy)</b>        *central idea, *details, context, context clue, *author’s purpose, prefix, graphic feature, text feature, figurative language, hyperbole, sensory word, clarify, monitor, elements of poetry, rhyme, rhythm, sound device, stanza, *narrative poetry, *narrator, *point of view, prefix, *character, retell, *plot, *setting, story structure, suffix, *theme, author’s craft, imagery, voice, *compare, elaboration, *evidence, expository, *quotation, *direct address</p> <p><b>Generative Vocabulary:</b> Prefixes un-, in-, im-, re-, mis-, pre-, dis-, mis-, pre-, dis-</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> declarative,</p>	<ul style="list-style-type: none"> <li>• Understand how prefixes and suffixes change the meaning of words.</li> <li>• Identify types of figurative language.</li> <li>• Explain how figurative language uses imagery to create special effects, feelings, make a point and connect ideas in text.</li> </ul>
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	interrogative, exclamatory and imperative sentences, punctuating dialogue, homophones, homonyms	
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<b>Unit Number and Title:</b>	Module 2: Life Sciences: The Five Senses - Come to You Senses
<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 2</li> <li>● HMH’s Into Writing Manual Module 2</li> <li>● Rigby Leveled Readers</li> <li>● Core Texts           <ul style="list-style-type: none"> <li>○ <i>What Are the Five Senses</i>, informational</li> <li>○ <i>The Man Who Climbed Everest</i>, informational</li> <li>○ <i>The Science Behind Sight</i>, informational, Louise Spilsbury</li> <li>○ <i>Blind Ambition (from Nat. Geo. Kids magazine)</i>, personal narrative, Matthew Cooper and Rachel Buchholz</li> <li>○ <i>The Game of Silence</i>, historical fiction, Louise Erdrich</li> <li>○ <i>Apex Predators</i>, informational, Steve Jenkins</li> </ul> </li> <li>● Videos           <ul style="list-style-type: none"> <li>○ <i>Super Senses</i></li> <li>○ <i>Animal Sense</i></li> </ul> </li> </ul> <p>Cross-curricular connections:            Science - Waves and Information Processing grade 4 unit</p>
<b>Unit Overview:</b>	In this informational text-focused module, students will listen to, read and view a variety of texts and media (video) that present information about the five senses. There will be numerous opportunities for students to learn how language works to communicate effectively while participating in collaborative

	<p>conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and draw conclusions about what they read and discuss. Students will write a descriptive informational piece while engaging in the writing process.</p> <p>In this module, students will encounter informational and narrative texts, including historical fiction and personal narrative, to build knowledge across genres and acquire knowledge about the five senses. In addition, this module will provide students with opportunities to identify an author’s central idea, author’s craft, use of figurative language and text structure in order to summarize and better understand unfamiliar texts. As students build their vocabulary and synthesize topic knowledge, they will learn that our senses are powerful tools that help us experience the world in exciting ways.</p> <p>Students will read a variety of texts, such as <i>The Science Behind Sight</i> to learn how informational text is organized and how it is different from other text types.</p> <p>In <i>The Man Who Climbed Everest</i>, students will learn about Erik Weihenmayer, a rock and mountain climber, to discuss how different situations require the use of specific senses more than others. The narrative selections <i>Blind Ambition</i> and <i>The Game of Silence</i> will present students with figurative language such as similes, idioms and metaphors. <i>Apex Predators</i> will prepare students to write an informational text about an amazing animal.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn how senses help people and animals experience the world. In addition, students will deepen their understanding of the PK-12 vertically aligned essential question about how people also use their senses to overcome obstacles to meet challenges.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<b>Reading: Literature</b> <b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that



allude to significant characters found in mythology (e.g., Herculean).

**RI.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading: Informational Text**

**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading: Foundation Skills**

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

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**Writing**

**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.8** Recall relevant information from experiences or gather relevant information from print and

	<p>digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</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> </ol> <p><b>Speaking &amp; Listening</b></p> <p><b>4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p><b>Language</b></p> <p><b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> </ol> <p><b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> </ol> <p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> </ol>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>How do people and animals use their senses to navigate the world?</li> <li>How do our senses help us overcome challenges and achieve goals?</li> </ul>

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Senses are powerful tools that help us experience the world.</li> <li>• Animals’ senses help them survive.</li> <li>• Environmental adaptations can help people with disabilities fully participate in the world around them.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content Students will know...</b>	<b>Skills Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments</i>, <i>Contrast and Contradictions</i>)</li> <li>• Summarization</li> <li>• Text Features</li> <li>• Text Structures</li> <li>• Definitions of content area vocabulary</li> <li>• Central Idea</li> <li>• Figurative Language</li> <li>• Visualization of text</li> <li>• Plot elements</li> <li>• Author’s Craft</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the story character’s development, internal conflict, and plot.- the <i>Aha Moment</i> signpost.</li> <li>• Question what they read.-the <i>Contrasts and Contradictions</i> signpost.</li> <li>• Summarize informational and narrative text.</li> <li>• Identify text features.</li> <li>• Identify text structures.</li> <li>• Use context and text features to determine meaning of content area vocabulary.</li> <li>• Determine the central idea of text.</li> <li>• Recognize figurative language such as simile, idiom and metaphor.</li> <li>• Use language in the selection to visualize characters and events.</li> <li>• Identify and analyze plot elements.</li> <li>• Recognize features of author’s craft.</li> </ul>
<b>Reading Foundational Skills:</b>	<ul style="list-style-type: none"> <li>• Short and long vowels</li> <li>• Syllable division patterns</li> <li>• Fluent Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Decode and Encode short and long vowels.</li> <li>• Decode and encode syllable division patterns VCCV, VCV, VV.</li> <li>• Read a text with accuracy and appropriate rate and expression.</li> </ul>

		<ul style="list-style-type: none"> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Informational writing process</li> </ul>	<ul style="list-style-type: none"> <li>● Identify, audience and purpose for writing.</li> <li>● Brainstorm ideas and select a topic for writing a description.</li> <li>● Create a detailed web to gather information which includes main ideas and details.</li> <li>● Write a first draft that follows the informational structure (description).</li> <li>● Use model text to identify features and include in writing.</li> <li>● Use facts, specific details and descriptive language in writing.</li> <li>● Draft an introduction and conclusion.</li> <li>● Engage in peer review to provide and receive feedback on writing.</li> <li>● Revise writing to repair fragments and incorporate peer feedback.</li> <li>● Edit draft using complete sentences and correct spelling, punctuation, capitalization &amp; grammar.</li> <li>● Evaluate writing using a rubric and set goals.</li> <li>● Share final draft with peers.</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● participate in a variety of collaborative discussions about a text in which they summarize</li> </ul>

		information and/or paraphrase peers' ideas.
<b>Language:</b>	<p><b>Academic Vocabulary/Critical Vocabulary:</b> perception, aroma, distinguish, tactile, luminous, transparent, reflect, illuminates, judge, relish, familiar, savor, enhance, accepted, obstacles, command, denying, adapt, comfort, absurd, taunt, forfeit, despised, ferocious, elaborately, coveted</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy):</b> *central idea, *detail, *summarize, multiple-meaning words, homonyms, diagram, graphic feature, text feature, *root word, suffix, text structure, content area words, *context clues, domain, ,context, digital text, media, sound elements, visual elements, clarify, *figurative language, idiom, metaphor, simile, *author's purpose, visualize, climax, *conflict, falling action, *plot, resolution, rising action, *elaboration, author's craft, voice, *evidence, expository</p> <p><b>Generative Vocabulary:</b> Latin Root lumin, Suffixes -ness, -ment, -y, -ly</p> <p><b>Conventions of Standard English,</b></p>	<ul style="list-style-type: none"> <li>● Identify idioms.</li> <li>● Identify similes.</li> <li>● Identify metaphors.</li> <li>● Determine why author's use specific types of figurative language.</li> <li>● Use and encode homophones correctly.</li> </ul>

	<b>Grammar and Usage:</b> common and proper nouns, adjectives, sentence fragments	
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<b>Unit Number and Title:</b>	Module 3: Relationship Skills: Rise to the Occasion
<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 3</li> <li>● HMH’s Into Writing Manual Module 3</li> <li>● Rigby Leveled Readers</li> <li>● Core Texts           <ul style="list-style-type: none"> <li>○ <i>Ellen Ochoa</i>, biography</li> <li>○ <i>Never Give Up</i>, argumentative text</li> <li>○ <i>Rent Party Jazz</i>, historical fiction, William Miller</li> <li>○ <i>Hurricanes: A Force of Nature</i>, informational text/interview</li> <li>○ <i>Sixteen Years in Sixteen Seconds: The Sammy Lee Story</i> by Paula Yoo</li> <li>○ <i>Catch Me if You Can</i>, play, Carol Schaffner</li> <li>○ <i>My diary from Here to There</i>, autobiographical fiction, Amada Irma Pérez</li> <li>○ <i>The Kite Fighters</i>, argument, Linda Sue Park</li> </ul> </li> <li>● Video           <ul style="list-style-type: none"> <li>○ <i>Rise Up</i></li> </ul> </li> </ul>
<b>Unit Overview:</b>	In this module, students will listen to, read, and view a variety of texts and media (video) that present them with examples of overcoming personal challenges. There will be many opportunities for learners to practice communicating effectively during collaborative discussions and oral presentations, develop

their writers' voices as they compose opinion essays and respond to texts, practice using strategies skilled readers use to make meaning, draw conclusions and build their vocabulary. Students will write an opinion essay while engaging in the writing process.

In this module, in addition to historical fiction, learners will encounter biography, informational and argumentative text, autobiographical fiction, and a play to build knowledge across genres and synthesize topic knowledge. In addition, this module offers students opportunities to explore language use as part of the author's craft. They will also visualize, synthesize ideas, identify plot elements and themes, identify claims and points of view, explore figurative language and elements of drama in order to better understand unfamiliar texts. As students synthesize topic knowledge, they will learn that with individual courage and the support of family, friends, and community members, people can face any challenge.

Students will read a variety of texts to understand how people meet personal challenges. Students will read a historical fiction text, *Rent Party Jazz*, in which a boy gives his mom the idea of holding a rent party as a way to help the family pay rent after she loses her job. The biography *Ellen Ochoa* teaches students about the first Latina astronaut and her philosophy about goal setting. Students will use informational text to visualize descriptive details about hurricanes as well as compare points of view in primary and secondary sources. In the play *Catch Me If You Can*, learners will gain exposure to idioms, adages and proverbs as well as recognize the elements of drama. *My Diary from Here to There* introduces students to Amanda, a young girl whose diary describes her Mexican family's immigration experience from Mexico to the US. Finally, in *Kite Fighters*, students learn that it is common to struggle when we try something new but through practice, problem solving and perseverance, people can have success.

As students synthesize topic knowledge, they will learn how people overcome obstacles with various types of support from friends, family and community members. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of how people can successfully meet personal challenges, especially when they have strong relationships with others.

## Learning Goals

**Standard(s):**
**Reading Literature**

**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**RL.4.4:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading Informational Text**

**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading Foundation Skills**

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

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**Writing**



**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.9** 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”).

### **Speaking & Listening**

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

- a. 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

### **Language**

**L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

	<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What does it take to meet a challenge?</li> <li>● Why are human relationships important?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● People can face challenges with various types of support.</li> <li>● Certain character traits are important in order to overcome a challenge.</li> <li>● People support one another through challenges in one another's lives.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content Students will know...</b>	<b>Skills Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Words of the Wiser; Quoted Words</i>)</li> <li>● Claim</li> <li>● Text synthesis</li> <li>● Author's craft</li> <li>● Story elements</li> <li>● Theme</li> <li>● Visualization of text</li> <li>● Elements of Drama</li> <li>● Figurative Language</li> <li>● Prediction</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the story's theme, or its big idea, moral, or lesson.- the <i>Words of the Wiser</i> signpost.</li> <li>● Identify quotes to tell a person's opinion or point of view. - the <i>Quoted Words</i> signpost.</li> <li>● Identify the author's claim in an argumentative text.</li> <li>● Connect known information to what they are learning from a text.</li> <li>● Identify author's craft techniques of language, anecdote and hyperbole.</li> <li>● Identify conflict, resolution, rising and falling action and climax in a story.</li> </ul>

	<ul style="list-style-type: none"> <li>● Point of View</li> <li>● Primary vs Secondary Sources</li> <li>● Research process</li> </ul>	<ul style="list-style-type: none"> <li>● Explain how a story’s setting affects the plot.</li> <li>● Identify and infer basic themes.</li> <li>● Explain the author’s purpose /message.</li> <li>● Identify how visualizing a text helps support comprehension.</li> <li>● Identify elements of drama including dialogue, scene, act, and stage directions.</li> <li>● Distinguish between literal vs. figurative language in text.</li> <li>● Make and confirm predictions before, during and after reading.</li> <li>● Identify Point of View as a way to understand.</li> <li>● Who is narrating the story and how it informs character perspective.</li> <li>● Explain how point of view differs from fiction and nonfiction texts.</li> <li>● Identify, compare and contrast primary and secondary sources.</li> <li>● Take notes from text for research.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Vowel sounds</li> <li>● Fluency</li> </ul>	<ul style="list-style-type: none"> <li>● Decode and encode vowel sounds.</li> <li>● Read with accuracy, appropriate rate and expression.</li> <li>● Practice using stroke and letter formation. (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing).</li> </ul>

<b>Writing:</b>	<ul style="list-style-type: none"> <li>Opinion writing process</li> </ul>	<ul style="list-style-type: none"> <li>Use terminology related to opinion/argument texts.</li> <li>Identify and use transition words appropriately.</li> <li>Write a response to a prompt which includes text evidence.</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>Formal and informal discussion</li> <li>Oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>use collaborative discussion routines in order to participate in discussion.</li> <li>Use formal or informal language appropriately for the given format (small group vs. whole class).</li> <li>Present information clearly and logically to a large group on a given topic.</li> <li>Use visuals as needed to enhance the presentation.</li> </ul>
<b>Language:</b>	<p><b>Academic Vocabulary/Critical Vocabulary:</b>confront, dauntless, endurance, dedication, auction, drifting, damp, spare, verses, chorus, brimming, surge, perished, debris, adoringly, capable, spectators, disbelief, burst, opportunities, immigration, refugees, amazing</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy):</b> claim, synthesize, *antonym, *synonym, anecdote, *author’s craft, formal language, informal language, suffix, climax, *conflict, falling action, *plot, resolution, rising action, *theme, visualize, primary source, secondary</p>	<ul style="list-style-type: none"> <li>Explain the difference between synonyms and antonyms.</li> <li>Use roots and affixes to determine the meanings of words.</li> <li>Define idiom and proverb.</li> <li>Define homonyms.</li> <li>Use end punctuation correctly.</li> <li>Use commas correctly.</li> </ul>

	<p>source, *point of view, act, *dialogue, drama, scene, *setting, stage direction, adage, idiom, literal language, proverb, confirm, prediction, *context, multiple-meaning words, homonyms, *character, prefix, *root word, *base word, *narrator, figurative language, voice, claim, *elaboration, *evidence, *opinion, perspective, *reason</p> <p><b>Generative Vocabulary:</b> Suffixes -ful, -ous, -less, Latin Roots vis, aud, spec, Prefixes over-, under-</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> declarative, exclamatory and interrogative sentences, subject-verb agreement, quotation marks, capitalization</p>	
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<b>Unit Number and Title:</b>	Module 4: Community Heroes: Heroic Feats
<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 4</li> <li>● HMH’s Writing Workshop Manual Module 4</li> <li>● Rigby Leveled Readers</li> <li>● Core Texts           <ul style="list-style-type: none"> <li>○ <i>Mack and the Hidden Tree House</i>, realistic fiction</li> <li>○ <i>Who’s a Hero</i>, informational</li> <li>○ <i>Prince Charming Misplaces His Bride</i>, fairy tale, Christopher Healy</li> <li>○ <i>Heroes</i>, by Ken Mochizuki</li> <li>○ The Legend of Freedom Hill by Linda Jacobs Altman, realistic fiction</li> <li>○ <i>Smokejumpers to the Rescue!</i>, narrative nonfiction, Laurie Toupin</li> <li>○ <i>Irena’s Jars of Secrets</i> by Marcia Vaughan, narrative nonfiction</li> <li>○ <i>Louis Sockalexis: Native American Baseball Pioneer</i> by Bill Wise</li> <li>○ Malala Yousafzai: <i>Warrior with Words</i> by Karen Abouraya, narrative nonfiction</li> <li>○ <i>Perseus and the Fall of Medusa</i>, myth/play, Claire Daniel</li> <li>○ <i>St. Augustine: A Story of America</i>, narrative nonfiction, Cynthia Benjamin</li> <li>○ <i>Love Will See You Through</i>, narrative, Angela Farris Watkins</li> </ul> </li> <li>● Video</li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Everyday Heroes</i></li> </ul> <p>Cross-curricular connections: Social Studies - <i>The United States as a Region/Regional Interdependence</i> grade 4 unit</p>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts that present them with examples of what makes someone a hero. There will be opportunities for students to learn how language works and to communicate effectively while participating in discussions, develop their skills as story writers, learn strategies and skills of skilled readers and practice how to find evidence to support ideas and conclusions about what they have read. Students will write a narrative story while engaging in the writing process.</p> <p>This module provides exposure to informational text and different types of narrative text that include the genres of fairy tale and myth. These texts provide students with opportunities to identify text features, text structures, story elements, point of view, figurative language and theme. Students will read <i>Prince Charming Misplaces His Bride</i> to learn to recognize characteristics of fairy tales and explore point of view and theme. <i>Smokejumpers to the Rescue</i> is about heroic firefighters that jump out of planes to fight wildfires. This text will teach students to recognize features of informational text and explore the problem solution text structure. In the mythological play, <i>Perseus and the Fall of Medusa</i>, students will learn to identify elements of drama and recognize figurative language including simile, imagery and allusion in Greek mythology. Students will also read the narrative nonfiction selection, <i>St. Augustine: A Story of America</i>, to learn about the settlement of St. Augustine. Students will be able to analyze how chronological, cause and effect, and problem and solution text structures contribute to text meaning. Students will also discuss the author's perspective and how it relates to the author's purpose.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will explore how heroism is defined. In addition students will have opportunities to deepen their understanding of the P-12 vertically aligned essential question related to the idea of conflict as they explore how people can overcome obstacles through strength, courage and confidence.</p>
<b>Learning Goals</b>	

<b>Standard(s):</b>	<p><b>Reading: Literature</b></p> <p><b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.4.4:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><b>RL.4.9</b> Compare and contrast 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> <p><b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Informational Text</b></p> <p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on</li> </ol>
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successive readings.

**Writing**

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

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- 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”).

**Speaking & Listening**

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

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

**Language**

**L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- e. Form and use prepositional phrases.

	<p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p><b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p><b>L.4.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What makes someone a hero?</li> <li>• How do conflict and challenge contribute to personal growth?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Heroes use personal courage and confidence to overcome challenges.</li> <li>• Conflict and challenge can make a person stronger in order to overcome obstacles.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>3 Big Questions, Contrasts and Contradictions</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand character or setting by thinking about why the characters do what they do.-the <i>Contrasts and Contradictions</i> signpost.</li> <li>• Question what the author says and how it relates</li> </ul>

	<ul style="list-style-type: none"> <li>● Theme</li> <li>● Text and graphic features</li> <li>● Visualization of Text</li> <li>● Point of view vs. character perspective</li> <li>● Inference</li> <li>● Text Structure</li> <li>● Synthesis</li> <li>● Elements of Drama</li> <li>● Self-monitoring strategies</li> </ul>	<p>to what they already know.- the <i>3 Big Questions</i> signpost.</p> <ul style="list-style-type: none"> <li>● Identify and infer basic themes.</li> <li>● Explain the author’s purpose/message.</li> <li>● Explain how text features and graphics help a reader understand a text.</li> <li>● Use text features and graphics to deepen comprehension.</li> <li>● Explain how visualizing a text helps support comprehension.</li> <li>● Identify the narrator's point of view and explain how it differs from character perspective.</li> <li>● Use what they know about a topic in addition to information in the text to draw conclusions and make inferences.</li> <li>● Use text clues to identify different text structures (chronological, cause-effect, problem-solution &amp; comparison-contrast).</li> <li>● Connect what they know to what they are learning from a text to develop and deepen understanding.</li> <li>● Identify elements of drama including dialogue, scene, act, and stage directions.</li> <li>● Explain how plays differ from prose and poems.</li> <li>● Explain how different elements of drama help readers understand characters and plot.</li> <li>● Ask and answer questions during reading to self-monitor and ensure comprehension.</li> <li>● Use context clues to determine the meaning of unfamiliar words.</li> </ul>
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<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>• Multisyllabic words</li> <li>• Plural nouns</li> <li>• Fluent Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Decode multisyllabic words.</li> <li>• Decode and encode vowel + /r/ sounds /ôr/ and /ûr/.</li> <li>• Decode and encode vowels with regular and irregular plurals.</li> <li>• Read a text with appropriate phrasing, rate and expression.</li> <li>• Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>• Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>• Elements of written response</li> </ul>	<ul style="list-style-type: none"> <li>• Provide text evidence when writing a response to reading.</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>• Oral Directions</li> <li>• Dramatic performance</li> </ul>	<ul style="list-style-type: none"> <li>• Follow and restate oral instructions.</li> <li>• Create instructions for others to follow.</li> <li>• Prepare for and rehearse in order to perform a play.</li> </ul>
<b>Language:</b>	<b>Academic Vocabulary/Critical Vocabulary:</b> aspire, confidence, endeavor, fearlessness, elegant, foreboding, episode, scowled, intimidated, subdued, disheveled, rigid, feisty, sulked, timid, strenuous, devised, distress, odyssey, destiny, mortal, timid, strenuous, devised, distress, odyssey, destiny, mortal	<ul style="list-style-type: none"> <li>• Identify roots, prefixes and suffixes.</li> <li>• Distinguish between homophones and homonyms.</li> <li>• Use homophones and homonyms correctly.</li> <li>• Define imagery.</li> <li>• <b>Form and use prepositional phrases.</b></li> <li>• <b>Spell grade-appropriate words correctly, consulting references as needed.</b></li> </ul>

	<p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy):</b> graphic feature, text feature, visualize, homograph, homophone, *narrator, *point of view, prefix, *theme, synthesize, *author’s purpose, problem, *clarify, act, character tag, *dialogue, drama, prose, scene, stage directions, suffix, figurative language, imagery, simile, *inference, *antonym, *synonym, *heading, visual, cause, chronology, effect, perspective, elaboration, *evidence, expository</p> <p><b>Generative Vocabulary:</b> Prefixes sub-, fore-, Suffixes -able, -ible, Suffixes -able, -ible</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> punctuation (end, commas, quotation marks), homophones, homonyms, prepositions, subject-verb agreement</p>	
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<b>Unit Number and Title:</b>	Module 5: Art and Culture: Art Everywhere
<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 5</li> <li>● HMH’s Writing Workshop Manual Module 5</li> <li>● Rigby Leveled Readers</li> <li>● Core Texts           <ul style="list-style-type: none"> <li>○ <i>Carmen Lopez Garza: Bringing Memories to Life</i>, biography</li> <li>○ <i>Why Art Centers Matter</i>, argumentative text</li> <li>○ <i>The Beatles Were Fab (and They Were Funny)</i>, biography, Kathleen Krull and Paul Brewer</li> <li>○ <i>Let’s Dance Around the World</i>, informational, Leticia Ann Kimura and Annabel Wildrick</li> <li>○ <i>Just Like Me</i> by Fourteen Artists, narrative nonfiction</li> <li>○ <i>A Song for Cambodia</i> by Michelle Lord, biography</li> <li>○ <i>Capoeira: Game! Dance! Martial Art!</i> By George Ancona, nonfiction</li> <li>○ <i>The Art of Poetry</i> (“<i>Necessary Gardens</i>” “<i>Eating Alphabet Soup</i>” “<i>The Big-Word Girl</i>” “<i>Balloon</i>” “<i>The Arrow and the Song</i>” “<i>Quiet Water</i>” “<i>Better Fun</i>”, poetry, J. Patrick Lewis, Bob Raczka, Henry Wadsworth Longfellow, Francisco Alarcón</li> <li>○ <i>Mr. Ferris and His Wheel</i>, informational, Kathryn Gibbs Davis</li> </ul> </li> <li>● Video           <ul style="list-style-type: none"> <li>○ Art for All</li> <li>○ How Can Photos Take Us Back in Time?, #MetKids</li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media (video) that present them with information about the arts. Learners will have multiple opportunities to communicate effectively during collaborative discussions and by presenting information, to develop their voices as they write expository essays and respond to texts, and to practice using strategies skilled readers use to make meaning, draw conclusions and build their vocabulary. Students will write an expository essay while engaging in the writing process.</p>

Students will encounter biography, informational and argumentative text and poetry to develop their knowledge across genres and synthesize topic knowledge. This module offers learners opportunities to visualize, identify and analyze central ideas and themes, explore elements of poetry, identify text structure as well as text and graphic features. They will also explore figurative language and monitor for meaning in order to better understand unfamiliar texts. As students synthesize topic knowledge and continue to develop their vocabulary, they will learn that sharing creative talents and innovative ideas with the world can bring people closer together.

Students will read a variety of texts to understand how the arts bring joy, inspiration and connect us to our communities. Students will read about why art centers are important for communities. They will also read about a variety of artistic media including music, photography and dance. about how four young musically talented men came together in England and redefined music in the 1960s, creating a worldwide craze known as “Beatlemania.” Students will discuss and write about how the group's musical talents affected their lives as well as the lives of people around the world. Learners will learn about artist and author Carmen Lomas Garza and how her pride in her Mexican-American heritage is reflected in her art and stories. Learners will watch a video about historical photography, hear from a museum expert and a student and respond to a prompt about how different photographers’ photos can contribute to people’s understanding about the past. In *Let’s Dance around the World*, learners will explore why dance is important to all cultures and how dancers like tap dancer Savion Glover have influenced dance styles. Learners will also encounter a variety of poems in this module in order to consider how poems express ideas in creative ways. Finally, students will read about the first Ferris wheel exhibited during the 1893 Chicago World’s Fair and learn that these fairs were international expositions of scientific and cultural ideas and products.

As students synthesize topic knowledge, they will learn how people can use and develop their creative talents. In addition, learners will deepen their understanding of the PK-12 vertically aligned essential question about how art teaches us what a culture values and how sharing our creative talents and innovations can build community, making the world a better place.

### Learning Goals

<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b>Reading: Literature</b></p> <p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Informational Text</b></p> <p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>
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**Writing**

**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.  
b. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

**Speaking & Listening**

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

- a. 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**Language**

**L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a

	<p>word (e.g., telegraph, photograph, autograph).</p> <p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ol style="list-style-type: none"> <li>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ol>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>How far can your talents take you?</li> <li>How does art tell us about what a culture values and help build community?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>Sharing our creative talents can build community and make the world a better place.</li> <li>Art is a reflection of culture and an expression of ideas.</li> </ul>	
<b>Learning Goal(s):</b>	<p><b>Content</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>
<b>Reading:</b>	<ul style="list-style-type: none"> <li><i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Quoted Words, Contrasts and Contradictions</i>)</li> <li>Fact and Opinion</li> <li>Support an argument</li> <li>Self Monitoring Strategies</li> <li>Central Idea</li> <li>Nonfiction Text Features</li> <li>Visualization</li> <li>Elements of Poetry</li> <li>Theme</li> </ul>	<ul style="list-style-type: none"> <li>Understand character or setting by thinking about why the characters do what they do.-the <i>Contrasts and Contradictions</i> signpost.</li> <li>Notice quotes to tell a person’s opinion or point of view.- the <i>Word Gaps</i> signpost.</li> <li>Identify facts and opinions.</li> <li>Explain the difference between fact and opinion.</li> <li>Identify the evidence provided in a text to support a claim.</li> <li>Use questioning before, during and after reading to ensure comprehension.</li> <li>Use text clues to identify central idea.</li> <li>Use text features and graphics to deepen comprehension.</li> </ul>

		<ul style="list-style-type: none"> <li>● Use five senses to visualize when reading poetry.</li> <li>● Identify structure of poetry.</li> <li>● Identify literary devices used in poetry.</li> <li>● Identify and infer basic seems of poetry.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Base Words</li> <li>● Base words in multisyllabic words</li> <li>● Spelling Patterns</li> <li>● Long Vowels</li> <li>● Fluent Reading</li> </ul>	<ul style="list-style-type: none"> <li>● Decode words with sound/spelling changes.</li> <li>● Decode multisyllabic words where final y. changes to i when adding suffix (er, est, ed, es).</li> <li>● Recognize spelling in regular and irregular plural nouns.</li> <li>● Identify base words in multisyllabic words.</li> <li>● Encode words with ed or ing.</li> <li>● Decode and encode words with spelling patterns for final long e (y,ey, ie).</li> <li>● Read a text with appropriate phrasing, rate and expression.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Expository Writing Process</li> </ul>	<ul style="list-style-type: none"> <li>● Brainstorm and craft central idea.</li> <li>● Draft expository essay.</li> <li>● Edit and revise draft.</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>● Active Listening</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in discussion as an active participant.</li> <li>● Use collaborative discussion routines in order to participate in discussion about a video.</li> </ul>

<p><b>Language:</b></p>	<p><b>Academic Vocabulary/Critical Vocabulary:</b> inspiration, expressive, creativity, sculpture, dignified, stunned, polished, regretted, hilarious, observant, flattered, trampled, curator, foreground, background, rhythmic, distinctive, highlight, horizontal, necessary, unsurpassed, stir, extraordinarily, cruising, plunges</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy):</b> claim, *evidence, fact, *opinion, *synonym, *reason, suffix, *author’s purpose, chronological order,* text structure, *descriptive language, figurative language, idiom, *sensory word, plagiarism, *paraphrase, clarify, monitor, *central idea, *detail, *supporting evidence, *compare, *contrast, visualize, homograph, homophone, *elements of [poetry, imagery, onomatopoeia, rhyme, rhythm, sound device, stanza, prefix, metaphor, simile, *theme, perspective, *transition word</p> <p><b>Generative Vocabulary:</b> Suffixes -ity, -ty, -er, -or, -ist, -er, -or, -ist</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> compound</p>	<ul style="list-style-type: none"> <li>● Identify idioms in text.</li> <li>● Identify descriptive language and sensory words.</li> <li>● Explain the use of similes and metaphors and differentiate between them.</li> <li>● Describe allusion.</li> <li>● Determine the meaning of and use words with er, or, and ist.</li> <li>● Determine the meaning of and use words with un and in.</li> </ul>
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	sentences, progressive verb tenses (e.g., I was walking; I am walking; I will be walking), relative pronouns (e.g., who, whose, whom, which, that)	
<b>Unit Number and Title:</b>	Module 6: Earth Science: Natural Wonders: Marvels and Nature	
<b>Duration:</b>	15-18 days	
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 6</li> <li>● HMH’s Writing Workshop Manual Module 6</li> <li>● Rigby Leveled Readers</li> <li>● Core Texts <ul style="list-style-type: none"> <li>○ <i>Incredible Waterfalls</i>, informational</li> <li>○ <i>Seven Natural Wonders</i>, informational</li> <li>○ <i>Mariana Trench</i>, informational, Michael Woods and Mary Woods</li> <li>○ <i>Weird and Wondrous Rocks</i>, informational, April Pulley Sayre</li> <li>○ <i>Nature’s Wonders (poetry collection)</i> "The Great Barrier Reef", "The Mariana Trench", "Aurora Borealis", "Mount Everest", poetry/informational, Robert Schechter, X.J. Kennedy, Steven Withrow</li> <li>○ <i>Grand Canyon: A Trail Through Time</i>, literary nonfiction, Linda Vieira</li> <li>○ <i>Coral Reefs</i>, correspondence, Jason Chin</li> </ul> </li> <li>● Videos <ul style="list-style-type: none"> <li>○ <i>Amazing Planet Earth</i></li> <li>○ <i>Grand Canyon</i></li> </ul> </li> </ul> <p>Cross-curricular connections: Science - Earth’s Systems grade 4 unit</p>	
<b>Unit Overview:</b>	In this module, students will listen to, read, and view a variety of texts that present them with	

information about Earth’s exciting and natural wonders. . There will be opportunities for students to learn how language works and to communicate effectively while participating in discussions, develop their skills as story writers, learn strategies and skills of skilled readers and practice how to find evidence to support ideas and conclusions about what they have read. Students will write a letter while engaging in the writing process.

A focus on informational text provides students with opportunities to identify text features, central ideas, and text structures in order to better understand unfamiliar texts. Students will also encounter poetry and literary nonfiction (narrative nonfiction) to build knowledge across genres.

Students will read *Mariana Trench* which describes in detail about the lowest place on Earth. While learning about this natural wonder students will also identify central ideas of the text and supporting details. The selection *Weird and Wonderful Rocks* describes ‘weird rock” sites in the United States. In this text students will learn to recognize characteristics of cause and effect text structure. The book, *Nature’s Wonders: Poetry about our Amazing Earth* will expose students to poems about The Great Barrier Reef, The Mariana Trench, Mount Everest, and the Aurora Borealis. Through this text students will learn structural elements of poetry, visual arrangement of stanzas and lines, and poetic devices of rhyme and alliteration. Finally, in this literary nonfiction text, *Grand Canyon: A Trail Through Time*, students will read about the wonders of the Grand Canyon including its history and formation. Students will make inferences about the text, recognize simile and metaphor, and author’s voice.

As students build their vocabulary and synthesize topic knowledge about the Earth’s natural wonders, they will learn that our world is full of unique places on land, in the ocean, and in the sky. In addition students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore how the environment wonders can impact our lives.

### Learning Goals

**Standard(s):**

**Connecticut Core Standards**

### **Reading Literature**

**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**RL.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

### **Reading Informational**

**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Foundational Skills**

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

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**



	<p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.4.6</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p><b>Language</b></p> <p><b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>c. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>d. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>d. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>e. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>f. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What makes Earth’s natural wonders exciting and unique?</li> </ul>



	<ul style="list-style-type: none"> <li>• How do Earth’s changes over time create natural wonders?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Earth is full of unique places with amazing wonders on land, in the ocean, and in the sky.</li> <li>• The Natural Wonders of the World are scenic places that are often visited, can support life, and some people work to protect them.</li> <li>• The Earth’s surface has changed over time creating the landscape we inhabit and will continue to change in the future.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content Students will know...</b>	<b>Skills Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Contrasts and Contradictions</i>, <i>Word Gaps</i>)</li> <li>• Text and graphic features</li> <li>• Summarization</li> <li>• Text Structure</li> <li>• Structural Elements of Poetry</li> <li>• Literary Devices of Poetry</li> <li>• Author’s Craft in Poetry</li> <li>• Fact versus Opinion</li> <li>• Inferring</li> </ul>	<ul style="list-style-type: none"> <li>• Question what they read..-the <i>Contrasts and Contradictions</i> signpost.</li> <li>• Question unfamiliar words or phrases in the text-the <i>Word Gaps</i> signpost.</li> <li>• Recognize characteristics of informational text.</li> <li>• Identify text and graphic features.</li> <li>• Use text and graphic features to understand text.</li> <li>• Determine central ideas and supporting details.</li> <li>• Summarize central idea and relevant details.</li> <li>• Recognize cause and effect text structure.</li> <li>• Identify structural elements of poetry: line break and stanza.</li> <li>• Identify literary devices in poetry: rhyming, rhythm, imagery.</li> <li>• Identify the author's craft techniques: mood, voice and figurative language.</li> <li>• Understand the difference between fact and opinion.</li> <li>• Make inferences from ideas in the text.</li> </ul>

		<ul style="list-style-type: none"> <li>Identify reasons and evidence that support inferred ideas.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>Spelling patterns</li> <li>Fluent Reading</li> </ul>	<ul style="list-style-type: none"> <li>Decode and encode words with k, ng, kw.</li> <li>Decode and encode words with prefixes: re, un, and dis.</li> <li>Read a text with appropriate phrasing, rate and expression.</li> <li>Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>Parts of a Formal Letter</li> <li>Summarization</li> </ul>	<ul style="list-style-type: none"> <li>Draft a formal letter using formal language and organizational structure.</li> <li>Write a summary of an informational text including the central idea and relevant supporting details.</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>Questioning</li> </ul>	<ul style="list-style-type: none"> <li>Generate and ask questions about a text to aid comprehension.</li> </ul>
<b>Language:</b>	<b>Academic Vocabulary/Critical Vocabulary:</b> scenic, landscape, canyon, landform, trench, summit, thrive, prehistoric, vital, glimpse, submersible, remotely, autonomous, trench, summit, thrive, prehistoric, vital, glimpse, submersible,	<ul style="list-style-type: none"> <li>Identify figurative language in text : simile and metaphor.</li> <li>Determine the meaning of words with auto, bio, photo, graph.</li> </ul>

	<p>remotely, autonomous, shatter, sentries, chasm, glistens, embedded, eroding</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy):</b> graphic feature, text feature, *summarize, dictionary, reference source, *central idea, *detail, *supporting evidence, *root, prefix, cause, chronology, *compare, *contrast, effect, text structure, visual, thesaurus, *author’s craft, figurative language, imagery, voice, suffix, alliteration, personification, rhyme, rhythm, sound device, stanza, media, media techniques, *inference, shades of meaning, synonym, *fact, *opinion, simile, metaphor, sensory word, voice, *elaboration, expository</p> <p><b>Generative Vocabulary:</b> Greek Roots auto, bio, photo, graph, Suffixes -ness, -ment, Prefix -inter</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> sentence structure, verb tenses, modal auxiliaries (e.g., can, may, must), commas</p>	
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<b>Unit Number and Title:</b>	Module 7: Traditional Stories and Culture: Tricksters and Tall Tales
<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 7</li> <li>● HMH’s Into Writing Manual Module 7</li> <li>● Rigby Leveled Readers</li> <li>● Core Texts           <ul style="list-style-type: none"> <li>○ <i>Anaya</i>, informational</li> <li>○ <i>A Tale of Traditional Tales</i>, informational</li> <li>○ <i>Thunder Rose</i>, informational, Jerdine Nolen</li> <li>○ <i>The Crane Girl</i> by Curtis Manley, fiction, haiku</li> <li>○ <i>A Man Called Raven</i>, by Richard Van Camp, fantasy</li> <li>○ <i>Blind Ambition (from Nat. Geo. Kids magazine)</i>, personal narrative, Matthew Cooper and Rachel Buchholz</li> <li>○ <i>In the Days of King Adobe (from Watch Out for Clever Women)</i>, folktale, Joe Hayes</li> <li>○ <i>A Pair of Tricksters</i>, fable/trickster tale, John and Caitlín Matthews; Aesop</li> <li>○ <i>Ten Suns: A Chinese Legend</i>, legend, Eric A. Kimmel</li> <li>○ <i>The Luck of the Loch Ness Monster</i>, narrative, A.W. Flaherty</li> </ul> </li> <li>● Videos</li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>A Poor, Defenseless Wolf</i></li> <li>○ <i>Ten Suns: A Chinese Legend</i></li> </ul>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media that present them with information about traditional tales. A genre focus on traditional stories provides students with opportunities to identify central ideas, figurative language, and media techniques in order to better understand unfamiliar texts. Students will also encounter an informational text to build knowledge across genres. Students will write an imaginative story while engaging in the writing process.</p> <p>This genre focus on traditional tales in this module will provide students with opportunities to determine central ideas and supporting details, recognize features of traditional tales and folktales, and identify themes as the message or lesson the author wants to share with the reader. Students will also encounter writing a narrative piece and through the writing process will select an audience and purpose for their story, describe in depth the characters, setting, and events in a story including conflict/resolution while organizing and developing the structure and ideas of a narrative piece.</p> <p>Students will build their knowledge about traditional stories, with a focus on story genres, such as tall tales, trickster tales, and legends. They will read texts and view videos about what lessons you can learn from characters in traditional tales. Children will also write an expository essay to tell why it is important to consider the results of their actions.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that traditional stories can teach many lessons about life and the world around us. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to how stories tell us about what a culture values.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<b>Connecticut Core Standards</b> <b>Reading Literature</b> <b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when

drawing inferences from the text.

**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### **Reading Informational Text**

**RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

#### **Foundational Skills**

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

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

#### **Writing**

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

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

**W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

	<p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p><b>Speaking &amp; Listening</b>  <b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>Language</b>  <b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).  e. Form and use prepositional phrases</p> <p><b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What can you learn from studying characters in traditional tales?</li> <li>• How do stories tell us about what a culture values?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Traditional stories teach lessons about life and the world around us.</li> <li>• Stories share traditions and customs that are valued and important to preserve.</li> </ul>	
<b>Learning Goal(s):</b> Skills)	<b>Content</b> Students will know...	<b>Skills</b> Students will be able to...
	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the story, events, character, or setting change.-the <i>Aha Moments</i> signpost.</li> </ul>

	<p><i>Moments and Again and Again)</i></p> <ul style="list-style-type: none"> <li>● Central Idea</li> <li>● Traditional Stories</li> <li>● Retell</li> <li>● Character</li> <li>● Prediction</li> <li>● Theme</li> <li>● Synthesizing Information</li> </ul>	<ul style="list-style-type: none"> <li>● Repetition is an important Symbol.- the <i>Again and Again</i> signpost.</li> <li>● Determine central idea and supporting details.</li> <li>● Recognize features of traditional tales.</li> <li>● Recognize features of folktales.</li> <li>● Recognize characteristics of fables/trickster tales.</li> <li>● Recognize traits of a legend.</li> <li>● Retell a familiar story including plot elements and themes.</li> <li>● Use text evidence to identify character traits.</li> <li>● Make, correct and confirm predictions using the text.</li> <li>● Define theme as the message or lesson the author wants to share with the reader.</li> <li>● Recognize the theme and support with text evidence.</li> <li>● Define synthesizing as putting together information to see ideas in new ways.</li> <li>● Learn the steps of synthesizing.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Spelling Patterns</li> <li>● Fluency</li> </ul>	<ul style="list-style-type: none"> <li>● Decode and Encode multisyllabic words with suffixes: -ful, -less, -ness, -ment.</li> <li>● Determine the meaning of words with -ion.</li> <li>● Decode multisyllabic words with the VCCV pattern.</li> <li>● Decode multisyllabic words with VCV pattern</li> <li>● Read aloud grade level text with fluency and accuracy.</li> <li>● Use expression to aid comprehension.</li> <li>● Read grade level text at an appropriate rate.</li> </ul>



		<ul style="list-style-type: none"> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Narrative</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in writing as a process.</li> <li>● Use prewriting strategies to plan the first draft of an imaginative story.</li> <li>● Narrow the topic of the story.</li> <li>● Select an audience and purpose for the story.</li> <li>● Describe in depth the characters, setting, and events in a story.</li> <li>● Plan the first draft of an imaginative story.</li> <li>● Describe writing plans by using graphic organizers.</li> <li>● Compose an informational free write featuring a topic sentence.</li> <li>● Develop a first draft by organizing its structure and developing an engaging idea.</li> <li>● Write in a short time frame.</li> <li>● Examine and identify types of conflict in literary texts.</li> <li>● Compose the first draft of an imaginative story.</li> <li>● Recognize the pattern of organization in a literary text.</li> <li>● Identify resolution in a literary text.</li> </ul>

		<ul style="list-style-type: none"> <li>● Organize and develop the structure and ideas of a first draft.</li> <li>● Use transition words to manage a sequence of events.</li> <li>● Revise a literary text to improve its organization and clarity of content.</li> <li>● Pose and respond to questions.</li> <li>● Revise drafts for clarity of content, with support from peers and adults.</li> <li>● Utilize elements of style, such as word choice.</li> <li>● Choose words to convey ideas precisely.</li> <li>● Revise drafts to provide clarity.</li> <li>● Edit drafts to check for elements of an imaginative story, maintain complete sentences and subject-verb agreement, ensure correct capitalization and punctuation.</li> <li>● Publish written works as part of the writing process.</li> <li>● Use technology to produce and publish writing.</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>● Retell</li> <li>● Paraphrase text read aloud</li> </ul>	<ul style="list-style-type: none"> <li>● Use story elements in your own words to retell a story.</li> <li>● Use language structure such as first then finally.</li> <li>● Use active listening to paraphrase read aloud.</li> </ul>
<b>Language:</b>	<b>Academic Vocabulary/Critical Vocabulary:</b> trickster, shrewd, exaggeration, legendary, recall, vividly, accentuated, partial, splendor, resourceful,	<ul style="list-style-type: none"> <li>● Define and identify idioms, adages and proverbs.</li> <li>● Identify figurative language in a traditional story: simile, metaphor, hyperbole and sensory language.</li> </ul>

	<p>disposition, commendable, devastation, thrifty, generous, character, fascinated, succulent, clamped, gratitude, withered, scorching, reckless, assumed, prosper</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy):</b>        *central idea, *detail, retell, analogy, figurative language, hyperbole, simile, prefix, suffix, *character, *character traits, literary elements, adage, proverb, confirm, prediction, moral, *theme, alliteration, assonance, figurative language, sound device, synthesize, animation, live action, sound elements, visual elements, reference source, text feature, graphic feature, *cause, *effect, literary elements, sequence, *elaboration, *transition words</p> <p><b>Generative Vocabulary:</b> Suffixes -ion, -ity, -ty, Prefixes mis-, pre-, dis</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> adverbs, action verbs, parts of speech, capitalization, prepositions</p>	
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<b>Unit Number and Title:</b>	Module 8: Nutrition and Healthy Habits: Food for Thought
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<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 8</li> <li>● HMH’s Into Writing Manual Module 8</li> <li>● Rigby Leveled Readers</li> <li>● Core Texts <ul style="list-style-type: none"> <li>○ <i>Not So Sweet</i>, informational</li> <li>○ <i>To Your Health</i>, informational,</li> <li>○ <i>Eco-Friendly Food</i>, informational, Cath Senker</li> <li>○ <i>Bug Bites</i>, informational,</li> <li>○ <i>Now You’re Cooking</i>, realistic fiction, Rene Saldana Jr.</li> <li>○ <i>It’s Disgusting and We Ate It</i>, argumentative, James Solheim</li> </ul> </li> <li>● Videos <ul style="list-style-type: none"> <li>○ <i>Cupcake vs. Apple</i></li> <li>○ <i>Kids Rock Nutrition in the Kitchen</i></li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media that present them with information about nutrition. A focus on informational/argumentative text provides students with opportunities to identify text features, ideas and support, and author’s purpose in order to better understand unfamiliar texts. Students will also encounter realistic fiction and recipes to build knowledge across genres. Students will write an opinion essay while engaging in the writing process.</p> <p>The genre focus on informational/argumentative texts in this model will provide students with opportunities to recognize the central idea of a text, evaluate relevant details that support the central idea, identify author’s purpose: to entertain, inform or persuade , explain the difference between the narrator’s point of view and character perspective in literary text and analyze author’s use of third-party person point of view.</p> <p>Students will build their knowledge about healthful food, with a focus on the informational/argumentative text genre. They will read texts and view videos about what we can do to make more healthful food choices. They will also write an opinion essay that tells why it is important to</p>

	<p>eat nutritious foods by researching to identify reasons and support in persuasive texts.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that eating healthful, sustainable food is good for our bodies and our world. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of why change and how our environment impacts our lives.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading: Literature</b></p> <p><b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Informational Text</b></p> <p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Foundational Skills</b></p>

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

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**

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

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

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

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

**W.4.6** With some guidance and support from adults, 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 one page in a single sitting.

**W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

	<p><b>Speaking &amp; Listening</b></p> <p><b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL. 4.3</b> Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b>Language</b></p> <p><b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p><b>L.4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p><b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <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>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● What can we do to make more healthful food choices?</li> <li>● Why change the way we eat?</li> </ul>

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>We can make simple changes by becoming more waste-aware to help improve our nutrition and help the planet.</li> <li>Eating healthful, sustainable food is good for our bodies and our world.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li><i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Words of the Wiser</i>, and <i>Contrasts and Contradictions</i> )</li> <li>Text and Graphic Features</li> <li>Comprehension Skills</li> <li>Central Idea</li> <li>Author’s Purpose</li> <li>Claim</li> <li>Predictions</li> <li>Point of View</li> </ul>	<ul style="list-style-type: none"> <li>Explain the story’s theme, or its big idea, moral, or lesson..-the <i>Words of the Wiser</i> signpost.</li> <li>Notice when a text has contradictions to better understand a text and encourage them to question what they read.- the <i>Contrast and Contradictions</i> signpost.</li> <li>Recognize the central idea of a text.</li> <li>Evaluate relevant details that support the central idea.</li> <li>Identify the author's purpose: to entertain, inform or persuade.</li> <li>Identify claims and supporting evidence in an argumentative text.</li> <li>Make and confirm predictions before and during reading.</li> <li>Explain the difference between the narrator’s point of view and character perspective in literary text.</li> <li>Analyze the author's use of a third-party person point of view.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>Spelling Patterns</li> <li>Fluent Reading</li> </ul>	<ul style="list-style-type: none"> <li>Decode words with the VCCV and the VCV syllable division pattern.</li> </ul>



		<ul style="list-style-type: none"> <li>● Identify syllable division in words.</li> <li>● Decode words with open and closed syllables.</li> <li>● Encode words containing the VCCV and VCV patterns.</li> <li>● Use phrasing to prompt understanding</li> <li>● Use correct punctuation.</li> <li>● Stress key words and phrases to read with proper intonation.</li> <li>● Use context and self-correction for word recognition and to confirm understanding.</li> <li>● Apply decoding skills when reading connected text.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>● Communication</li> </ul>	<ul style="list-style-type: none"> <li>● Take notes and organize thinking.</li> <li>● Synthesize topic knowledge.</li> <li>● interpret and analyze media.</li> <li>● Create and apply oral instructions.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Argument</li> <li>● Note Taking</li> </ul>	<ul style="list-style-type: none"> <li>● Identify task, audience, and purpose.</li> <li>● Set goals for writing.</li> <li>● Consider opinions and topics for an opinion essay.</li> </ul>

		<ul style="list-style-type: none"> <li>● Use prewriting strategies.</li> <li>● Gather relevant information.</li> <li>● Identify reasons and supporting evidence.</li> <li>● Organize reasons and supporting evidence text.</li> <li>● Develop an engaging idea in writing.</li> <li>● Draft an opinion essay supported with reasons.</li> <li>● Connect ideas in writing.</li> <li>● Write to persuade.</li> <li>● Revise writing by combining sentences.</li> <li>● Relate ideas using conjunctions</li> <li>● Revise drafts to clearly connect ideas.</li> <li>● Use transition words to strengthen writing.</li> <li>● Participate in shared learning activities.</li> <li>● Publish writing.</li> <li>● Use technology to assist with writing.</li> <li>● Use visuals to enhance writing.</li> <li>● Share writing.</li> <li>● Conduct a self-evaluation.</li> <li>● Demonstrate the difference between paraphrasing and plagiarism.</li> <li>● Learn efficient ways to take notes from resources.</li> <li>● Develop a bibliography.</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>● Summarize</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize or paraphrase a selection read aloud</li> <li>● Demonstrate understanding of spoken information</li> </ul>
<b>Language:</b>	<b>Academic Vocabulary/Critical Vocabulary:</b> digest, sustainable, nutrition, compost, assess, disposable, convenient, transported, hydrated, impact, intensive, adventurous, unique, pests, edible,	<ul style="list-style-type: none"> <li>● Answer questions using multi-word responses</li> <li>● Answer questions and discuss meanings to develop vocabulary.</li> <li>● Respond to questions to demonstrate understanding.</li> </ul>

	<p>forbidden, attitudes, adventurous, unique, pests, edible, forbidden, attitudes</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy):</b> text feature, graphic feature, monitor, clarify, context, multiple meaning words, homonyms, *author’s purpose, persuade, *root, suffix, *claim, *fact, argument, *reason, *evidence, *audience, *heading, diagram, graph, expert, media techniques, visual elements, *central idea, *detail, relevant, *supporting evidence, text structure, *opinion, confirm, prediction, analogy, graphic, photo, visual, idiom, *point of view, *character’s perspective*elaboration,</p> <p><b>Generative Vocabulary:</b> Latin Roots port, dict, Prefixes sub-, fore, Prefixes sub-, fore</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> synonyms and antonyms, dependent and independent clauses, subordinating conjunctions, relative pronouns (e.g., who, whose, whom, which, that)</p>	<ul style="list-style-type: none"> <li>● Use sentence structure to recognize connected ideas.</li> <li>● Rephrase information using words, phrases or sentences.</li> <li>● Identify the meaning of idioms.</li> <li>● Identify real-life connections between words and their use.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use context to determine the meaning of vocabulary words.</li> <li>● Determine the meaning of multiple meaning words and phrases.</li> <li>● Answer questions and discuss meanings to develop vocabulary.</li> <li>● Determine the meaning of words with the Latin roots <i>port</i> and <i>dict</i>.</li> <li>● Use analogies to understand word relationships.</li> <li>● Read and understand domain specific vocabulary.</li> <li>● Identify synonyms and antonyms.</li> </ul>
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<b>Unit Number and Title:</b>	Module 9: Conservation: Global Guardians
<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 9</li> <li>● HMH’s Into Writing Manual Module 9</li> <li>● Rigby Leveled Readers</li> <li>● Core Texts <ul style="list-style-type: none"> <li>○ <i>The Life Cycle of Trash</i>, informational</li> <li>○ <i>The Eco Guardians</i>, letters</li> <li>○ <i>Luz Sees the Light</i>, graphic novel, Claudia Davila</li> <li>○ <i>On Sea Turtle Patrol</i>, realistic fiction/informational video, Nancy Dawson</li> <li>○ <i>How Can We Reduce Household Waste?</i> informational/argumentative text, Mary K. Pratt</li> <li>○ <i>Seeds of Change</i>, biography, Jen Cullerton Johnson</li> <li>○ <i>The Case of the Vanishing Honeybees - A Scientific Mystery</i>, informational, Sandra Markle</li> </ul> </li> <li>● Videos <ul style="list-style-type: none"> <li>○ <i>Young Guardians</i></li> <li>○ <i>Animal Sense</i></li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media that present them with information about conservation. A genre focus on persuasive text provides students with opportunities to identify ideas and support, text and graphic features, and author’s craft in order to better understand unfamiliar texts. Students will also encounter a graphic novel, realistic fiction, and a biography to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that it is up to all of us to work together to preserve our planet and its natural resources. Students will write a research report while engaging in the writing process.</p> <p>Students will learn about protecting the planet, with a focus on the persuasive text genre. We will read texts like, <i>Luz Sees the Light</i>, and view videos about what people can do to take care of our planet.</p>

Children will also write an opinion essay about why people should care for our planet. Carefully selected, content-rich text sets help students build topic knowledge and reading skills. As students build their vocabulary and synthesize topic knowledge, they will learn that it is up to all of us to work together to preserve our planet and its natural resources. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore how our environment impacts our lives.

### Learning Goals

#### Standard(s):

#### Reading Literature

**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

#### Reading Informational Text

**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

### **Reading Foundational Skills**

**RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.

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

- a. Read on-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

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

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.9** 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”).

### **Speaking & Listening**

- SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
- a. 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.
  - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**Language**

- L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- d. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
  - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
  - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to



	<p>words with similar but not identical meanings (synonyms).</p> <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>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What can people do to care for our planet?</li> <li>• How does our environment impact our lives?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Working together can preserve our planet and its natural resources.</li> <li>• People can protect animals, act locally, and develop solutions such as planting trees and recycling to protect our planet.</li> <li>• A healthy environment helps us live healthier lives.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Tough Questions and Number and Stats</i>).</li> <li>• Ideas and Support</li> <li>• Make Inferences</li> <li>• Text and Graphic Features</li> <li>• Theme</li> <li>• Idiom</li> <li>• Author’s Message</li> <li>• Difference between fact and opinion.</li> <li>• Ask and Answer Questions</li> <li>• Author’s Craft</li> <li>• Literary Elements</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions will help them understand the characters and the theme as they read fiction texts -the <i>Tough Questions</i> signpost.</li> <li>• Participate in shared research projects.</li> <li>• Answer research questions.</li> <li>• Gather information and evidence from sources.</li> <li>• Work collaboratively to develop a plan of shared responsibilities.</li> <li>• Record notes and use them to develop a public outreach campaign on an environmental issue.</li> <li>• Recognize features of letters.</li> <li>• Identify ideas and their supports.</li> <li>• Make inferences while reading.</li> <li>• Use photos and other graphic features to</li> </ul>



	<ul style="list-style-type: none"> <li>● Text Structure</li> <li>● Characteristics of a biography</li> </ul>	<p>understand text.</p> <ul style="list-style-type: none"> <li>● Identify and infer the basic theme and author’s message.</li> <li>● Share information and ideas about a topic under discussion.</li> <li>● Ask relevant questions to clarify information.</li> <li>● Recognize characteristics of persuasive texts.</li> <li>● Explain how support is used to strengthen ideas.</li> <li>● Explain the difference between fact and opinion.</li> <li>● Discuss the selection, listening actively and making relevant comments.</li> <li>● Make inferences using text evidence.</li> <li>● Identify the purposes and uses of an inference.</li> <li>● Discuss the selection, listening actively and making relevant comments.</li> <li>● Identify graphic features, such as illustrations and visuals.</li> <li>● Explain the use of graphic features. Write a response that demonstrates understanding of the text.</li> <li>● Ask and answer questions before, during, and after reading.</li> <li>● Explain how the author’s use of language contributes to voice.</li> <li>● Analyze literary elements, such as people, events, setting, and plot.</li> <li>● Understand the biography’s chronological text structure.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Decoding: Words with VV</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize words with the VV syllable pattern.</li> </ul>

	<ul style="list-style-type: none"> <li>● Syllable Division Pattern</li> <li>● Spelling Words with VV Pattern</li> <li>● Fluency</li> <li>● Decoding Final Stable Syllables</li> <li>● Spelling Final Schwa + /l/ Sound</li> <li>● Fluency Phrasing</li> </ul>	<ul style="list-style-type: none"> <li>● Decode longer words with the VV syllable pattern.</li> <li>● Language Use word containing the VV syllable pattern</li> <li>● Use the voice to change pitch.</li> <li>● rhythm, volume, and tone to read with expression.</li> <li>● Read grade-level text aloud with fluency and expression.</li> <li>● Apply decoding skills when reading connected text.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Informational Text Writing</li> <li>● Informational Text Writing: Research Report</li> <li>● Research: Paraphrase/Cite Sources</li> <li>● Make Connections</li> </ul>	<ul style="list-style-type: none"> <li>● Write responses to questions that demonstrate understanding of the text.</li> <li>● Participate in shared research projects.</li> <li>● Answer research questions.</li> <li>● Gather information and evidence from sources.</li> <li>● Work collaboratively to develop a plan of shared responsibilities.</li> <li>● Record notes and use them to develop a public outreach campaign on an environmental issue.</li> <li>● Participate in a presentation to advocate participation in an environmental project.</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>● Comprehend texts using teacher support.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in a presentation to advocate participation in an environmental project.</li> <li>● Listening Comprehension.</li> </ul>

		<ul style="list-style-type: none"> <li>● Speaking and Listening: Work Collaboratively.</li> <li>● Make Connections.</li> </ul>
<b>Language:</b>	<p><b>Academic Vocabulary/Critical Vocabulary:</b> frequent, sufficient, oasis, permission, installing, abandoned, contact, grow/sprout, suggest/ recommend, preserve/protect, several/a lot, Conservation, frequent, sufficient, Oasis, Permission, Installing, abandoned, generate converted, compost, reusable, graphic a visual feature, visual, drawing, illustration, ancestors, swirled, currents, sneered, outspoken, canopy, envision,</p> <p><b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> *fact, *opinion, *support, antonym, synonym, *theme</p> <p><b>Generative vocabulary:</b> Suffixes -able, -ible, root, suffix, Suffixes -en, -ic; Spiral Review: Suffixes -ful, -ous, -less</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> commas and quotation marks</p>	<ul style="list-style-type: none"> <li>● Big Idea Words: ecology, recycle, conservation, sanctuary.</li> <li>● Critical Vocabulary: frequent, sufficient, oasis, permission, installing, abandoned.</li> <li>● Vocabulary Strategy: Synonyms and Antonyms</li> <li>● Generative Vocabulary: Suffixes -able, -ible; Spiral Review: Greek Roots meter, therm, phon, tele.</li> <li>● Identify real-life connections between words and their use.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Language Answer questions and discuss meanings to develop vocabulary.</li> <li>● Language: Ask and answer questions to demonstrate comprehension.</li> <li>● Determine how the meaning of a word changes with the addition of a suffix.</li> <li>● Define the use of the two suffixes -able and -ible.</li> <li>● Identify and describe author's use of common idioms.</li> <li>● Explain how idioms contribute to meaning in a text.</li> <li>● Share idioms in original sentences during group discussion.</li> </ul>

<b>Unit Number and Title:</b>	Module 10: Communication Nation
<b>Duration:</b>	15-18 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Module 10</li> <li>● HMH’s Into Writing Manual Module 10</li> <li>● Rigby Leveled Readers</li> <li>● Core Texts <ul style="list-style-type: none"> <li>○ <i>The Unbroken Code of the Navajo Code Talkers</i>, informational</li> <li>○ <i>How Technology has Changed Communication</i>, informational timeline</li> <li>○ <i>The History of Communication</i>, informational,</li> <li>○ <i>A New Language - Invented by Kids</i>, narrative nonfiction, Charnan Simon</li> <li>○ <i>Copper’s Lesson</i>, realistic fiction, Sun Yung Shin</li> <li>○ <i>The Museum Book : A Guide to Strange and Wonderful Collections</i>, informational, Jan Mark</li> </ul> </li> <li>● Videos <ul style="list-style-type: none"> <li>○ <i>Born to Communicate</i></li> <li>○ <i>Dolphin Dinner</i></li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media that provide information about communication. A genre focus on informational text provides students with opportunities to identify central ideas, text structure, and media techniques in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction and realistic fiction to build knowledge across genres. Students will write an expository essay while engaging in the writing process.</p> <p>Students will learn to build their knowledge about communication, with a focus on the informational text genre, they will read <i>The Unbroken Code of the Navajo Code Talkers</i>. We will read texts and view</p>

	<p>videos about what forms communication can take. Children will also choose three forms of communication from their reading and write an expository essay about why those forms of communication are important.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that throughout history, people have always found a way to communicate with each other. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of students expressing ideas clearly and effectively for the intended purpose and specific audience.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b></p> <p><b>Reading</b></p> <p><b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p><b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><b>Reading Informational</b></p> <p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>

**RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Reading: Foundational Skills**

**RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.

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

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**

**W4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

**W4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by

planning, revising, and editing.

### **Speaking and Listening**

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

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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

### **Language**

**L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

**L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).



	<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>	
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● What forms can communication take?</li> <li>● How does communication work to build human relationships?</li> </ul>	
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● Communication shares ideas and information with others through spoken and written words, looking at images, listening to sounds, through sound recordings, motion pictures, signs, and through gestures and facial expressions.</li> <li>● Throughout history, people have always found a way to communicate with others.</li> <li>● Different languages and advances in technology throughout history have changed the forms of communication.</li> <li>● Good communication makes it easier to deal with conflict and build stronger, healthier relationships.</li> </ul>	
<p><b>Learning Goal(s):</b></p>	<p><b>Content</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>
<p><b>Reading:</b></p>	<ul style="list-style-type: none"> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments and 3 Big Questions</i>)</li> <li>● Text and Graphic Features</li> <li>● Monitor and Clarify</li> <li>● Text Structure</li> <li>● Central Idea</li> <li>● Ask and Answer Questions</li> <li>● Text Structure</li> <li>● Central Idea</li> <li>● Media Techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the story character’s development, internal conflict, and plot.-the <i>Aha Moments</i> signpost.</li> <li>● Question what the author says and how it relates to what they already know.-the <i>3 Big Moments</i> signpost.</li> <li>● Participate in shared research projects.</li> <li>● Answer a research question.</li> <li>● Gather information and evidence from sources.</li> <li>● Work collaboratively with others to develop a plan of shared Responsibilities.</li> </ul>



	<ul style="list-style-type: none"> <li>● Make Inferences</li> <li>● Plot</li> <li>● Point of View</li> <li>● Author’s Craft</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in a presentation of an invention or advance related to communication.</li> <li>● Recognize characteristics of informational text.</li> <li>● Use print and graphic features to comprehend information.</li> <li>● Recognize a variety of text structures.</li> <li>● Analyze the use of text structure to achieve a specific purpose.</li> <li>● Recognize transition words and phrases as clues to a text’s structure.</li> <li>● Write a response that demonstrates understanding of the text.</li> <li>● Recognize the central, or main, ideas in an informational text.</li> <li>● Evaluate relevant or important details to determine key ideas.</li> <li>● Identify relevant or important details that support the central, or main ideas.</li> <li>● Interpret visuals in an informational text.</li> <li>● Explain factual information presented graphically.</li> <li>● Recognize and describe the features of informational text.</li> <li>● Synthesize knowledge gained from the week’s texts.</li> <li>● Summarize the text to maintain meaning and logical order.</li> <li>● Make inferences about a selection.</li> <li>● Understand the story structure, elements of plot development, and how the language, setting, and characters contribute to the plot.</li> </ul>
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<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Multisyllabic Words</li> <li>● Three-Syllable Words</li> <li>● Intonation, accuracy and self-correction</li> <li>● Words with Silent Consonants</li> <li>● Decode Unusual Spelling Patterns</li> <li>● Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>● Decode multisyllabic words.</li> <li>● Use knowledge of syllabication patterns to decode multisyllabic words.</li> <li>● Language Decode multisyllabic words by following steps.</li> <li>● Spell words that have three syllables.</li> <li>● Read grade-level text aloud with fluency and proper intonation.</li> <li>● Apply decoding skills when reading connected text.</li> <li>● Decode words with silent consonants.</li> <li>● Identify silent consonants in words.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper</li> </ul>

		position. (ongoing)
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Expository Essay</li> <li>● Introducing the Focal Text</li> <li>● Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Have students work on a piece of writing.</li> <li>● Prewrite, draft, revise, edit, or publish.</li> <li>● List possible topics for writing.</li> <li>● Integrate research and draft a strong conclusion.</li> <li>● Ask questions to develop a plan for research.</li> <li>● Recognize appropriate sources.</li> <li>● Research answers to questions.</li> <li>● Prepare to Write.</li> <li>● Conduct Research.</li> <li>● Integrate the research.</li> <li>● Use varying sentence length.</li> <li>● Add transitions.</li> <li>● Apply strategies for writing to a</li> <li>● prompt.</li> <li>● Use text evidence to name different forms of communication and explain why they are important.</li> </ul>
<b>Speaking &amp; Listening:</b>	<ul style="list-style-type: none"> <li>● Research and Media Literacy: Interpret and Analyze Media</li> <li>● Research and Media Literacy: Plan and Gather Information</li> <li>● Synthesize Topic Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Make Connections: Synthesize Topic Knowledge.</li> <li>● Speaking and Listening: Give a Presentation.</li> <li>● Articulate connections between text and related visuals.</li> <li>● Language Use cognates to help spell words.</li> <li>● Listen to fluent reading.</li> <li>● Set a purpose for listening.</li> <li>● Summarize or paraphrase a selection read aloud.</li> <li>● Language Develop language to discuss important points in an informational text.</li> </ul>

<p><b>Language:</b></p>	<p><b>Academic Vocabulary/Critical Vocabulary:</b> broadcast, publication, blog, correspond, astonishment, gestures, linguists, instinct, practical, operation, immaculate, inspect, liveliest, stammered, expectantly, demonstrated, significantly, enabled, patent, peak, transmitted, plucked, proposed, influence, Marines, eavesdrop cumbersome, allies, pitch, significantly, enabled patent, peak, transmitted, plucked, proposed influence, inspect, liveliest, stammered , expectantly, demonstrated,</p> <p><b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b>, proposed, influence, text feature, graphic feature, monitor, clarify ,cause, *chronological order, description,* effect, problem, root, suffix,* central idea, *detail, relevant, diagram, *point of view, perspective, antidote, *author’s craft, voice</p> <p><b>Generative vocabulary:</b> Review Latin Roots tele, port, graph, Prefixes, il-, ir-, Prefixes: in-, im-, Determine the meaning of words with Latin roots tele, port, graph</p> <p><b>Conventions of Standard English,</b></p>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Discuss text features that help show emphasis and graphic features that help explain ideas.</li> <li>● Learn key vocabulary to communicate ideas about a topic.</li> <li>● Review and extend knowledge of reference sources and their use.</li> <li>● Identify parts of a dictionary entry.</li> <li>● Review and extend understanding of word meanings.</li> <li>● Use context to determine the meanings of unfamiliar words.</li> </ul>
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	<b>Grammar and Usage:</b> commas and quotation marks, combine sentences, adjectives	
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## **Grade 5 English Language Arts**

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**Course Information**

<b>Grade(s):</b>	5
<b>Discipline/Course:</b>	English Language Arts (ELA)
<b>Course Title:</b>	Grade 5 ELA
<b>Prerequisite(s):</b>	Grade 4
<b>Course Description:</b>	<p>In grade 5 ELA, students are provided with opportunities to engage in literacy work through the acquisition of content and skills related to social studies, science, the arts, and literary high interest topics. Students will learn about innovation, story elements, conservation, the Westward Expansion, natural disasters, art forms, land, sea, and space discoveries, cultures, unsolved mysteries, and animal behaviors. Texts that span a wide variety of genres such as fiction, informational, persuasive, poetry, biography, and drama, including forms of media will build topic knowledge, vocabulary, reading comprehension, foundational skills, and a love of reading and writing. Students will write in response to what they read to clarify their thinking and demonstrate their understanding while also focusing on the process of writing through the development of expository essays, letters, editorials, persuasive essays, personal and fictional narratives, research reports and poetry. Through a variety of modes of instruction including whole group, small group and independent reading and writing, students explore the PK-12 course essential questions such as those related to identity, change, and conflict, as well as develop a deeper understanding of the ELA Connecticut Core Anchor Standards related to language, a writer’s voice, and practice the behaviors of skilled readers. The goal of Grade 5 ELA is to prepare students to transfer and apply their learning to unknown situations as they deepen their understanding and become skilled, self-reliant readers and writers in preparation to realize the district’s Vision of a Graduate.</p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear, and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> </ul>

	<ul style="list-style-type: none"> <li>● How is conflict essential to our growth?</li> <li>● How do stories tell us about what a culture values?</li> <li>● Why do we have/need rules of language?</li> <li>● How do I develop my writer’s voice?</li> <li>● What do <b>good skilled</b> readers do?</li> <li>● How do I participate in collaborative conversations to deepen my understanding?</li> <li>● How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● People can create amazing things through innovation, perseverance, and the desire to solve problems.</li> <li>● When people create new inventions, they can solve problems, make life easier, achieve fame and fortune, and entertain people.</li> <li>● Even great ideas for inventions require a lot of hard work.</li> <li>● Different genres tell a story in different ways depending on their unique characteristics. This affects both how individuals choose texts to read, and how those texts are understood.</li> <li>● Storytelling is at the core of culture. It is how histories are passed down, how customs are shared and how traditions become tied to a group. Shared culture is rooted in a shared tradition of communicating.</li> <li>● Stories convey what a culture values when presenting a picture of what people think, say, and do.</li> <li>● Relationships provide support to get you through rough times. In literature, the relationships between the characters contribute to the plot, the resolution, and the lesson/theme of the text.</li> <li>● Science and technology can help us predict natural disasters as well as reduce the damage they cause.</li> <li>● Conflict provides people with opportunities to feel competent, to handle and learn in new situations and relationships, and to foster feelings of respect for other people and new ideas.</li> <li>● To protect earth and its living things we need to save habitats and conserve natural resources.</li> <li>● All the things we need to survive, such as food, water, air, and shelter, come from natural resources.</li> <li>● There are different ways that different art forms impact people’s lives.</li> <li>● Identity can mean different things to different people. It might be about who you hang out with, what music you listen to, where you live or what ethnicity you are. Simply put – your identity is who you are.</li> <li>● Explorers live exciting lives and attain achievements that impact the lives of others for generations that</li> </ul>



	<p>lead to change.</p> <ul style="list-style-type: none"> <li>● Focusing on positive life changes such as establishing a routine, setting up a home, and staying in touch with old friends while making new ones, can help people adapt to new experiences.</li> <li>● Building a community helps create a sense of belonging and connection among members. This can lead to increased social interaction and engagement, as well as making members feel welcome.</li> <li>● Grammar, rules of language, is the set of rules speakers follow in order to communicate meaning and understand context.</li> <li>● Students can develop their own voice in writing by focusing on details, word choice, and sentence fluency and writing daily to build stamina.</li> <li>● “Good” readers are able to negotiate the grade-level texts in a way that they can use their thinking flexibly, use various strategies to decode and define unfamiliar words, make inferences that go beyond the text, and summarize and synthesize their learning.</li> <li>● Collaborative conversations require that students come to discussions having read the text, follow agreed upon rules, pose and respond to questions citing evidence from text when appropriate, and draw conclusions and deepen comprehension.</li> <li>● <del>Using a variety of presentation formats (e.g posters, powerpoint, oral presentation etc. ) to share conclusions from research.</del> A variety of presentation formats (e.g posters, powerpoint, oral presentation etc. ) can be effective ways to share conclusions from research.</li> </ul>
<b>Duration:</b>	One year
<b>Course Materials/ Resources:</b>	<ul style="list-style-type: none"> <li>● Houghton Mifflin Harcourt’s Into Reading</li> <li>● Houghton Mifflin Harcourt’s Writing Workshop Manual</li> <li>● <a href="#">Rigby Leveled Library</a></li> <li>● Readworks.org</li> <li>● History.state.gov</li> <li>● History.com</li> <li>● Math/Science collection texts</li> <li>● Nps.gov</li> </ul>

	<ul style="list-style-type: none"> <li>• Wonderopolis</li> </ul> <p>Core texts/videos may be replaced by the publisher when titles are out of print.</p>
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>• Exploring and Understanding</li> <li>• Synthesizing and Evaluating</li> </ul>
<b>Year at a Glance (Units):</b>	<ul style="list-style-type: none"> <li>• Module 1: Inventors at Work (15-20 days)</li> <li>• Module 2: What a Story (15-20 days)</li> <li>• Module 3: Natural Disasters (15-20 days)</li> <li>• Module 4: Project Earth (15-20 days)</li> <li>• Module 5: Art for Everyone (15-20 days)</li> <li>• Module 6: Above, Below, and Beyond (15-20 days)</li> <li>• Module 7: A New Home (15-20 days)</li> <li>• Module 8: Unexpected, Unexplained (15-20 days)</li> <li>• Module 9: The Lives of Animals (15-20 days)</li> </ul>

<b>Unit Number and Title:</b>	Module 1 - Inventors at Work
<b>Duration:</b>	15-20 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 1, Module 1</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> </ul> <p>Core texts/videos:</p> <ul style="list-style-type: none"> <li>○ Get Curious Video: <i>Morning Miracles</i></li> <li>○ <i>A High Quality Inventor Train Talk</i>, informational, biography of Elijah McCoy</li> <li>○ <i>Government Must Fund Inventors</i>, persuasive essay</li> <li>○ <i>Inventor’s Secret</i> by Suzanne Slad, narrative nonfiction</li> <li>○ <i>Winds of Hope</i> by Katy Duffield, narrative nonfiction magazine article</li> <li>○ <i>Twenty-two Cents: Muhammad Unus and the Village Bank</i>, by Paula Yoo, biography</li> <li>○ <i>Wheelchair Sports: Hang Glider Two Wheeler-Dealer</i> by Simon Shapiro, informational</li> <li>○ <i>Captain Arsenio: Inventions and (Mis)Adventures in Flight</i> by Pablo Bernasoni, science fiction/fantasy</li> <li>○ <u><i>8 Black Inventors Who Made Daily Life Easier</i></u>, informational, by Thaddeus Morgan (<a href="#">text is linked</a>)</li> <li>○ <i>Girls Think of Everything, Stories of Ingenious Inventions by Women</i> by Catherine Thimmeah, expository (writing focal text)</li> <li>○ <i>Black Inventors: 15 Inventions that Changed the World</i> by Kathy Trusty (Math Science Collection)</li> <li>○ <i>Whoosh! Lonnie Johnson Super-Soaker Stream of Inventions</i> by Chris Barton (Math Science Collection)</li> <li>○ <i>Marie Curie and the Power of Persistence: A (Mostly) True Story of Resilience and Overcoming Challenges</i> by Karla Valenti (Math Science Collection)</li> </ul> <p>Cross-curricular connections:</p> <ul style="list-style-type: none"> <li>● STEAM - Inventions, Inventors, and Innovation grade 5 unit</li> </ul>

<b>Unit Overview:</b>	<p>In this informational text-focused module, students will listen to, read, and view a variety of texts and media (video) that present them with information about inventors. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>This genre focus on informational text will provide students with opportunities to identify an author's purpose, central ideas, and text structures in order to better understand unfamiliar texts. Students will encounter narrative nonfiction, a persuasive essay, realistic fiction, and science fiction/fantasy to build knowledge across genres and synthesize topic knowledge through the science-content connection on innovation. Students will write an expository essay while engaging in the writing process.</p> <p>Students will read about how tax dollars are used to fund innovation and inventions such as the Apollo space program and how government funded innovation creates jobs in addition to useful products. They will read about the inventions of Henry Ford and Thomas Edison, as well as how a young African boy created a way to bring electricity to his village, and how a hang-glider injured in an accident created a lightweight wheelchair hang-glider to accommodate disabled athletes.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that people can create amazing things through innovation, perseverance, and the desire to solve problems. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of change as they explore how changes in innovation affect people and the societies in which they live.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b>  <b>Reading</b>  <b>RL.5.1/RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details;</p>

summarize the text.

**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.

**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.

**RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

### **Foundational Skills**

**RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.
- b. text and out of context.

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

- a. Read grade-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

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

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation

**W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by

	<p>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.)</p> <p><b>W.5.10</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><b>Speaking and Listening</b></p> <p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> </ol> <p><b>Language</b></p> <p><b>L.5.4</b> 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> <ol style="list-style-type: none"> <li>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> </ol> <p><b>L.5.6</b> 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., however, although, nevertheless, similarly, moreover, in addition).</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>What kinds of circumstances push people to create new inventions?</li> <li>What effect do innovative changes have on people and on society?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>People can create amazing things through innovation, perseverance, and the desire to solve problems.</li> </ul>

	<ul style="list-style-type: none"> <li>• When people create new inventions, they can solve problems, make life easier, achieve fame and fortune, and entertain people.</li> <li>• Even great ideas for inventions require a lot of hard work.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content Students will know...</b>	<b>Skills Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Contrasts and Contradictions</i>).</li> <li>• Central Ideas/main ideas</li> <li>• Relevant details</li> <li>• Supporting evidence</li> <li>• Author’s purpose and message</li> <li>• Author’s point of view</li> <li>• Text structures or organizational patterns (e.g., chronological order/sequence, cause/effect)</li> <li>• Features/literary elements of science fiction/fantasy</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain an author’s use of repetition in fiction texts -the <i>Again and Again</i> signpost.</li> <li>• Identify and explain an author’s use of opposing ideas in nonfiction texts - <i>Contrasts and Contradictions</i> signpost.</li> <li>• Identify central ideas and supporting evidence, inferring when not explicitly stated.</li> <li>• Retell, paraphrase and/or summarize text.</li> <li>• Identify the author's craft in science fiction/fantasy.</li> <li>• Explain the author’s purpose and message.</li> <li>• Analyze the structure of a text and how the use of text structures, text features and genre contributes to an author’s purpose.</li> <li>• Identify and analyze first and third person point of view.</li> <li>• Use reading strategies to monitor comprehension and clarify understanding.</li> <li>• Make an inference, or logical conclusion, based on a reader’s prior knowledge and experience using evidence from the text.</li> <li>• Analyze plot elements, including conflict, events, and resolution.</li> <li>• Examine how language develops an author’s voice or tone to help the reader understand the</li> </ul>

		character's perspective.
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>• Single and multisyllabic short vowel spelling patterns; closed syllables</li> <li>• Long a and e spelling patterns in single and multisyllabic words: a, a_e, ai, ay, e, e_e, ee, ea, y, ie, ey, (c) ei</li> <li>• Long i and o spelling patterns in single and multisyllabic words: i, i_e, ie, ei, igh, y, o, o_e, oa, oe, ow, ough</li> </ul>	<ul style="list-style-type: none"> <li>• Decode and spell words with short vowel sounds.</li> <li>• Recognize that closed syllables include a short vowel sound.</li> <li>• Use morphemic analysis to decode multisyllabic words (e.g., prefix, suffix, base word).</li> <li>• Read/spell different sound-spelling patterns for long a and e, i and o.</li> <li>• Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> <li>• Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing).</li> <li>• Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>• Features/elements/craft of expository writing</li> <li>• Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the features/elements/craft of an expository piece/essay.</li> <li>• Research/brainstorm ideas to draft an expository essay.</li> <li>• Write an expository essay by engaging in the steps of the writing process.</li> <li>• Develop a thesis statement.</li> <li>• Write the body of an expository essay including relevant facts, definitions, details, quotations and/or examples to develop a topic.</li> <li>• Write a conclusion that is clear and related to the thesis.</li> </ul>



		<ul style="list-style-type: none"> <li>Organize drafts with a purposeful and logical structure.</li> <li>Use feedback from teachers and peers to revise expository essays.</li> <li>Edit drafts for proper grammar.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>Conversation rules</li> <li>Topic knowledge synthesis</li> </ul>	<ul style="list-style-type: none"> <li>Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words).</li> <li>Engage in discussions using established conversation rules.</li> <li>Synthesize and discuss knowledge gained from the week's texts.</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li><b>Academic Vocabulary/Critical Vocabulary:</b> Examples: Locomotives, chugged, gadgets, phonograph, sputtered, flop, incandescent, cylinder, patents, irrigate, inspector, photographed, prestigious, auditorium, impoverished, maneuver, specialized, elite, objective, traditional, passionate, impulse, contribution, distinguished, eccentric, circumstances, evidently, acceleration, prototype, conceived</li> <li><b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify real-life connections between words and their use.</li> <li>Use newly acquired vocabulary expressively.</li> <li>Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words.</li> <li>Edit writing for proper capitalization, correct spelling, and grammar (e.g., subject/verb agreement, past tense of irregular verbs, collective nouns, adjectives, pronouns + additional grammar instruction, as needed based on student writing).</li> <li>Discuss publishing options/preferences.</li> <li>Participate in collaborative discussions.</li> <li>Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</li> <li>Determine the meaning of multiple meaning</li> </ul>

	<p>Examples: *central idea, *detail, *evidence, *summarize, *author’s purpose, persuade, *inform, entertain, *point of view, conversation, *root, prefix, collaborative discussion, monitor, clarify, context clues, *cause, *effect, text structure, *central idea, *main idea, *inference, sequence, *root, (brainstorm, *research, research plan, *source -optional), *Inference, *evidence, reference materials, dictionary, digital resource, glossary, thesaurus, literary elements, *character, *plot, *event, *conflict, resolution, author’s craft, voice, prefix, *root, (*topic, *opinion, *presentation, enunciate-optional), *elaboration, *transition word</p> <ul style="list-style-type: none"> <li>● <b>Generative vocabulary:</b> prefixes: ex/e, ir, il, Greek Root: phon, auto, bio</li> <li>● <b>Conventions of Standard English, Grammar and Usage:</b> complex and compound sentences; capitalization, spelling, and subject/verb agreement; proper nouns</li> </ul>	<p>words (e.g.: flop- failure/fall down noisily).</p>
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<b>Unit Number and Title:</b>	Module 2 - What a Story!
<b>Duration:</b>	15-20 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 1, Module 2</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> <li>● Core texts: <ul style="list-style-type: none"> <li>○ <i>Lena and The Lonely Peony: A Story Told in Three Genres</i>, video</li> <li>○ <i>From Mouth to Page</i>, informational text, by Robert D. San Souci</li> <li>○ <i>Many Ways to Tell a Story</i>, informational text,</li> <li>○ <i>Airborn, fantasy/adventure</i>, by Kenneth Oppel</li> <li>○ <i>The Secret Garden</i>, realistic fiction, by Frances Hodgson Burnett</li> <li>○ <i>The Miracle of Spring</i>, play, by Helen Hanna</li> <li>○ <i>The Poem that Will Not End</i>, poetry, by Joan Bransfield Graham</li> <li>○ <i>The Mesmer Menace</i>, fiction, by Kersten Hamilton (writing focal text)</li> <li>○ <i>The Bracelet</i>, fiction, by Yoshiko Uchida</li> <li>○ <i>Eleven</i>, short story, by Sandra Cisneros</li> <li>○ <i>The Other Side</i>, realistic fiction, by Jacqueline Woodson</li> <li>○ <i>Loser</i>, realistic fiction, by Jerry Spinelli</li> <li>○ <i>Baseball Saved Us</i>, realistic fiction, by Ken Mochizuki</li> </ul> </li> </ul> <p>Cross-curricular connections:</p> <ul style="list-style-type: none"> <li>● Social Studies - <del>Exploration and Early Settlements (Era 1)</del> <del>Migration and Settlement</del> grade 5 unit</li> </ul>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media that present them with different ways to tell a story and will consider how genre affects how a story is told. Students will explore how stories tell us about what a culture values and the importance of human relationships. There will be numerous opportunities for students to learn how language works to</p>

	<p>communicate effectively when they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write a narrative story while engaging in the writing process.</p> <p>A genre focus on fiction provides students with opportunities to identify characters, setting, plot, and conflict in order to better understand unfamiliar texts. Students will also encounter poetry, myth, and fantasy/adventure to build knowledge across genres. Students will use text features and graphic features to aid comprehension. Students will synthesize information to create new understanding, analyze relationships, plot elements, and symbolism, and describe how imagery and figurative language impacts readers. They will describe how the use of language conveys the author’s purpose and will infer multiple themes within a text using text evidence.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that the elements of a great story can be found in literature of all genres. Books are not the only source of stories: stories can also be found on computers, in music, in artwork, and on stage. Oral storytelling is one way to share a story, but the printed (or electronic) form of a story can reach a wider audience. In this module, students read a fantasy/adventure story about a cabin boy who journals his experiences traveling on an airship, a poem that examines rhyme and meter, as well as figurative language, and a play about a king who bans spring. In this play, students learn to recognize the elements of drama, identify figurative language, and recognize the central idea.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b>  <b>Reading</b>  <b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  <b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing</p>

on specific details in the text (e.g., how characters interact).

**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.

**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.5.7** 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, and poem).

**RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**RL.5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

#### **Foundational Skills**

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

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Writing**

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

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid in comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and

examples related to the topic.

- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

**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.)

**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.)

**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

**W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening**

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

- a. 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

	<p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Language</b></p> <p><b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>L.5.4</b> 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> <ul style="list-style-type: none"> <li>● Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>● Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>● Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> <p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</p> <p><b>L.5.6</b> 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., however, although, nevertheless, similarly, moreover, in addition).</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How does genre affect the way a story is told?</li> <li>● How do stories tell us about what a culture values?</li> <li>● Why are human relationships important?</li> </ul>
<p><b>Enduring</b></p>	<ul style="list-style-type: none"> <li>● Different genres tell a story in different ways depending on their unique characteristics. This</li> </ul>



<b>Understanding(s):</b>	<p>affects both how individuals choose texts to read, and how those texts are understood.</p> <ul style="list-style-type: none"> <li>● Storytelling is at the core of culture. It is how histories are passed down, how customs are shared and how traditions become tied to a group. Shared culture is rooted in a shared tradition of communicating.</li> <li>● Stories convey what a culture values when presenting a picture of what people think, say, and do.</li> <li>● Relationships provide support to get you through rough times. In literature the relationships between the characters contribute to the plot, the resolution and the lesson/theme of the text.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Contrasts and Contradictions</i> and <i>Aha Moment</i>)</li> <li>● Text and Graphic Features</li> <li>● Synthesize</li> <li>● Literary Elements</li> <li>● Figurative Language</li> <li>● Characters</li> <li>● Visualizing</li> <li>● Elements of Drama</li> <li>● Elements of Poetry</li> <li>● Ask and Answer Questions</li> <li>● Author's Purpose</li> <li>● Theme</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and explain opposing ideas in fiction texts-the <i>Contrasts and Contradictions</i> signpost, using clue words such as but, yet, unlike, instead, and although.</li> <li>● Examine characteristics of fiction text.</li> <li>● Recognize characteristics and structures of informational text.</li> <li>● Recognize features such as bold text, glossaries, insets, timelines, and sidebars.</li> <li>● Synthesis information to create new understanding.</li> <li>● Use reading strategies throughout the reading process to monitor comprehension.</li> <li>● Analyze plot elements, including conflict and resolution.</li> <li>● Summarize the text to maintain meaning and logical order.</li> <li>● Explain how an author's use of imagery and figurative language such as simile and metaphor</li> </ul>



		<p>impacts readers.</p> <ul style="list-style-type: none"> <li>● Explain how an author uses voice and dialogue to develop a character’s perspective in a literary text.</li> <li>● Compare and contrast two character’s perspectives of the same event.</li> <li>● Create mental images to deepen understanding.</li> <li>● Use reading strategies throughout the reading process to monitor comprehension.</li> <li>● Analyze plot elements, including rising action, climax, falling action, and resolution.</li> <li>● Understand conflict and what it contributes to a story.</li> <li>● Generate questions about a text before, during, and after reading to deepen understanding and gain information.</li> <li>● Explain the use of sound devices and figurative language in poems.</li> <li>● Explain the author’s purpose and message within a text.</li> <li>● Describe how the use of language conveys the author’s purpose.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Single and multisyllabic words with the oo, yoo, ou, short o, oi</li> <li>● Spelling pattern oo, yoo, oi, ou in single and multisyllabic words</li> <li>● Single and multisyllabic words with the r-controlled vowels or and ar</li> <li>● Spelling patterns with the r-controlled vowels or and ar</li> </ul>	<ul style="list-style-type: none"> <li>● Decode and spell words that have the oo, yoo, ou, oi, sounds and r-controlled vowels containing or and ar.</li> <li>● Articulate short vowel sounds and read words containing those sounds.</li> <li>● Understand the meanings of words that can be used as context clues.</li> <li>● Read aloud grade-level text with fluency,</li> </ul>

<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Fluency: Accuracy, reading with expression and ability to self-correct</li> </ul>	<p>automaticity, appropriate phrasing and prosody or expression, and accuracy.</p> <ul style="list-style-type: none"> <li>● Use expression and intonation to read fluently and support understanding.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
	<p>Narrative Story</p> <ul style="list-style-type: none"> <li>● Features/elements/craft of narrative writing</li> <li>● Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the Elements of Narrative Writing.</li> <li>● Use multiple pre-writing strategies to plan.</li> <li>● Draft a story with a clearly defined genre.</li> <li>● Use strategies to develop characters.</li> <li>● Revise: Organization, add needed information, reflect peer feedback.</li> <li>● Edit: Grammar, usage, mechanics</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Conversation Rules</li> <li>● Topic Knowledge Synthesis</li> <li>● Research and Media</li> <li>● Fluency</li> </ul>	<ul style="list-style-type: none"> <li>● Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words).</li> <li>● Engage in discussions using established conversation rules.</li> <li>● Make connections.</li> <li>● Synthesize and discuss knowledge gained from the week's texts.</li> <li>● Oral instructions.</li> <li>● Create multimedia presentations.</li> <li>● Plan and gather information.</li> <li>● Give a presentation.</li> <li>● Fluency/Expression.</li> </ul>

<b>Language:</b>	<p><b>Academic Vocabulary/Critical Vocabulary:</b>  Examples: *prose, *dialogue, climax, forewarned, mysterious, matted, tendrils, fastenings, awakening, witness, presiding, attempted, restrain, contempt, seized, hesitate, watchful, scrawled, ditty, refrain, restless</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b>  *conflict, *event, *plot, *resolution, *root, *suffix, *prefix, figurative language, simile, metaphor, visualize, story structure, symbolism, reread, text feature, *stanza, *imagery, rhyme, rhythm, free verse, parts of speech, *author’s purpose, *inform, persuade, entertain, *theme, metaphor, hyperbole, *evidence, genre, tone</p> <p><b>Generative Vocabulary:</b> Prefixes un-, non-, dis-, re-, pre-, post-, fore- Suffixes -y, -ly/-ily, -ful, -less, -ment, -ness</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> sentence formation; punctuation</p>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words.</li> <li>● Determine the meaning of multiple-meaning words and phrases.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Participate in collaborative discussions.</li> <li>● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</li> <li>● Use dictionary or glossary skills to determine the meaning of unknown words.</li> </ul>
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<b>Unit Number and Title:</b>	Module 3 - Natural Disasters
<b>Duration:</b>	15-20 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 1, Module 3</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> <li>● Core texts:             <ul style="list-style-type: none"> <li>○ <i>Nature’s Dark Side</i>, informational video</li> <li>○ <i>Help is on the Way</i>, informational, Marcia Amidon Lusted</li> <li>○ <i>Who Studies Natural Disasters?</i>, letter, by student</li> <li>○ <i>Eruption</i>, narrative nonfiction, by Elizabeth Rusch</li> <li>○ <i>The Alaska Earthquake</i>, informational video</li> <li>○ <i>Quaking Earth, Racing Waves</i>, informational, by Rachel Young</li> <li>○ <i>Hurricanes. The Science Behind Killer Storms</i>, informational text by Alvin and Virginia Silverstein and Laura Silverstein</li> <li>○ <i>Green City</i>, Persuasive text, by Allan Dummond (writing focal text)</li> <li>○ <i>Zane and the Hurricane, fiction based on fact</i>, by Rodman Philbrick</li> <li>○ <i>A Storm Called Katrina, fiction</i>, by Myron Uhlberg</li> <li>○ <i>I Survived Hurricane Katrina</i> by Lauren Tarshish</li> <li>○ <i>A Place Where Hurricanes Happen, fiction</i>, by Renee Watson</li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media that present them with information about natural disasters. Students will consider how the environment impacts their lives, and in turn, how humans impact their environment. There will be numerous opportunities for students to learn how language works to communicate effectively when they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write a persuasive essay while engaging in the writing process.</p> <p>A genre focus on informational texts provides students with opportunities to identify central ideas,</p>

	<p>summarize events, and to ask and answer questions in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction, realistic fiction, and persuasive text to build knowledge across genres. They will recognize the characteristics of narrative nonfiction and understand the effects of an author's word choice and sensory language. They will identify the purpose and audience of auditory, visual, and written media messages. Students will understand how a text's structure helps connect ideas.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn about the causes of different types of natural disasters. Text and other media explore some kinds of natural disasters that can occur, including volcanoes, earthquakes, tsunamis, tornadoes, and hurricanes. Students will learn who gives assistance during natural disasters and what kinds of people that study them.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RI.5.4</b> 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> <p><b>RI.5.5</b> 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><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><b>Foundational Skills</b></p> <p><b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>RF.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> </ol>

- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding rereading as necessary.

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

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

**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.)

**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.

**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Language**

**L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- e. Spell grade-appropriate words correctly, consulting references as needed.

	<p><b>L.5.4</b> 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> <ol style="list-style-type: none"> <li>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol> <p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> </ol> <p><b>L.5.6</b> 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., however, although, nevertheless, similarly, moreover, in addition).</p> <p><b>Speaking and Listening</b></p> <p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on other’s ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can learning about the natural environment make us safer?</li> <li>● How does our environment affect our lives?</li> <li>● How is conflict essential to our growth?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● Science and technology can help us predict natural disasters, as well as reduce the damage they cause.</li> <li>● Natural disasters can affect humans both negatively and positively as people work together to support one another.</li> </ul>



	<ul style="list-style-type: none"> <li>● Conflict provides people with opportunities to feel competent, to handle and learn in new situations and relationships, and to foster feelings of respect for other people and new ideas.</li> </ul>	
<b>Learning Goal(s):</b>	<p style="text-align: center;"><b>Content</b> <b>Students will know...</b></p>	<p style="text-align: center;"><b>Skills</b> <b>Students will be able to...</b></p>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moment and Numbers and Stats</i>)</li> <li>● Author’s Craft</li> <li>● Make and Confirm Predictions</li> <li>● Text Structure</li> <li>● Figurative Language</li> <li>● Summarize</li> <li>● Author’s Craft</li> <li>● Central Idea</li> <li>● Text and Graphic Features</li> <li>● Content-Area Words</li> <li>● Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the “Aha Moment” in fiction texts, when the character suddenly understands something clearly. Identify a shift in the character’s actions or attitudes as a result.</li> <li>● Explain how an <i>Aha Moment Signpost</i> tells the reader to pause and think about what the character learned or how things might change</li> <li>● Recognize the characteristics of narrative nonfiction.</li> <li>● Understand the effects of an author’s word choice on readers.</li> <li>● Make and confirm predictions using text features and structure.</li> <li>● Use reading strategies throughout the reading process to monitor comprehension.</li> <li>● Analyze use of text structure.</li> <li>● Describe the author’s use of imagery.</li> <li>● Understand how sensory words help readers visualize parts of a text.</li> <li>● Use context to determine the meaning of content-area words.</li> <li>● Retell, paraphrase, or summarize media content in ways that maintain meaning and logical order.</li> <li>● Use strategies throughout the viewing process to monitor comprehension.</li> </ul>



<b>Foundational Skills:</b>		<ul style="list-style-type: none"> <li>● Identify the purpose and audience of auditory, visual, and written media messages.</li> <li>● Summarize information presented in diverse media formats, including visually, quantitatively, and orally.</li> <li>● Summarize and respond using text evidence.</li> <li>● Utilize reading strategies throughout the reading process to monitor comprehension.</li> <li>● Examine how language contributes to an author’s voice.</li> <li>● Recognize the central idea with relevant supporting details.</li> <li>● Recognize more than one main idea.</li> </ul>
	<ul style="list-style-type: none"> <li>● Single and multisyllabic words with the ur, ir</li> <li>● Spelling patterns ur, ir in single and multisyllabic words</li> <li>● Compound words</li> <li>● Fluency: Accuracy, reading with expression and ability to self-correct</li> <li>● Phrasing</li> </ul>	<ul style="list-style-type: none"> <li>● Decode/spell words with the r-controlled vowels ur and ir.</li> <li>● Spell compound words as a one word, a hyphenated word or separate words.</li> <li>● Recognize the two or more words in compound words.</li> <li>● Decode/spell words using knowledge of the VCCV syllable division pattern.</li> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> <li>● Use expression and intonation to read fluently and support understanding</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing,</li> </ul>

		<p>connected letters to write faster) for cursive handwriting. (ongoing)</p> <ul style="list-style-type: none"> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<p>Argument: Persuasive</p> <ul style="list-style-type: none"> <li>● Features/elements/craft of persuasive writing</li> <li>● Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<ul style="list-style-type: none"> <li>● Plan a persuasive essay by choosing a topic and a position.</li> <li>● Develop drafts by organizing with purposeful structure and a strong conclusion.</li> <li>● Use persuasive language and transitions in writing.</li> <li>● Revise to improve clarity.</li> <li>● Edit for: complete sentences, proper capitalization, punctuation and spelling.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Conversation Rules</li> <li>● Topic Knowledge Synthesis</li> <li>● Give a Presentation</li> <li>● Fluency</li> </ul>	<ul style="list-style-type: none"> <li>● Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words)</li> <li>● Engage in discussions using established conversation rules</li> <li>● Make connections.</li> <li>● Synthesize and discuss knowledge gained from the week’s texts.</li> <li>● Interpret/Analyze media.</li> <li>● Cite sources.</li> <li>● Follow oral instructions.</li> <li>● Create multimedia presentations.</li> <li>● Plan and gather information.</li> <li>● Give a presentation</li> <li>● Fluency/Expression</li> </ul>

<p><b>Language:</b></p>	<p><b>Academic Vocabulary/Critical Vocabulary:</b>          Examples: widespread, conferring, consequences, evacuation, alarming, victim, seismographs, reservoir, alarming, curfews, aerial, counseling, temporarily, prior, magnitude, literally, maintenance, destruction, triggered, thrust, radiate, parallel, lateral, modified, regions, category, mobile, anchored, foundations, surge</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b>          *conflict, *event, *plot, resolution, *root, *suffix, prefix, figurative language, simile, metaphor, *visualize, story structure, symbolism, reread, text feature, *stanza, *imagery, parts of speech, *author’s purpose, *inform, persuade, *theme, *evidence, *genre, *tone, verb, sensory word, chronological order, text structure, context clue, dictionary, summarize, *key idea, voice, *central idea, stereotype, *clarify, diagram, *source</p> <p><b>Generative Vocabulary:</b>          Greek roots-graph, gram, geo          Latin roots-rupt, fer</p>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words.</li> <li>● Participate in collaborative discussions.</li> <li>● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</li> <li>● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).</li> <li>● Use antonyms and synonyms to determine the meaning of unknown words.</li> <li>● Use a dictionary or glossary to determine the meaning of unknown words.</li> </ul>
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	<p>Suffixes -olgy/-logist Prefixes-inter-/com-/con-/cor-</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> complete sentences, proper capitalization, punctuation</p>	
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DRAFT

<b>Unit Number and Title:</b>	Module 4 - Project Earth (module 5 in HMH)
<b>Duration:</b>	15-20 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH Into Reading Volume 2, Module 1</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> <li>● Core Texts: <ul style="list-style-type: none"> <li>○ <i>Planet Home</i> - informational video</li> <li>○ <i>Tech-Trash Tragedy</i> - informational text (read aloud)</li> <li>○ <i>The Protective Power of Nature Preserves</i> - informational text (short read)</li> <li>○ <i>Potatoes on Rooftops: Farming in the City</i>, Hadley Dyer (author) - persuasive text</li> <li>○ <i>Living Green</i> by Doreen Beauregard - play</li> <li>○ <i>Growing Peace: A Story of Farming, Music, and Religious Harmony</i> by Richard Sobol, nonfiction</li> <li>○ <i>The Good Garden: How One Family Went from Hunger to Having Enough</i> written by Katie Smith Milway and illustrated by Sylvie Daigneault - realistic fiction (based on a true story)</li> <li>○ <i>We</i> by Alice Schertle</li> <li>○ <i>Parrots Over Puerto Rico</i> by Susan L. Roth and Cindy Trumbore - informational text</li> <li>○ <i>The Elephant Keeper: Caring for Orphaned Elephants in Zambia</i> written by Margriet Ruurs and illustrated by Pedro Covo - persuasive text (writing)</li> <li>○ <a href="#"><u>How Can You Make Earth a Better Place?</u></a></li> <li>○ <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba- literary nonfiction</li> <li>○ <a href="#"><u>Who Was Wangari Maathai?</u></a></li> <li>○ <a href="#"><u>Who Are the Water Protectors?</u></a></li> </ul> </li> </ul> <p>Cross-curricular connections: Science - Earth Systems grade 5 unit</p>
<b>Unit Overview:</b>	In this module, students will listen to, read, and view a variety of texts and media that present them with information about the Earth. There will be numerous opportunities for students to learn how

	<p>language works to communicate effectively when they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write an editorial argument while engaging in the writing process.</p> <p>This genre focus on persuasive text provides students with opportunities to identify the author’s purpose and audience, in order to better understand unfamiliar texts. Using informational texts, students will ask and answer questions to identify the author’s claim and will analyze details to find evidence to support that claim. Students will also encounter realistic fiction, recognizing how plot events lead to conflict resolution and how imagery helps readers better relate to a story.</p> <p>Students will read about the importance of nature preserves to protect endangered species, why urban gardening is good for everyone, and what steps are being taken to reduce the pollution created by electronic waste. As students build their vocabulary and synthesize topic knowledge, they will learn that there are many ways to protect the future of the world around us.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><b>RL.5.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.4</b> 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> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the</p>

subject knowledgeably.

**RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**Foundational**

**RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words.

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.

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**

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

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

**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.)

**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.)

**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.

**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### **Speaking**

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

- a. 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### **Language**

**L.5.4** 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.

- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, **to** find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**L.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.

- a. Interpret figurative language, including similes and metaphors, in context.



<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>How can caring for the Earth and its living things improve life?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>When we protect earth and its living things, we save habitats and conserve natural resources so all living things can benefit from them now and in the future.</li> <li>All the things we need to survive, such as food, water, air, and shelter, come from natural resources.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content Students will know...</b>	<b>Skills Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li><i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Tough Questions</i>, <i>Word Gaps</i>)</li> <li>Central Idea</li> <li>Author’s Purpose</li> <li>Ideas and Support</li> <li>Author’s Craft</li> <li>Retell</li> <li>Elements of Dram</li> <li>Literary Elements</li> <li>Figurative Language</li> <li>Monitor and Clarify</li> <li>Text Structure</li> <li>Text and Graphic Features</li> </ul>	<ul style="list-style-type: none"> <li>Identify a place in a fiction text when the character has to stop and ask themselves a tough question, or shows doubt/ confusion (the <i>Tough Questions signpost</i>).</li> <li>Identify unfamiliar words or phrases or <i>Word Gaps</i> and look for clues to understand them in nonfiction texts (the <i>Word Gap signpost</i>).</li> <li>Recognize the central idea of a text, with supporting evidence.</li> <li>Discuss specific ideas in the text that are important to the meaning.</li> <li>Generate questions about a text to deepen understanding and gain information.</li> <li>Use reading strategies throughout the reading process to monitor comprehension.</li> <li>Explain the author’s purpose in a text.</li> <li>Explain the author’s perspective and message in a text.</li> <li>Recognize characteristics and structures of persuasive text by identifying the claim.</li> <li>Recognize characteristics and structures of</li> </ul>

		<p>persuasive text by explaining how the author has used facts for or against an argument.</p> <ul style="list-style-type: none"> <li>● Explain the purpose of hyperbole, stereotyping, and anecdote.</li> <li>● Retell a story by asking questions.</li> <li>● Describe how a theme connects to the events in a story.</li> <li>● Identify the elements of a play, such as characters, dialogue, setting, stage direction, acts, and scenes.</li> <li>● Retell a story, including the plot and theme, in a logical order.</li> <li>● Explain how retelling a story can give insight into the story's theme.</li> <li>● Use sequence words to retell story events.</li> <li>● Analyze literary elements within a story.</li> <li>● Explain how setting, conflict and characterization contribute to plot.</li> <li>● Identify and interpret the meaning of figurative language.</li> <li>● Describe how to create mental images to deepen understanding.</li> <li>● Monitor comprehension when understanding breaks down.</li> <li>● Use strategies to make adjustments when understanding breaks down.</li> <li>● Use reading strategies throughout the reading process to monitor comprehension.</li> <li>● Analyze how text structure contributes to the author's purpose.</li> <li>● Identify organizational patterns.</li> </ul>
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<b>Foundational Skills:</b>		<ul style="list-style-type: none"> <li>● Identify transitional words and phrases that signal an author’s organizational pattern.</li> <li>● Explain the relationship between two or more events, ideas, or concepts in a text based on specific information.</li> <li>● Explain features such as insets, timelines, and sidebars to support understanding.</li> <li>● Analyze the author’s use of print and graphic features to achieve specific purposes.</li> </ul>
	<ul style="list-style-type: none"> <li>● Final stable syllables al, el, -le, il</li> <li>● Spelling patterns with the final schwa plus /l/ sounds and adding -ed and -ing</li> <li>● Root words and suffixes</li> <li>● Multisyllabic words with multiple sound-spelling patterns</li> <li>● Fluency: Accuracy, reading with expression and ability to self-correct</li> <li>● Phrasing</li> <li>● Intonation</li> </ul>	<ul style="list-style-type: none"> <li>● Decode multisyllabic words with final stable syllables al, el, -el, il.</li> <li>● Read multisyllabic words with multiple sound-spelling patterns.</li> <li>● Decode/spell words ending in -ed and -ing.</li> <li>● Decode words using knowledge of suffixes and base words.</li> <li>● Understand that suffixes can change the pronunciation of consonants at the end of base words.</li> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> <li>● Use expression and intonation to read fluently and support understanding.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper</li> </ul>

		position. (ongoing)
<b>Writing:</b>	<b>Argument Writing</b> <ul style="list-style-type: none"> <li>● Features/elements/craft of editorial writing</li> <li>● Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the features/elements/craft of an editorial piece.</li> <li>● Research/brainstorm ideas to draft an editorial (argument).</li> <li>● Write an expository essay by engaging in the steps of the writing process.</li> <li>● Develop a thesis statement.</li> <li>● Write the body of an expository essay including relevant facts, definitions, details, quotations and/or examples to develop a topic.</li> <li>● Write a conclusion that is clear and related to the thesis.</li> <li>● Organize drafts with a purposeful and logical structure.</li> <li>● Use feedback from teachers and peers to revise expository essays.</li> <li>● Edit drafts for proper grammar.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Conversation Rules</li> <li>● Topic Knowledge Synthesis</li> <li>● Summarizing and Paraphrasing</li> </ul>	<ul style="list-style-type: none"> <li>● Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words).</li> <li>● Engage in discussions using established conversation rules.</li> <li>● Make connections.</li> <li>● Work collaboratively.</li> <li>● Synthesize and discuss knowledge gained from the week’s texts.</li> <li>● Take notes.</li> <li>● Plan and gather information.</li> <li>● Demonstrate fluency and expression.</li> <li>● Summarize.</li> </ul>

		<ul style="list-style-type: none"> <li>● Paraphrase.</li> </ul>
<b>Language:</b>	<p><b>Vocabulary</b> <b>Academic Vocabulary/Critical Vocabulary:</b> Examples: contaminate, benevolent, imperil, endangered, urban, humble, plots, alternative, transform, artificial, yield, influence, reduce. Conscious. Implying, contradict, cascading, depleted, flight, toil merchant, fort, jabbing, captivity, aggressive, spectacle, toddles, packet, retreat</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> *central idea, *evidence, prediction, clarify, *topic, *author’s purpose, suffix, argument, claim, fact, anecdote, hyperbole, stereotype, *summarize, paraphrase, retell, * theme, cast of characters, *dialogue, *drama, *setting, stage directions, scene, literary elements, *plot, *event, *root, figurative language, imagery, collaborative, collaborative discussion, monitor, context clue, text structure, graphic feature, diagram, *opinion, perspective, persuade, *reason,</p>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words.</li> <li>● Participate in collaborative discussions.</li> <li>● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</li> <li>● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).</li> </ul>

	<p><b>Generative Vocabulary:</b> Suffix: -ive, -ure Prefix: mal- Latin Roots: dict, spect, bene</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> sentence structure (simple and compound), subordinating conjunctions, complex sentences, correct pronoun usage</p>	
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<b>Unit Number and Title:</b>	Module 5 - Art for Everyone (module 6 in HMH)
<b>Duration:</b>	15-20 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 2, Module 6</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> <li>● Core texts <ul style="list-style-type: none"> <li>○ <i>The World Around Us</i> - informational video</li> <li>○ <i>Andy Warhol</i> - informational text (read aloud)</li> <li>○ <i>Let's Get Creative</i> - infographic</li> <li>○ <i>Christo and Jeanne-Claude: Through the Gates and Beyond</i> by Jan Greenberg and Sandra Jordan - informational text</li> <li>○ <i>Rita Moreno (from Portraits of Hispanic American Heroes)</i> written by Juan Felipe Herrera and paintings by Raul Colon - biography</li> <li>○ <i>Play, Louis, Play! The True Story of a Boy and His Horn</i> written by Muriel Harris Weinstein and illustrated by Patrick Morgan - fictionalized biography</li> <li>○ <i>Phillis's Big Test</i> written by Catherine Clinton and illustrated by Sean Qualls - biography</li> <li>○ <i>Miss Alaineus: A Vocabulary Disaster</i> written and illustrated by Debra Frasier - personal narrative (writing text)</li> <li>○ <i>Ada’s Violin</i> by Susan Hood (Math and Science Collection)</li> <li>○ <i>The World Is Not a Rectangle: A Portrait of Architect Zaha Hadid</i> by Jeanette Winter (Math and Science Collection)</li> <li>○ <a href="#">Frida Kahlo</a> - Readworks.org</li> <li>○ <i>Little Legends: Exceptional Men in Black History</i> by Vashti Harrison (Math and Science Collection)</li> <li>○ <i>Little Dreamers: Visionary Women Around the World</i> by Vashti Harrison (Math and Science Collection)</li> </ul> </li> </ul>

<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media that present them with information about how people create and share different art forms. Students will understand the different ways that different art forms impact people’s lives. Students will write a personal narrative while engaging in the writing process.</p> <p>A genre focus on biography provides students with opportunities to identify central ideas, point of view, author’s craft, figurative language, and literary elements in order to better understand unfamiliar texts. Students will also encounter realistic fiction, fictionalized biography, and informational text to build knowledge across genres.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn about the powerful impact of various art forms in music, performance, and visual arts. Students will encounter artists like Christo and Jeanne-Claude, Rita Morena, and Louis Armstrong.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>CT Core Standards</b></p> <p><b>Reading</b></p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.4</b> 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> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><b>RF.5.3a</b> 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> <p><b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 20px;">a. Read grade-level text with purpose and understanding.</p>



- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

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

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

**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.)

**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.

**W.5.9** Draw evidence from literary or informational text to support analysis, reflection, and research.

- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### **Speaking and Listening**

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

	<p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p><b>Language</b>  <b>L.5.4</b> 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.  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  <b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figurative language, including similes and metaphors, in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do different art forms impact people in different ways?</li> <li>• How do I define who I am?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Different art forms can have a powerful impact on people to provide new perspectives, communicate feelings, emotions, and information, as well as being aesthetically pleasing.</li> <li>• Identity can mean different things to different people. It might be about who you hang out with, what music you listen to, where you live or what ethnicity you are. Simply put – your identity is who you are.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Words of the Wiser</i>, <i>Quoted Words</i>)</li> <li>• Author’s Craft</li> <li>• Making Inferences</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the life lesson in a fiction text and how it might affect the character (<i>Words of the Wiser signpost</i>).</li> <li>• Recognize quotes in nonfiction texts and determine why those words are important and</li> </ul>

	<ul style="list-style-type: none"> <li>● Central Idea</li> <li>● Text Structure</li> <li>● Visualizing</li> <li>● Literary Elements</li> <li>● Point of View</li> <li>● Theme</li> <li>● Literary Elements</li> <li>● Figurative Language</li> </ul>	<p>who said them indicating a person’s opinion or point of view (<i>Quoted Words signpost</i>).</p> <ul style="list-style-type: none"> <li>● Recognize the characteristics of informational text.</li> <li>● Understand the effects of an author’s word choice on readers.</li> <li>● Analyze how language can help establish voice or tone in an informational text.</li> <li>● Make inferences and use text evidence to support understanding.</li> <li>● Use reading strategies throughout the reading process to monitor comprehension.</li> <li>● Discuss the selection, listening actively and making relevant comments.</li> <li>● Identify an informational text’s central ideas and relevant supporting details.</li> <li>● Summarize the text to maintain meaning and logical order.</li> <li>● Recognize organizational patterns such as chronological order of importance.</li> <li>● Analyze how the use of text structure contributes to the author’s purpose.</li> <li>● Identify and understand the impact of literary devices.</li> <li>● Examine how the author’s use of language contributes to tone of voice.</li> <li>● Create mental images to deepen understanding of a text.</li> <li>● Use text details and the five senses to visualize interactions and events.</li> <li>● Use reading strategies throughout the reading</li> </ul>
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		<p>process to monitor for comprehension.</p> <ul style="list-style-type: none"> <li>● Analyze character development within a text.</li> <li>● Understand the relationship between the characters/subjects and historical events in a biography.</li> <li>● Differentiate between first and third person point of view.</li> <li>● Generate questions about a text to gain information and deepen understanding.</li> <li>● Make inferences about a text’s multiple themes.</li> <li>● Use text evidence to determine the theme of a piece of literary nonfiction.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Base words with spelling changes</li> <li>● Spelling patterns with the suffixes -ful, -ly, -less, -ness, -ment</li> <li>● Root words and suffixes</li> <li>● Fluency: Accuracy, reading with expression and ability to self-correct</li> <li>● Intonation and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>● Decode words by recognizing root words with spelling changes.</li> <li>● Spelling words that have a change in the final y to i.</li> <li>● Decode multisyllabic words with final stable syllables al, el, -el, il.</li> <li>● Decode words with suffixes.</li> <li>● Decode/spell multisyllabic words that come from other languages.</li> <li>● Use print or digital resources to determine the pronunciation and origin of words from other languages.</li> <li>● Understand that suffix/s can change the pronunciation of consonants at the end of base words.</li> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> </ul>

		<ul style="list-style-type: none"> <li>● Use expression and intonation to read fluently and support understanding.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<p>Personal Narrative</p> <ul style="list-style-type: none"> <li>● Features/elements/craft of expository writing</li> <li>● Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<ul style="list-style-type: none"> <li>● Understand elements of a personal narrative</li> <li>● Use prewriting strategies to plan.</li> <li>● Understand plot structure.</li> <li>● Understand how to elaborate a draft.</li> <li>● Describe the features/elements/craft of an editorial piece.</li> <li>● Organize drafts with a purposeful and logical structure.</li> <li>● Use feedback from teachers and peers to revise expository essays.</li> <li>● Edit drafts for proper grammar.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Conversation Rules</li> <li>● Topic Knowledge Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>● Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words).</li> <li>● Engage in discussions using established conversation rules</li> <li>● Make connections.</li> <li>● Synthesize and discuss knowledge gained from the week's texts.</li> <li>● Interpret/Analyze media.</li> <li>● Research and Organize Information.</li> <li>● Cite sources.</li> </ul>

		<ul style="list-style-type: none"> <li>● Oral instructions</li> <li>● Create multimedia presentations.</li> <li>● Plan and gather information.</li> <li>● Give a presentation.</li> <li>● Fluency/Expression</li> </ul>
<b>Language:</b>	<p><b>Vocabulary</b>  <b>Academic Vocabulary/Critical Vocabulary:</b>          Examples: classic, tribute, striking, provoking, gracing, controversy, skeptical, manufactured, incorporated, persistence, persistence, ambitious, ingenious, opinion, traversed, exposure, willful, stereotypical, authentic, discriminatory, bar, contagious, fever, duets, solos, consented, sheaf, outcome, homeland, advised, content, testify</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> graphic, sensory word, *verb, *inference, *evidence, *central idea, *detail, *root, prefix, suffix, text structure, tone, *action verb, process, sequence, *clarify, visualize, *character, subject, *point of view, prefix, suffix, author’s craft, figurative language, voice, digital tool, graphic, media techniques, *presentation, clarify, reread, *theme,</p>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words.</li> <li>● Participate in collaborative discussions.</li> <li>● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</li> <li>● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).</li> </ul>

	<p>*root, subject, *plot, *setting, analogy, *compare, figure of speech, brainstorm, categorize, *detail, *research, *direct quotation, *evidence, organizational structure, *quotation marks, transition</p> <p><b>Generative Vocabulary:</b>          Latin Root: struct, port, duc/duct          Prefixes: de-, super-, micro-          Suffixes: -ion, -ism, -ant/-ent</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> complete sentences, simple sentences, compound sentences, subject-verb agreement</p>	
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<b>Unit Number and Title:</b>	Module 6: Above, Below, and Beyond (module 7 in HMH)
<b>Duration:</b>	15-20 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 3, Module 7</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> <li>● Core texts: <ul style="list-style-type: none"> <li>○ <i>A Hero’s Journey</i>, video</li> <li>○ <i>Miss Mitchell’s Eclipses</i>, informational, by Sarah Novak</li> <li>○ <i>A Few Who Dared</i>, expository text</li> <li>○ <i>Into the unknown: Above and Below</i>, informational, by Stewart Ross</li> <li>○ <i>Great Discoveries and Amazing Adventures</i>, informational, by Claire Llewellyn</li> <li>○ <i>Spaceship One</i>, autobiography, by Matthew Stinemetz</li> <li>○ <i>The Mighty Mars Rovers</i>, Narrative nonfiction, by Elizabeth Rusch</li> <li>○ <i>The Day-Glo Brothers</i>, informational, by Chris Barton (writing focal text)</li> <li>○ <a href="#">Sacagawea- National Park Service</a></li> <li>○ <i>Mae Jemison: A Kid's Book About Reaching Your Dreams</i> by Mary Nhin (Math and Science Collection)</li> <li>○ <i>Little Legends: Exceptional Men in Black History</i> by Vashti Harrison (Math and Science Collection)</li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of informational and expository texts and media that show how curiosity drives exploration. Students will write a research report while engaging in the writing process.</p> <p>A genre focus on autobiography provides students with opportunities to identify the author's craft and purpose, and to make and confirm predictions in order to better understand unfamiliar texts. Students will also encounter informational text, persuasive text, science fiction, and narrative nonfiction to build knowledge across genres.</p>



	<p>As students build their vocabulary and synthesize topic knowledge, they will learn about exciting land, sea, and space discoveries. Students will understand that explorers live exciting lives and attain achievements that impact the lives of others for generations that lead to change. They will learn about explorers, their discoveries, and their achievements.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.3</b> 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.</p> <p><b>RI.5.4</b> 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> <p><b>RI.5.5</b> 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><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><b>Foundational Skills</b></p> <p><b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> </ol>

- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

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

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid in comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation.

**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.)

**W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening**

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

- a. 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.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.3** Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence.

**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 for specific expectations.)

**Language**

**L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- e. Spell grade-appropriate words correctly, consulting references as needed.

**L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**L.5.4** 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.

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

**L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word

	meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What role does curiosity play in exploration?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Students will understand that explorers live exciting lives and attain achievements that impact the lives of others for generations that lead to change.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moment</i>, <i>Extreme or Absolute Language</i>)</li> <li>• Central Idea</li> <li>• Summarizing</li> <li>• Author’s Purpose</li> <li>• Point of View</li> <li>• Author’s Craft</li> <li>• Inferencing</li> <li>• Literary Elements</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the “Aha Moment” in fiction texts, when the character suddenly understands something clearly.</li> <li>• Explain how an author’s use of the <i>Aha Moment Signpost</i> helps the reader to pause and think about what the character learned or how things might change.</li> <li>• Identify and explain extreme or absolute language in nonfiction text, (the <i>Extreme or Absolute Language signpost</i>) such as <i>every, all, none, always, never, and only</i>.</li> <li>• Recognize and differentiate facts and opinions.</li> <li>• Make, correct, or confirm predictions.</li> <li>• Analyze how text structure contributes to the author’s purpose.</li> <li>• Recognize characteristics and features of informational text.</li> <li>• Recognize the central idea with relevant details.</li> </ul>

		<ul style="list-style-type: none"> <li>● Examine how language contributes to voice and tone.</li> <li>● Analyze how an author’s perspective can affect an author’s purpose.</li> <li>● Generate questions about a text to monitor comprehension and deepen understanding.</li> <li>● Use context within a text to determine the relevant meaning of unfamiliar words or multiple-meaning words.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Spelling patterns with final stable syllables -ain, -ture and -sure and final n or ən, chər, zhər, ij, iv, and is</li> <li>● Spelling patterns with the unstressed final syllables</li> <li>● Fluency: Accuracy, reading with expression and ability to self-correct</li> <li>● Intonation and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>● Decode/spell multisyllabic words with final stable syllables -ain, -ture and -sure and final (n or ən), chər, zhər, ij, iv, and is.</li> <li>● Decode words with an unstressed final syllable.</li> <li>● Use knowledge of syllabification patterns to recognize words with common final syllables.</li> <li>● Recognize root words, or base words, in multisyllabic words.</li> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> <li>● Use appropriate reading rate to support fluency and understanding.</li> <li>● Use expression and intonation to read fluently and support understanding.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing).</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper</li> </ul>

		position. (ongoing).
<b>Writing:</b>	<p>Research Report</p> <ul style="list-style-type: none"> <li>• Features/elements/craft of informational writing</li> <li>• Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the features/elements/craft of a research report piece .</li> <li>• Research/brainstorm ideas to draft a research report.</li> <li>• Write a research report by engaging in the steps of the writing process.</li> <li>• Develop a thesis statement.</li> <li>• Write the body of a research report including relevant facts, definitions, details, quotations and/or examples to develop a topic.</li> <li>• Write a conclusion that is clear and related to the thesis.</li> <li>• Organize drafts with a purposeful and logical structure.</li> <li>• Use feedback from teachers and peers to revise reports.</li> <li>• Edit drafts for proper grammar.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>• Conversation Rules</li> <li>• Topic Knowledge Synthesis</li> <li>• Fluency</li> <li>• Paraphrase/Summarize</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words).</li> <li>• Engage in discussions using established conversation rules.</li> <li>• Make connections.</li> <li>• Synthesize and discuss knowledge gained from the week’s texts.</li> <li>• Interpret/Analyze media.</li> <li>• Use formal and informal language.</li> <li>• Research Media Literacy: Paraphrase.</li> <li>• Create multimedia presentations</li> <li>• Plan and gather information.</li> </ul>

		<ul style="list-style-type: none"> <li>● Give a presentation.</li> <li>● Demonstrate fluency and expression.</li> </ul>
<b>Language:</b>	<p><b>Vocabulary</b>  <b>Academic Vocabulary/Critical Vocabulary:</b>        Examples: expedition, incredible, progress, chronology, vast, mariners, cosmic, ascend, principle, forged, ransacked, outskirts, precious, authorities, ruthless, ignited, hybrid, synthetic, exhaust, physics, institution, deploy, transition, expanse, resembled, terrain, international, transmitted, ailing</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b>        *supporting evidence, fact, *opinion, prediction, confirm, text structure, *author’s purpose, *root, diagram, graphic feature, italic text, map, text feature, content-area words, context, multiple-meaning words, formal language, informal language, prediction, *confirm, *central ideas, *detail, author’s craft, voice, prefix, paraphrase, plagiarism, retell, sensory word, metaphor, *summarize,, elaboration, *evidence, *direct quotation, *quotation</p>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words.</li> <li>● Edit writing for proper capitalization, correct spelling, and grammar (e.g., subject/verb agreement, past tense of irregular verbs, collective nouns, adjectives, pronouns + additional grammar instruction, as needed based on student writing).</li> <li>● Discuss publishing options/preferences.</li> <li>● Participate in collaborative discussions.</li> <li>● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</li> <li>● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).</li> </ul>

	<p>marks,</p> <p><b>Generative Vocabulary:</b> Prefixes: mega-, sub-, aqua-, pro-, anti- Latin root: tract, chrono, gress, ped, dent, terr</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> quotation marks, proper use of adverbs, pronouns, prepositions</p>	
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<b>Unit Number and Title:</b>	Module 7 - A New Home (module 8 in HMH)
<b>Duration:</b>	15-20 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 3, Module 8</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> <li>● Core texts: <ul style="list-style-type: none"> <li>○ <i>New Kid in Town</i>, realistic fiction</li> <li>○ <i>Liberty Enlightening the World</i>, informational</li> <li>○ <i>Passage to Freedom: The Sugihara Story</i>, by Ken Mochizuki, narrative nonfiction</li> <li>○ <i>Moving to a New Country: A Survival Guide</i>, informational</li> <li>○ <i>Saltypie</i> by Tim Tingle, realistic fiction</li> <li>○ <i>Indian No More</i> by Charlene Willing McManis, historical fiction</li> <li>○ <i>A Movie in My Pillow</i>, poetry, by Jorge Argueta</li> <li>○ <i>From Scratch</i>, realistic fiction, by Susie Castellano</li> <li>○ <i>Elisa’s Diary</i>, realistic fiction, by Doris Luisa Oronoz</li> <li>○ <i>Inside Out and Back Again</i>, poetry, Thanhha Lai</li> <li>○ <i>Love That Dog</i>, poetry, by Sharon Creech</li> <li>○ <a href="#">Wonderopolis- What Causes People to Become Refugees?</a></li> </ul> </li> </ul> <p>Cross-curricular connections: Social Studies - <del>Exploration And Early Settlements (Era 1)</del> <del>Migration and Settlement</del> grade 5 unit</p>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media related to the experience of moving to a new country. Students will write lyric poems while engaging in the writing process.</p> <p>A genre focus on poetry provides students with opportunities to identify the elements of poetry and</p>

	<p>author’s craft in order to better understand unfamiliar texts. Students will also encounter informational text and realistic fiction to build knowledge across genres.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that moving to a new country and feeling at home is a life-changing experience that requires some adaptation. Through reading about the experiences of different children that have moved from their home, they find focusing on their positive life changes can make the transition easier.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><b>RL.5.3</b> 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).</p> <p><b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>RL.5.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><b>Foundational Skills</b></p> <p><b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> </ol>

### **Writing**

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

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

**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.)

**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

### **Speaking and Listening**

**SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### **Language**

**L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

**L.5.4** 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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of

	<p>a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.5.5</b> Include multimedia components (e.g. graphics, sounds) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do people adapt to new experiences and make a new place home?</li> <li>• Why do we seek and build community?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Students learn that establishing a routine, setting up a home and staying in touch with old friends while making new ones, can help people adapt to new experiences while making a new place home.</li> <li>• Focusing on positive life changes helps people adapt to new experiences.</li> <li>• Building a community helps create a sense of belonging and connection among members. This can lead to increased social interaction and engagement, as well as making members feel welcomed.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Memory Moment</i>, <i>3 Big Questions</i>)</li> <li>• Make and confirm predictions</li> <li>• Text Structure</li> <li>• Text and Graphic Features</li> </ul>	<ul style="list-style-type: none"> <li>• Identify memory moments (<i>Memory Moment signposts</i>) in a fiction text.</li> <li>• Explain how a character’s memory is connected to what is currently happening in the story, and how it can give information about the theme, moral, or lesson.</li> </ul>

	<ul style="list-style-type: none"> <li>● Central Idea</li> <li>● Author’s Craft</li> <li>● Author’s Purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Identify how their background knowledge relates to what the author is saying in a nonfiction text.</li> <li>● Recognize a variety of text structures and set a purpose for reading.</li> <li>● Create mental images to enhance comprehension.</li> <li>● Generate questions about a text to monitor comprehension and deepen understanding.</li> <li>● Infer theme(s) from an assortment of texts using text evidence.</li> <li>● Analyze and explain how an author uses elements of poetry to convey a mood or idea.</li> <li>● Examine how language contributes to voice.</li> <li>● Make inferences while reading, and use text evidence to support understanding.</li> <li>● Infer theme(s) from an assortment of texts using text evidence.</li> <li>● Examine how language contributes to voice.</li> <li>● Identify inferences while reading, and use text evidence to support understanding.</li> <li>● Analyze how plot elements each contribute to the development of the story.</li> <li>● Discuss how plot devices (flashback and flashforward) enhance meaning of the text).</li> <li>● Analyze relationships and conflicts between characters, and the way an author develops a character through the character’s dialogue and actions.</li> <li>● Analyze the use of print and graphic features to achieve the author's purpose and support the readers’ understanding of the text.</li> </ul>
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<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Spelling patterns with prefixes in-, un-, di-, mis-</li> <li>● Spelling patterns with final stable syllables -tion and -sion</li> <li>● Spelling patterns with adding suffixes -ion and -ian</li> <li>● Prefixes and suffixes</li> <li>● Fluency: Expression, phrasing, intonation</li> </ul>	<ul style="list-style-type: none"> <li>● Decode/spell words with prefixes in-, un-, dis-, and mis-.</li> <li>● Decode words with final stable syllables -tion and -sion.</li> <li>● Spell base words and base words with suffixes -ion and -ian added.</li> <li>● Recognize and decode homophones.</li> <li>● Recognize the spelling differences in homophones.</li> <li>● Spell words with multiple sound-spelling patterns.</li> <li>● Understand the influence of prefixes on base words.</li> <li>● Understand that suffixes can change the spelling and final sounds of base words.</li> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> <li>● Use phrasing and intonation to read fluently and support understanding.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	Poetry <ul style="list-style-type: none"> <li>● Features/elements/craft of Poetry writing</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the features/elements/craft of an expository piece/essay.</li> <li>● Research/brainstorm ideas to draft poetry.</li> <li>● Organize drafts with a purposeful and logical</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<p>structure.</p> <ul style="list-style-type: none"> <li>• Use feedback from teachers and peers to revise expository poetry.</li> <li>• Edit drafts for proper grammar.</li> </ul>
<b>Speaking and Listening:</b>	<p>Conversation Rules          Topic Knowledge Synthesis          Citing Sources</p>	<ul style="list-style-type: none"> <li>• Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words).</li> <li>• Engage in discussions using established conversation rules.</li> <li>• Make connections.</li> <li>• Synthesize and discuss knowledge gained from the week’s texts.</li> <li>• Interpret/Analyze media.</li> <li>• Cite sources.</li> <li>• Follow oral instructions.</li> <li>• Create multimedia presentations.</li> <li>• Plan and gather information.</li> <li>• Give a presentation.</li> <li>• Demonstrate fluency and expression.</li> </ul>
<b>Language:</b>	<p><b>Vocabulary</b>  <b>Academic Vocabulary/Critical Vocabulary:</b>          Examples: nomadic, voice, monologue, temporary, yearning, civil, flourishing, fortunate, dedicate, relatives, discarded, reluctantly, reserve, casual, nudged, diary, promptly, semidarkness, obvious, comprehended, officially, preliminary, sponsor, generosity, goodwill, grateful, exception, sensible</p>	<ul style="list-style-type: none"> <li>• Identify real-life connections between words and their use.</li> <li>• Use newly acquired vocabulary expressively.</li> <li>• Use context to determine the meaning of unfamiliar words</li> <li>• Participate in collaborative discussions.</li> <li>• Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</li> <li>• Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).</li> <li>• Use a dictionary or glossary to determine the</li> </ul>

	<p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b>          text structure, visualize, homophone, homograph, *author’s purpose, *theme, prefix, figurative language, personification, repetition, tone, voice, collaborative, *inference, *evidence, *conflict, plot, *character, *root, prefix, event, resolution, bibliography, plagiarism, prediction, *clarify, *stanza, imagery, rhythm, repetition, text feature, graphic feature, claim, *opinion, perspective, *reasons, support, transition</p> <p><b>Generative Vocabulary:</b>          Prefixes: uni-, mono-, tri-, multi-, semi-          Latin root: scrib/script, voc, ject</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> punctuation, capitalization, spelling, correct word tense</p>	<p>meaning of unfamiliar words.</p>
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<b>Unit Number and Title:</b>	Module 9 - Unexpected, Unexplained (module 9 in HMH)
<b>Duration:</b>	15-20 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading, Volume 3, Module 9</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> <li>● Core texts: <ul style="list-style-type: none"> <li>○ <i>What Was That?</i> Video: Mystery</li> <li>○ <i>Searching for Atlantis</i>, informational</li> <li>○ <i>Why People Love Mysteries</i>, informational</li> <li>○ <i>Journey Home</i>, by Lawrence McKay</li> <li>○ <i>Mr. Linden’s Library</i>, mystery, by Walter Dean Myers</li> <li>○ <i>The Loch Ness Monster</i>, Video: documentary,</li> <li>○ <i>Finding Bigfoot: Everything You Need to Know</i>, informational, by Martha Brockenbrough</li> <li>○ <i>The Secret Keepers</i>, mystery, by Trenton Lee Stewart</li> <li>○ <i>The Egypt Game</i>, imaginative story, by Zilpha Keatley Snyder (writing focal text)</li> <li>○ <a href="#">What Happened to the Lost Colony?</a></li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media that present them with information about mysteries. Students will write an imaginative story while engaging in the writing process.</p> <p>A genre focus on mystery provides students with opportunities to make inferences, to make and confirm predictions, and to identify literary elements and figurative language in order to better understand unfamiliar texts. Students will also encounter informational text to build knowledge across genres.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn about different types of intriguing mysteries and the methods people use to try to solve them.</p>
<b>Learning Goals</b>	

<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL/RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.4</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p><b>RL.5.6</b> Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p><b>RL.5.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.4</b> 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> <p><b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> <p><b>Writing</b></p> <p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol> <p><b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to</p>
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task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**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.)

**W.5.6** With some guidance and support from adults, 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 two pages in a single sitting.

**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening**

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

- b. Follow agreed-upon rules for discussions and carry out assigned roles
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### **Language**

**L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**L.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts

	<p>and relevant, descriptive details to support main ideas or theme; speak clearly at an understandable pace.</p> <ol style="list-style-type: none"> <li>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol> <p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ol style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> <li>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ol> <p><b>L.5.6</b> 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., however, although, nevertheless, similarly, moreover, in addition).</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>What makes something mysterious, and what makes people want to solve mysteries?</li> <li>How do I distinguish between true and false information when reading?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>Readers enjoy mysteries because they are not easily comprehended or explained. A mystery focuses on the unknown or puzzling and creates curiosity for the reader to read for clues to find a solution or explanation.</li> <li>Students will use various text features, information in the text and their own background knowledge in order to make inferences and when determining if something is true or false.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<p><i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Contrasts and Contradictions</i>)</p> <ul style="list-style-type: none"> <li>Make and Confirm Predictions</li> <li>Literary Elements</li> </ul>	<ul style="list-style-type: none"> <li>Identify opposing ideas in fiction texts, the <i>Contrasts and Contradictions signpost</i>, by examining character’s actions when they differ from how the reader would expect them to act</li> <li>Explain the author’s use of the <i>Contrasts and</i></li> </ul>

	<ul style="list-style-type: none"> <li>● Characters</li> <li>● Figurative Language</li> <li>● Media Techniques</li> <li>● Ideas and Support</li> <li>● Text and Graphic Features</li> </ul>	<p><i>Contradictions signpost</i> to show readers something important about the character, plot, setting, or theme</p> <ul style="list-style-type: none"> <li>● Identify opposing ideas in nonfiction texts, the <i>Contrasts and Contradictions</i> signpost, using clue words such as but, yet, unlike, instead, and although.</li> <li>● Explain an author’s use of opposing ideas in nonfiction texts, the <i>Contrasts and Contradictions</i> signpost, and how it contrasts or contradicts something in their lives or what they already know.</li> <li>● Explain the author’s purpose and message.</li> <li>● Make, correct, or confirm predictions, using text features, characteristics of genre, and structure.</li> <li>● Analyze the relationships and conflicts among characters.</li> <li>● Explain how an author develops a characters’ perspective.</li> <li>● Analyze how plot elements contribute to the development.</li> <li>● Explain the use of imagery and figurative language.</li> <li>● Make and confirm predictions before and during viewing a media presentation.</li> <li>● Identify the purpose and audience of auditory, visual, and written media messages.</li> <li>● Summarize information presented in diverse media formats.</li> <li>● Examine an author’s use of facts and opinions in a text in order to track the development of an argument.</li> <li>● Analyze the use of print and graphic features to achieve the author's purpose and support comprehension.</li> </ul>
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		<ul style="list-style-type: none"> <li>● Make inferences based on text evidence to support understanding readers' understanding.</li> <li>● Identify and understand literary elements, including mood and tone and examine how language contributes to voice.</li> <li>● Identify and understand literary elements, including mood and tone and examine how language contributes to voice.</li> <li>● Distinguish between first-person and third-person narrator.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Spelling patterns with prefixes in-, un-, di-, mis-</li> <li>● Spelling patterns with final stable syllables -tion and -sion</li> <li>● Spelling patterns with adding suffixes -ion and -ian</li> <li>● Prefixes and suffixes</li> <li>● Fluency: Expression, phrasing, intonation</li> </ul>	<ul style="list-style-type: none"> <li>● Decode/spell words with the knowledge of the prefixes com-, con-, pre-, pro.</li> <li>● Decode words with suffixes -ant, ent, -able, -ible, -ism, -ist.</li> <li>● Spell words that add suffixes -ant, -ent, -able, -ible.</li> <li>● Decode/spell words with Greek Roots.</li> <li>● Use print or digital dictionaries to determine the meaning of words with Greek roots.</li> <li>● Understand the influence of prefixes on base words.</li> <li>● Understand that suffixes can change the spelling and final sounds of base words.</li> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> <li>● Use phrasing and intonation to read fluently and support understanding.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> </ul>

		<ul style="list-style-type: none"> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<p>Narrative</p> <ul style="list-style-type: none"> <li>● Imaginative Story</li> <li>● Features/elements/craft of narrative writing</li> <li>● Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the features/elements/craft of a narrative piece.</li> <li>● Prewriting and drafting a narrative.</li> <li>● Understanding Characters.</li> <li>● Understanding the elements of narrative.</li> <li>● Using dialogue.</li> <li>● Organize drafts with a purposeful and logical structure.</li> <li>● Use feedback from teachers and peers to revise narrative.</li> <li>● Edit drafts for proper grammar, usage, and mechanics.</li> <li>● Publishing a final draft.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Conversation Rules</li> <li>● Topic Knowledge Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>● Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words).</li> <li>● Engage in discussions using established conversation rules.</li> <li>● Make connections.</li> <li>● Synthesize and discuss knowledge gained from the week's texts.</li> <li>● Interpret/Analyze media.</li> <li>● Follow oral instructions.</li> <li>● Create multimedia presentations.</li> <li>● Plan and gather information.</li> <li>● Give a presentation.</li> </ul>
<b>Language:</b>	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and</li> </ul>



	<p><b>Academic Vocabulary/Critical Vocabulary:</b>  Examples: suspense, falsify, factor, effect, formidable, relentlessly, musings, sentimental, prefer, engulfed, audible, will, keepsake, chastised, sightings, earnest, desperately, convinced, misperception, hoaxes, elusive, theoretical, encounters, hastily, muffled, gaping, beckoned, feeble, shudder, conviction, faltering, extinguished</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b>  *author’s purpose, prediction, confirm, *character, *conflict, *root, suffix, *plot, rising action, climax, falling action, resolution, figurative language, *imagery, sensory word, collaborative discussion, confirm, multiple-meaning words, media, medial technique, visual elements, fact. *opinion, *evidence, text feature, graphic feature, photo, *inference, homophone, homograph, event, literary elements, mood, tone, *narrator, *point of view, *action verb, process, clarify,</p> <p><b>Generative Vocabulary:</b>  Suffixes: --y, -ion, -ic, -ous, -less, -ous/-ious, -ant, -ment  Latin root: fac, fec, fy</p>	<p>their use.</p> <ul style="list-style-type: none"> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words.</li> <li>● Participate in collaborative discussions.</li> <li>● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</li> <li>● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).</li> <li>● Determine the meaning of unfamiliar words using context.</li> </ul>
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	<p><b>Conventions of Standard English, Grammar and Usage:</b> punctuation for dialogue (quotation marks, commas); capitalization, punctuation, spelling; complete sentences; subject-verb agreement</p>	
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<b>Unit Number and Title:</b>	Module 9 - The Lives of Animals (module 10 in HMH)
<b>Duration:</b>	15-20 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading, Volume 4, Module 10</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> <li>● Core texts:           <ul style="list-style-type: none"> <li>○ <i>We Are Animals</i>, video: informational</li> <li>○ <i>Prairie Dogs: Talk of the Town</i>, informational text, by Cynthia Mills</li> <li>○ <i>Why We Watch Animals</i>, informational</li> <li>○ <i>Willie B.: A Story of Hope</i>, narrative nonfiction, by Nancy Roe Pimm</li> <li>○ <i>Dolphin Parenting</i>, video: Science</li> <li>○ <i>Can We Be Friends?</i>, magazine article, by Ellen R. Braaf</li> <li>○ <i>Winter Bees and Other Poems of the Cold</i>, poetry/ informational, by Joyce Sidman</li> <li>○ <i>The One and Only Ivan</i>, fantasy, Katherine Applegate (writing focal text)</li> <li>○ <i>Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist</i> by Jess Keating (Math and Science Collection)</li> <li>○ <i>Buzzing with Questions: The Inquisitive Mind of Charles Henry Turner</i> by Janice N. Harrington (Math and Science Collection)</li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media that present them with information about animals. Students will write an argument essay in the form of a Letter to the Editor while engaging in the writing process.</p> <p>A genre focus on informational text provides students with opportunities to identify central ideas, text structure, and media techniques in order to better understand unfamiliar texts and video. Students will also encounter narrative nonfiction and poetry to build knowledge across genres.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that animals demonstrate amazing characteristics and abilities in their everyday lives.</p>

### Learning Goals

**Standards(s):**
**Reading**

**RI/RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**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.

**RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**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.

**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**

**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.)

**W.5.9** Draw evidence from literary or informational text to support analysis, reflection, and research.

- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**Speaking and Listening**

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

- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**Language**

**L.5.4** 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.

- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**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., however, although, nevertheless, similarly, moreover, in addition).

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What can we learn about ourselves by observing and interacting with animals?</li> <li>• How do I define who I am?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Animals demonstrate amazing characteristics and abilities in their everyday lives.</li> <li>• Animal interactions can be compared to human interactions.</li> <li>• Identity can mean different things to different people. It might be about who you hang out with, what music you listen to, where you live or what ethnicity you are. Simply put – your identity is who you are.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Author’s <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>3 Big Questions</i>)</li> <li>• Author’s Craft</li> <li>• Synthesizing</li> <li>• Theme</li> <li>• Text Structure</li> <li>• Central Idea</li> <li>• Text Structure</li> <li>• Visualize</li> <li>• Theme</li> <li>• Text and Graphic Features</li> </ul>	<ul style="list-style-type: none"> <li>• Identify repetition in fiction texts, the <i>Again and Again</i> signpost, when authors repeat events, images, or words.</li> <li>• Explain an author’s use of repetition, the <i>Again and Again</i> signpost, and how it contributes to the story to help monitor, clarify, and/or infer meaning (e.g., setting, character, big idea, symbolic).</li> <li>• Identify how their background knowledge relates to what the author is saying in a nonfiction text.</li> <li>• Analyze and understand how an author’s tone relates to the author’s purpose.</li> <li>• Synthesize new ideas from information presented in a narrative nonfiction text.</li> <li>• Make inferences to determine theme(s) using text evidence.</li> <li>• Recognize a variety of text structures including compare and contrast.</li> <li>• Students ask questions, and create mental images to monitor and clarify understanding.</li> </ul>

		<ul style="list-style-type: none"> <li>● Identify the purpose and audience of auditory, visual, and written media messages, and summarize information presented.</li> <li>● Determine the central idea(s) and relevant supporting details.</li> <li>● Analyze the author’s use of text features.</li> <li>● Explain the use of imagery and figurative language in literary and informational texts.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Latin word roots</li> <li>● Spelling pattern with suffixes -ion and -ation</li> <li>● Spelling patterns with the final stable syllable with er</li> <li>● Prefixes and suffixes</li> <li>● Fluency: Expression, phrasing, intonation</li> </ul>	<ul style="list-style-type: none"> <li>● Decode words with the suffixes -ion and -action.</li> <li>● Decode/spell words with the final stable syllable er.</li> <li>● Decode words with Latin Roots.</li> <li>● Decode words with prefixes and suffixes.</li> <li>● Use print or digital dictionaries to determine the meaning of words with Latin roots.</li> <li>● Understand the influence of suffixes and prefixes on base words.</li> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> <li>● Use phrasing and intonation to read fluently and support understanding.</li> <li>● Decode/spell words with the knowledge of the prefixes com-, con-, pre-, pro</li> <li>● Decode words with suffixes -ant, ent, -able, -ible, -ism, -ist.</li> <li>● Spell words that add suffixes -ant, -ent, -able, -ible.</li> <li>● Decode/spell words with Greek Roots.</li> </ul>

		<ul style="list-style-type: none"> <li>● Use print or digital dictionaries to determine the meaning of words with Greek roots.</li> <li>● Understand the influence of prefixes on base words.</li> <li>● Understand that suffix/s can change the spelling and final sounds of base words.</li> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> <li>● Use phrasing and intonation to read fluently and support understanding.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<p>Argument: Letter to the editor</p> <ul style="list-style-type: none"> <li>● Features/elements/craft of argument writing</li> <li>● Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the features/elements/craft of an expository piece/essay.</li> <li>● Research/brainstorm ideas to draft letter to the editor.</li> <li>● Organize drafts with a purposeful and logical structure.</li> <li>● Use feedback from teachers and peers to revise expository essays.</li> <li>● Edit drafts for proper grammar, usage, and mechanics.</li> </ul>
<b>Speaking and Listening:</b>	<p>Conversation Rules          Topic Knowledge Synthesis</p>	<ul style="list-style-type: none"> <li>● Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words).</li> </ul>

	Fluency	<ul style="list-style-type: none"> <li>● Engage in discussions using established conversation rules.</li> <li>● Synthesize and discuss knowledge gained from the week's texts.</li> <li>● Create multimedia presentations.</li> <li>● Plan and gather information.</li> <li>● Give a presentation.</li> </ul>
<b>Language:</b>	<p><b>Vocabulary</b> <b>Academic Vocabulary/Critical Vocabulary:</b> Examples: tension, antisocial, bond, relationship, enclosure, solitary, anticipation, possession, inhumane, territory, coaxing, generation, dominated, posture, master, technique, utilize, fend, status, cowered, benefit, clan, restore, reconcile, enabled, migrate, aquatic, formation, random, scaled, resume, grasp, resistant</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English:</b> *inference, *theme, *prefix, text structure, *research, *source, brainstorm, graphic, monitor, clarify, media, media techniques, *central idea, *detail, *root, text structure, *presentation, graphic, visualize, *mental image, multiple-meaning words, *theme, graphic feature, author's craft, figurative language, imagery, experience, *presentation</p>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words.</li> <li>● Participate in collaborative discussions.</li> <li>● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</li> <li>● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).</li> <li>● Use a dictionary or glossary to determine the meaning of unfamiliar words.</li> </ul>



	<p><b>Generative Vocabulary:</b> Latin root: bene</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> Punctuation, capitalization, commas, complete sentences</p>	
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## **Grade 6 English Language Arts**

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**Grade 6 English Language Arts**

<b>Grade(s):</b>	<b>6</b>
<b>Discipline/Course:</b>	<b>English Language Arts (ELA)</b>
<b>Course Title:</b>	Grade 6 ELA
<b>Prerequisite(s):</b>	Grade 5
<b>Course Description:</b>	<p>By the end of the year, students will read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>In addition, all students in grade 6 will read, analyze, and discuss <i>New Kid</i> by Jerry Craft.</b> Oral language development precedes and is the foundation for written language development, so students will engage in both formal and informal speaking and listening experiences to process their reading, clarify their thinking, and inform their writing. They will also develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach as they engage with all three core types of writing: narrative, informational/explanatory, and argument. Because grammar and usage development in children rarely follows a linear path, students will experience both structured mini-lessons on identified grammatical concepts and an opportunity to apply these concepts consistently and repeatedly in their own writing.</p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear, and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How do stories tell us about what a culture values?</li> <li>● How is conflict essential to our growth?</li> </ul>

	<ul style="list-style-type: none"> <li>• How does language work?</li> <li>• How do I develop my writer’s voice?</li> <li>• What do <b>good skilled</b> readers do?</li> <li>• How do I participate in collaborative conversations to deepen my understanding?</li> <li>• How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• By developing a sense of belonging, I can further define who I am.</li> <li>• Change can be scary, but it is necessary for growing up.</li> <li>• Our environment plays a major role in how well we feel connected to our community.</li> <li>• As I read fairy tales and folktales, I will begin to understand the kernels of truth in stories and can apply that understanding to other information in the modern world.</li> <li>• A sense of belonging is important for positive human relationships and a strong sense of self.</li> <li>• Being part of a community is essential to living an enjoyable and fulfilling life.</li> <li>• Stories share what is valued most.</li> <li>• Conflict is hard, but being able to work through struggles is important.</li> <li>• Literacy is a tool to develop and enhance language, communication, thinking, vocabulary, and expression through a variety of modalities. We use language to convey important ideas and make connections.</li> <li>• We write to communicate with others, express our ideas, demonstrate comprehension, and explore our creativity. These writing experiences help us create our own writer’s voice.</li> <li>• Reading is an active process; it is the key to knowledge and to understanding our identity, our world, ourselves, our community, and how we build relationships with others.</li> <li>• When we discuss and collaborate with our peers, we are able to deepen our understanding of important concepts and ideas.</li> <li>• When presenting my findings, I will use evidence from collaborative discussions, inquiry, reading, and my own logic and thinking to support those findings.</li> </ul>
<b>Duration: Credit:</b>	One year
<b>Course Materials/Resources:</b>	Each unit of study has identified texts that support the Essential Questions and Enduring Understandings. These texts include: anchor texts, book club texts, additional mentor texts, and text sets comprised of

	poetry, short stories, and informational texts. In addition, students will engage in explicit study of <a href="#">grammatical concepts</a> deemed appropriate for this grade level and identified in the Common Core State Standards. To aid in this study, students will have access to a number of specific lessons and supports from the <a href="#">Into Literature</a> resource.
<b>FPS Course Academic Expectation(s):</b>	Exploring and Understanding Creating and Constructing
<b>Year at a Glance (Units):</b>	<b>Unit 1</b> Sense of Belonging: <b>A Genre Study of Realistic Fiction through Book Clubs</b> <b>Unit 2</b> Storytelling: <b>A Study of Fairy Tales, Fables, and Folktales</b> <del>Stories that Stand the Test of Time</del> <b>Unit 3</b> Other Worlds: A Genre Study of Science Fiction and Fantasy <b>Unit 4</b> Surviving the Unthinkable: <b>An Analysis of True Stories and Fictional Accounts of Survival</b> <b>Unit 5</b> Making a Positive Impact: <b>Exploring Those Who Have Dared to Make Change</b>

### Units

<b>Unit Number and Title:</b>	Unit 1: Sense of Belonging: <b>A Genre Study of Realistic Fiction through Book Clubs</b>
<b>Duration:</b>	6-8 weeks
<b>Resource(s):</b>	<b>The following are core texts to which all teachers have access:</b>  <b>Whole Class Novel:</b> <ul style="list-style-type: none"> <li>● <i>New Kid</i> by Jerry Craft</li> </ul> Short texts:

	<ul style="list-style-type: none"> <li>● “Fish Cheeks” short story by Amy Tan</li> <li>● <i>Dreams</i>, poem by Langston Hughes <a href="https://www.poetryfoundation.org/poems/150995/dreams-5d767850da976">https://www.poetryfoundation.org/poems/150995/dreams-5d767850da976</a></li> <li>● “Inside Out”, short story by Francisco Jimenez</li> <li>● <del>Scholastic Scope Magazine</del></li> </ul> <p>Informational text:</p> <ul style="list-style-type: none"> <li>● The Harlem Renaissance (From Britannica Digital Learning via Classlink)</li> <li>● Youtube video on Langston Hughes <a href="https://youtu.be/PA207gWXXkE">https://youtu.be/PA207gWXXkE</a></li> <li>● Short bio about Amy Tan (From Britannica Digital Learning via Classlink)</li> <li>● Scholastic Scope Magazine</li> </ul> <p>Supplemental:</p> <p><i>Into Literature</i> curriculum tool (HMH) - Unit 2: Never Give Up</p> <ul style="list-style-type: none"> <li>● “The First Day of School”, short story by R.V. Cassill</li> <li>● <del>New Kid, excerpt from graphic novel by Jerry Craft</del></li> <li>● <i>Speech to the Young: Speech to the Progress-Toward</i>, poem by Gwendolyn Brooks</li> <li>● “Eleven,” short story by Sandra Cisneros</li> </ul> <p>Additional resources:</p> <ul style="list-style-type: none"> <li>● Other current texts as appropriate</li> <li>● “<i>Into Literature</i> Planning Guide: Flexible Short Read Options”</li> <li>● <del>Scholastic Scope Magazine</del></li> <li>● Belonging resource from Dr. Ruby: <a href="https://publications.ici.umn.edu/ties/peer-engagement/belonging/introduction#Dimensions-of-Belonging">https://publications.ici.umn.edu/ties/peer-engagement/belonging/introduction#Dimensions-of-Belonging</a></li> </ul>
<b>Unit Overview:</b>	<p>As a beginning of the year concept, “sense of belonging” allows students to engage in work that grows reading partnerships, writing groups, and book clubs allowing teachers to embed authentic discourse work for sixth grade students. Students will read fiction and non-fiction texts to compare the character traits of real people and fictional characters as they struggle with their sense of belonging. Students will collaborate and engage in conversations with peers to draw conclusions that will be supported with</p>

	<p>textual evidence.</p> <p>Students will engage in close reading of realistic fiction in book clubs. Through shared text and/or an interactive read aloud, they will develop an understanding of how characters in varied stories “find their way” and their “sense of belonging” navigating the layers of conflict within a story. Students will study how authors create meaningful plots using memorable characters and sensory details in realistic fiction narrative text.</p> <p>Students will learn about the challenges people face every single day, some of which are small, and some of which are terrifying. Students will read about Langston Hughes and the struggles he faced as a black writer during the Harlem Renaissance. Students will read about Amy Tan and her family’s sense of belonging during the 1950s in California as Chinese immigrants. They will read about how some of the first students who faced integration into a new school, as well as how a young black student felt starting at a new private school. Students will learn how people persevere and find their sense of belonging.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.6.3:</b> 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><b>Writing</b></p> <p><b>W.6.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.6.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.6.1:</b> 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</p>

	<p>expressing their own clearly.</p> <p><b>SL.6.5:</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><b>Language</b></p> <p><b>L.6.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Spell correctly.</li> </ol>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How can we change our thinking about ourselves and our beliefs about others by learning about other people’s experiences?</li> <li>● What is the difference between being a member of a group versus truly belonging?</li> <li>● How does a sense of belonging impact human relationships and our self-esteem?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Reading stories can teach us how to be compassionate, grow our empathy, and encourage us to think differently.</li> <li>● A sense of belonging is important for positive human relationships and a strong sense of self.</li> <li>● It is necessary to use textual evidence to demonstrate how a sense of belonging impacts human relationships and self-esteem.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Character growth/development in literature</li> <li>● Narrator</li> <li>● Literary elements/text structure (character, setting, plot, events)</li> <li>● Sense of belonging (belonging to a group/community)</li> <li>● Textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize pivotal moments in a text</li> <li>● Infer character traits</li> <li>● Identify literary elements and give examples</li> <li>● Connect with others in the reading community</li> <li>● Make text-to-self, <b>text-to-text, and</b></li> </ul>



	<ul style="list-style-type: none"> <li>● Inference</li> </ul>	<p><b>text-to-world connections to deepen an understanding of text.</b></p> <ul style="list-style-type: none"> <li>● Analyze the character’s sense of belonging while reading</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Paragraph structure</li> <li>● Reflection</li> <li>● Textual evidence</li> <li>● Analysis</li> <li>● Claim</li> </ul>	<ul style="list-style-type: none"> <li>● Write a personal reflection</li> <li>● Write a structured paragraph</li> <li>● Support analysis of what the text says explicitly as well as inferences drawn from the text with text evidence</li> <li>● Write a claim</li> </ul>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● Active listening strategies like making eye contact, taking notes, asking follow-up questions</li> <li>● Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>● Converse effectively</li> <li>● Discuss thoughts and ideas with peers</li> <li>● Listen actively</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Complete sentences</li> <li>● Subject - Verb agreement</li> <li>● Capitalization rules</li> <li>● Punctuation rules</li> </ul>	<ul style="list-style-type: none"> <li>● Correct run-ons and fragments</li> <li>● Revise writing to correct subject-verb agreement</li> <li>● Edit and revise writing with capitalization and punctuation rules in mind</li> </ul>

<b>Unit Number and Title:</b>	Unit 2: Storytelling: <b>A Study of Fairy Tales, Fables, and Folktales</b> <del>Stories That Stand the Test of Time</del>
<b>Duration:</b>	4-6 weeks
<b>Resource(s):</b>	<b>The following are core texts to which all teachers have access:</b>

	<ul style="list-style-type: none"> <li>● <b>Collection of familiar/classic fairy tales (link to Fairy Tales via FPS MS Library in progress)</b></li> <li>● “The Boatman’s Flute,” fairy tale retold by Sherry Garland</li> <li>● “The Mouse Bride,” Folktale retold by Heather Forest</li> </ul> <p>Supplemental Texts:</p> <p><i>Into Literature</i> curriculum tool - Unit 6: Storytelling</p> <ul style="list-style-type: none"> <li>● “From Storytelling,” book introduction by Josepha Sherman</li> <li>● “Archetype” poem by Margarita Engle</li> <li>● “Fairy-tale Logic” poem by A.E. Stallings</li> </ul> <p>Non-fiction Research tools:</p> <ul style="list-style-type: none"> <li>● Culturegram</li> <li>● Gale</li> <li>● Britannica</li> </ul> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li>● “<i>Into Literature</i> Planning Guide: Flexible Short Read Options”</li> <li>● Additional folktales from various cultures</li> </ul>
<b>Unit Overview:</b>	<p>In this traditional literature unit, students will <b>first activate prior knowledge of fairy tales with which they are familiar, and then they will</b> learn about the text features of traditional literature and how to navigate more challenging texts. Students will read a variety of texts in order to acquire knowledge, infer meaning, and develop a deep understanding of traditional literature.</p> <p>They will infer meaning to determine possible themes and learn strategies for determining the meaning of unknown words. They will use textual evidence to support their claim about a theme in a well-structured paragraph. Students will extend constructed knowledge to draft and develop new ideas, and claims connecting traditional literature to modern society.</p> <p>Students will learn about different cultures through the reading of traditional literature (connecting to prior knowledge from social studies). Students will read folktales and fairytales from different cultures</p>

	and will research different aspects of culture such as customs, traditions, language, government, etc. (from Social Studies).
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.6.2:</b> 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><b>RL.6.7:</b> 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.</p> <p><b>Writing</b></p> <p><b>W.6.2a:</b> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>W.6.8:</b> 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> <p><b>Speaking and Listening</b></p> <p><b>SL. 6.1:</b> 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><b>Language</b></p> <p><b>L.6.4a.</b> 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>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What hidden truths about people, their culture, and the world are revealed in stories?</li> </ul>

	<ul style="list-style-type: none"> <li>• What literary elements are evident in traditional literature?</li> <li>• Why are folktales relevant to our lives today?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Traditional literature represents people’s beliefs and culture, and teaches us about human nature.</li> <li>• There are recurring symbols, motifs, lessons, and themes in traditional literature (magical powers, transformations, magical objects, wishes).</li> <li>• The themes and lessons of traditional literature can connect to modern society.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Differences between culture and our heritage</li> <li>• Types of archetypes</li> <li>• Symbols/symbolism</li> <li>• Theme (lesson/moral) vs. motif</li> <li>• Author’s purpose</li> <li>• Elements of traditional literature</li> </ul>	<ul style="list-style-type: none"> <li>• Connect to research of information about different cultures (including stories) conducted in SS</li> <li>• Understand archetypes to help readers navigate other stories</li> <li>• Understand the author’s purpose for creating traditional literature</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Theme statement</li> <li>• Writing process</li> <li>• Paragraphing</li> <li>• Transitions</li> <li>• Topic</li> <li>• Organizational structures (classification, definition, compare/contrast, cause/effect)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize a theme statement</li> <li>• Write a theme-based paragraph with text evidence</li> <li>• Organize a paragraph using different structures</li> <li>• Use textual evidence to support assertions</li> <li>• Conduct research</li> </ul>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>• Active listening strategies</li> <li>• Questioning strategies</li> <li>• Relevant evidence and detail</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for discussions and presentations</li> <li>• Ask questions</li> <li>• Respond to questions using relevant detail and elaboration</li> </ul>

<b>Language</b>	<ul style="list-style-type: none"> <li>● Verbs and verb phrases</li> <li>● Linking verbs</li> <li>● Modifiers</li> </ul>	<ul style="list-style-type: none"> <li>● Conjugate verbs correctly</li> <li>● Create verb phrases</li> <li>● Use modifiers correctly</li> </ul>
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<b>Unit Number and Title:</b>	Unit 3: Other Worlds: A Genre Study of Science Fiction and Fantasy <del>(Genre Study: Sci-fi/Fantasy)</del>
<b>Duration:</b>	6-8 weeks
<b>Resource(s):</b>	<p><b>The following are core texts to which all teachers have access:</b></p> <p>Short Texts:</p> <ul style="list-style-type: none"> <li>● “All Summer in a Day” and “The Veldt”, short stories by Ray Bradbury</li> <li>● <a href="#">“The Worst Birthday”</a> (Chapter one of <i>Harry Potter and the Chamber of Secrets</i>) by J.K. Rowling</li> <li>● First chapter of “Amulet” by Kazu Kibuishi</li> </ul> <p>Nonfiction/Informational Texts:</p> <ul style="list-style-type: none"> <li>● Author biographies - Ray Bradbury, <del>Madeleine L’Engle, Roald Dahl</del>, Kazu Kibuishi, J.K. Rowling  <ul style="list-style-type: none"> <li>○ <del><a href="#">Biography of Madeleine L’Engle</a></del></li> </ul> </li> <li>● <a href="#">“Nature Shows How Dragons Might Breathe Fire”</a> by Bethany Brookshire</li> </ul> <p>Book Clubs:</p> <ul style="list-style-type: none"> <li>● Sci-fi / Fantasy Books</li> </ul> <p>Additional Resources:</p>

	<ul style="list-style-type: none"> <li>● “<i>Into Literature</i> Planning Guide: Flexible Short Read Options”</li> <li>● <b>Scholastic Scope Magazine</b></li> </ul>
<b>Unit Overview:</b>	<p>Students will read fantasy and/or sci-fi novels and infer possible themes that emerge as the plot unfolds. Students will engage in meaningful and high level discourse supporting their thinking with specific textual evidence. Students will make a claim and prove that common themes about human nature and life exist across various genres or mediums.</p> <p>This genre study on fantasy or science fiction texts will provide students with opportunities to identify themes and central ideas in order to better understand the texts. Students will synthesize knowledge about the characters and setting to engage in meaningful discourse on the theme. Students will read informational texts to build their knowledge of the genres.</p> <p>Students will apply the nonfiction reading strategies also utilized in social studies and science. A connection will be made to the transfer of non-fiction reading skills across disciplines.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RL.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Writing</b>  <b>W.6.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Speaking and Listening</b>  <b>SL.6.1:</b> 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><b>Language</b>  <b>L.6.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*          b. Maintain consistency in style and tone.*</p>	
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● What makes the genres of science fiction and fantasy different from realistic fiction?</li> <li>● How can the same theme be represented across a variety of mediums?</li> <li>● How do you determine the quality of your textual evidence to support your thinking?</li> </ul>	
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● There are literary elements of science fiction and fantasy that are not found in realistic fiction.</li> <li>● Common themes about life and human nature exist across a variety of genres.</li> <li>● It is necessary to use quality textual evidence when communicating your thinking.</li> </ul>	
<p><b>Learning Goals:</b></p>	<p><b>Content:</b>  <b>Students will know...</b></p>	<p><b>Skills:</b>  <b>Students will be able to...</b></p>
<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>● Theme across genres or texts</li> <li>● Elements of sci-fi/fantasy</li> <li>● Similarities and differences across texts</li> </ul>	<ul style="list-style-type: none"> <li>● Identify common/more complex themes</li> <li>● Compare and contrast various genres/mediums</li> <li>● Notice and note similarities and differences</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>● Argument</li> <li>● Claim</li> <li>● Evidence</li> </ul>	<ul style="list-style-type: none"> <li>● Use specific evidence in writing and conversation</li> <li>● Write a thematic comparative analysis</li> <li>● Make claims and counterclaims</li> </ul>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● Active listening skills</li> <li>● Sentence starters to promote civil discourse</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss thoughts and ideas with peers</li> <li>● Synthesize and build onto ideas within group discussions</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Sentence patterns</li> <li>● Style and tone</li> </ul>	<ul style="list-style-type: none"> <li>● Use various sentence patterns in writing and speech</li> <li>● Use the style and tone appropriate to the task, purpose, and audience</li> </ul>

<b>Unit Number and Title:</b>	Unit 4: Surviving the Unthinkable: <b>An Analysis of True Stories and Fictional Accounts of Resilience</b>
<b>Duration:</b>	8 weeks
<b>Resource(s):</b>	<p><b>Core texts:</b>  <del>At least one of these novels will be read either as a whole class experience or in small groups through specific lenses:</del></p> <ul style="list-style-type: none"> <li>● <del><i>Hatchet</i> by Gary Paulsen</del></li> <li>● <del><i>The Canyon's Edge</i> by Dusti Bowling</del></li> <li>● <del><i>Ninth Ward</i> by Jewell Parker Rhodes</del></li> </ul> <p><b>The following are core texts to which all teachers have access:</b></p>



	<p><b>Whole Class Novel:</b></p> <ul style="list-style-type: none"> <li>● <i>Ninth Ward</i> by Jewell Parker Rhodes</li> </ul> <p><b>Short Nonfiction Texts:</b></p> <ul style="list-style-type: none"> <li>● Nonfiction texts in <a href="#">Gale database on Hurricane Katrina</a></li> <li>● Informational text about surviving in the wilderness and Hurricane Katrina (Scope Magazine)</li> <li><del>● Informational text about surviving in the wilderness</del></li> <li><del>● Informational text about Hurricane Katrina</del></li> <li><del>● Scholastic Scope Magazine</del></li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>● <i>Into Literature</i> curriculum tool - Unit 5: Surviving the Unthinkable       <ul style="list-style-type: none"> <li>○ “After the Hurricane,” a poem by Rita Williams-Garcia</li> </ul> </li> <li>● “<i>Into Literature</i> Planning Guide: Flexible Short Read Options”</li> <li>● <i>Scholastic Scope Magazine</i></li> </ul>
<p><b>Unit Overview:</b></p>	<p>In this unit, students will read both narrative and informational texts as they explore the nature of both disasters as well as smaller struggles and the impact they can have on both the individual and society. There will be ample opportunity to engage with multi-modal texts that focus on the theme of survival.</p> <p>Students will examine the qualities of characters and people who survive disasters and face challenges in their lives. They will read and analyze both fiction and nonfiction texts on the same topic. Students will write well-structured narratives that demonstrate the qualities of a survivor facing a struggle large or small. They will also craft their own extended personal narrative which will constitute a summative assessment of this unit.</p> <p>Students will also look for similarities and differences in the way authors present information in a variety of genres and mediums while inferring the inner struggle of the survivors. Specific content explored will include the time period and catastrophe of both the Titanic and Hurricane Katrina, the science of hurricanes and icebergs, and personal traits that allow people to be survivors. <b>Students will</b></p>

connect prior knowledge from Science’s Extreme Weather unit to their new understandings from this unit.

### Learning Goals

**Standard(s):**

**RL.6.6:** Explain how an author develops the point of view of the narrator or speaker in a text.

**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.

**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.

**RI.6.9:** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**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.

**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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

**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.

**L.6.2a:** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What personal qualities are necessary in order to survive difficulties large and small?</li> <li>• How does facing a challenge cause you to change or grow as a person?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Disaster is unpredictable and out of our control; however, what is in our control is our personal response to it.</li> <li>• Challenges present opportunities for people to change and grow.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Narrative plot structure</li> <li>• Character growth/development</li> <li>• Characteristics of a survivor</li> <li>• Author’s voice and perspective</li> <li>• Point of view</li> <li>• Characteristics of nonfiction and memoir</li> <li>• The structure of comparison and contrast of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a narrative plot successfully</li> <li>• Explicate a character’s development</li> <li>• Identify and expound on the characteristics of a survivor</li> <li>• Describe and analyze an author’s voice and perspective</li> <li>• Identify, compare, and contrast the characteristics of nonfiction</li> <li>• Apply background knowledge to a reading experience to deepen the comprehension</li> <li>• Compare and contrast reading and viewing experiences</li> <li>• Analyze differing perspectives within the same themes or topics</li> <li>• Compare and contrast various genres and mediums (fiction/nonfiction)</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Personal narrative</li> <li>• Description</li> <li>• Event sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Write a narrative with a survival theme and dynamic characters</li> <li>• Describe experiences connected with a survival experience</li> <li>• Structure the story as a sequence of events</li> </ul>

<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● Focused listening skills</li> <li>● Question with curiosity</li> <li>● Connections across sources</li> </ul>	<ul style="list-style-type: none"> <li>● Interpret information presented in diverse media and formats</li> <li>● Connect information from diverse formats to an issue or topic being studied</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Punctuation to set off nonrestrictive/parenthetical elements (commas, dashes, parentheses)</li> </ul>	<ul style="list-style-type: none"> <li>● Include parenthetical information in a sentence in order to further develop the writing</li> </ul>

<b>Unit Number and Title:</b>	Unit 5: Making a Positive Impact: <b>Exploring Those Who Have Dared to Make Change</b>	
<b>Duration:</b>	6-8 weeks	
<b>Resource(s):</b>	<p><b>The following are core texts to which all teachers have access:</b></p> <ul style="list-style-type: none"> <li>● (Reference/excerpt/read in SS) <i>I Am Malala</i></li> <li>● “A Voice,” poem by Pat Mora</li> </ul> <p><i>Into Literature</i> curriculum tool - Unit 1: Discovering Your Voice (poems &amp; short stories)</p> <ul style="list-style-type: none"> <li>● “A Schoolgirl’s Diary,” from <i>I am Malala</i> by Malala Yousafzai</li> <li>● “Words Like Freedom,” poem by Langston Hughes</li> <li>● <i>Brown Girl Dreaming</i>, memoir in verse by Jaqueline Woodson</li> </ul> <p>Informational Text:</p> <ul style="list-style-type: none"> <li>● <del>Scholastic Scope Magazine</del></li> <li>● Ted Talks</li> <li>● Short non-fiction texts</li> </ul> <p>Additional Resources:</p>	

	<ul style="list-style-type: none"> <li>● “Into Literature Planning Guide: Flexible Short Read Options”</li> <li>● <b>Scholastic Scope Magazine</b></li> </ul>
<b>Unit Overview:</b>	<p>Students will read a variety of texts to understand the circumstances and conditions which propel people to find their voice. Students will extend their reading, writing, thinking, and listening skills in order to define the conditions which provoke individuals to contribute to the greater good of society.</p> <p>Students will select a global issue, research an individual or foundation of their own choice. Students will gather, analyze, evaluate, and synthesize information by applying effective research strategies. Students will communicate their findings effectively for the task, purpose and audience. Through researching other people’s positive impact on global and/or local issues, students will recognize and reflect on their own ability to make a positive change.</p> <p>Students will apply research skills and strategies taught in social studies. Students’ prior knowledge about Malala from reading <i>I am Malala</i> in social studies will be integrated into their work in this unit.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RI.6.8:</b> 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> <p><b>Writing</b>  <b>W.6.2:</b> 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><b>Speaking and Listening</b>  <b>SL.6.4:</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>Language</b></p>

	<p><b>L.6.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.*</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> </ul>	
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● What motivates people to take action and how do they inspire us to take action?</li> <li>● What are the common traits of people who use their voice to change the world?</li> </ul>	
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● By finding and using our voices, we have the ability to change our world.</li> <li>● Finding your voice often requires courage to persevere and push through external and internal doubts.</li> </ul>	
<p><b>Learning Goals:</b></p>	<p><b>Content:</b> <b>Students will know...</b></p>	<p><b>Skills:</b> <b>Students will be able to...</b></p>
<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>● Traits of a change-maker</li> <li>● Voice (your voice vs author’s perspective)</li> <li>● Local and global issues (ex. water pollution)</li> <li>● Research techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Determine important information</li> <li>● Synthesize researched information orally</li> <li>● Identify and use own unique voice</li> <li>● Present ideas and assertions</li> </ul>
<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>● Informative text structures</li> <li>● Explanatory text structures</li> </ul>	<ul style="list-style-type: none"> <li>● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> </ul>

<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● Appropriate eye contact</li> <li>● Adequate volume</li> <li>● Clear pronunciation</li> <li>● Effective pacing</li> </ul>	<ul style="list-style-type: none"> <li>● Give a formal presentation of claims, ideas, and findings</li> <li>● Choose facts and details to support claims</li> <li>● Choose visuals to accentuate the presentation</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Pronouns/vague pronouns</li> <li>● Antecedents</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize and correct inappropriate shifts in pronoun number and person</li> <li>● Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)</li> </ul>

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## **Grade 7 English Language Arts**

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**Course Information**

<b>Grade(s):</b>	7
<b>Discipline/Course:</b>	<b>English Language Arts (ELA)</b>
<b>Course Title:</b>	Grade 7 ELA
<b>Prerequisite(s):</b>	Grade 6 ELA
<b>Course Description:</b>	<p>By the end of the year, students will read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>All 7th graders will receive direct instruction around three novels in both whole class and book club formats.</b> Oral language development precedes and is the foundation for written language development, so students will engage in both formal and informal speaking and listening experiences to process their reading, clarify their thinking, and inform their writing. They will also develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach as they engage with all three core types of writing: narrative, informational/explanatory, and argument. Because grammar and usage development in children rarely follows a linear path, students will experience both structured mini-lessons on identified grammatical concepts and an opportunity to apply these concepts consistently and repeatedly in their own writing.</p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear, and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How do stories tell us about what a culture values?</li> <li>● How is conflict essential to our growth?</li> </ul>

	<ul style="list-style-type: none"> <li>• How does language work?</li> <li>• How do I develop my writer’s voice?</li> <li>• What do <b>good skilled</b> readers do?</li> <li>• How do I participate in collaborative conversations to deepen my understanding?</li> <li>• How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• When considering the lives of others, I am also further defining myself.</li> <li>• My reading experiences allow me to change my perspectives and my personal goals for learning.</li> <li>• Discussing the environment and its impact on characters in works of fiction gives us a safe space for examining our own environment and its impact on our lives and the lives of others.</li> <li>• By developing an understanding of argument, I can start to distinguish fact backed with evidence from opinion.</li> <li>• Understanding different social conditions helps us to connect to more people and form better relationships.</li> <li>• By understanding what it means to be an outsider, I can appreciate even more the power of community.</li> <li>• Cultures communicate beliefs and tradition through stories.</li> <li>• Myths and legends seek to explain human behaviors and work through conflicts and struggles successfully.</li> <li>• Language can be used to both reveal and hide the truth.</li> <li>• Finding my writer’s voice requires patience, practice, and a willingness to share with others.</li> <li>• skilled readers actively read, discuss, and respond to reading, which helps us to better understand ourselves and the world around us.</li> <li>• When I engage with diverse perspectives through discussion, my understanding deepens.</li> <li>• I will consider the audience, purpose, and task when planning for any presentation.</li> </ul>
<b>Duration: Credit:</b>	One year
<b>Course Materials/Resources:</b>	Each unit of study has identified texts that support the Essential Questions and Enduring Understandings. These texts include anchor texts; book club texts; additional mentor texts; and text sets comprised of poetry, short stories, and informational texts. In addition, students will engage in explicit study of

	<p><a href="#">grammatical concepts</a> deemed appropriate for this grade level and identified in the Common Core State Standards. To aid in this study, students will have access to a number of specific lessons and supports from the <a href="#">Into Literature</a> resource.</p>
<b>FPS Course Academic Expectation(s):</b>	<p>Exploring and Understanding          Creating and Constructing</p>
<b>Year at a Glance (Units):</b>	<p><b>Unit 1</b> <del>Close Reading and Literary Analysis</del> Anchor Your Reading: Close Reading and Literary Analysis to Deepen Perspective  <b>Unit 2</b> <del>Constructing and Analyzing Argument</del> Raise Your Argument, Not Your Voice: Analyzing and Constructing Argument  <b>Unit 3</b> <del>The Outsiders: Novel Study</del> From the Outside Looking In: The Study of Craft and Voice  <b>Unit 4</b> <del>Historical Fiction: Human Rights and Facing Injustices</del> Looking Back to Move Forward: Reading Historical Fiction to Examine Injustice  <b>Unit 5</b> <del>World Mythology</del> A World of Stories: A Study of Traditional Mythology</p>

### Units

<b>Unit Number and Title:</b>	Unit 1: <del>Close Reading and Literary Analysis</del> Anchor Your Reading: Close Reading and Literary Analysis to Deepen Perspective
<b>Duration:</b>	9 Weeks
<b>Resource(s):</b>	<p><b>The following are core texts to which all teachers have access:</b></p> <ul style="list-style-type: none"> <li>● “<a href="#">Popularity</a>” by Adam Bagdasarian</li> <li>● “<a href="#">Stolen Party</a>” by Liliana Heker</li> <li>● <del>“<a href="#">Other Words for Home</a>” by Jasmine Warga</del></li> </ul> <p>From Into Literature: Grade 7 Writing Resources for Narrative</p> <p><b>Book Club/Independent reading texts</b></p>
<b>Unit Overview:</b>	<p>Students will begin to share in the reading of specific short stories that serve as anchors. Students will use inquiry to explore and closely read different types of texts including photographs, art, poetry, and informational texts. They will then apply these skills to either book clubs or an independent reading experience and throughout the year as they encounter texts in Language Arts as well as in other disciplines.</p> <p>Students will read and analyze a variety of genres to explore the concepts of how an individual grows within a community. Through multiple texts, students will study author’s craft, language usage, and how story elements contribute to the overall meaning of the text. To deepen this understanding,</p>

	<p>students will have opportunities to discuss with peers and engage with diverse perspectives.</p> <p>Over the course of the unit, students will demonstrate their learning through a summative narrative writing task using the craft elements studied within the unit. Students will continue to practice and refine analytical writing about fiction and nonfiction texts. All language standards will be addressed through students' authentic writing.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL 7.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>RI 7.3:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><b>Writing</b></p> <p><b>W 7.2:</b> 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><b>W.7.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Speaking and Listening</b></p> <p><b>SL 7.1:</b> Engage effectively in a range of collaborative, discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>Language</b></p> <p><b>L7.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How does the development of story elements convey meaning?</li> <li>• How do we draw meaning and understanding from a text?</li> <li>• How does responding to what you read impact your understanding of a text?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• The development and analysis of story elements enables a reader to draw conclusions and deepen thinking about texts.</li> <li>• By using inquiry, critical thinking strategies, analysis of author’s craft and purpose, readers can draw meaning from a text.</li> <li>• Actively reading, discussing, and responding to reading aids our understanding of a text, which helps us to better understand ourselves and the world around us.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Theme or central idea</li> <li>• Conflict and resolution</li> <li>• Setting</li> <li>• Character traits</li> <li>• Text structure</li> <li>• Voice</li> </ul>	<ul style="list-style-type: none"> <li>• Read a text closely</li> <li>• Determine a theme or central idea</li> <li>• Analyze a theme over the course of a text</li> <li>• Summarize a text objectively</li> <li>• Analyze the interactions between individuals, ideas, and events in a text</li> <li>• Consider conflict created by those interactions</li> <li>• Identify the characteristics of voice</li> <li>• Note the features of a text type</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Narrative structure</li> <li>• Description</li> <li>• Information text structure</li> <li>• Explanatory text structure</li> <li>• Paragraph structure</li> </ul>	<ul style="list-style-type: none"> <li>• Write engaging narratives</li> <li>• Develop real or imagined experiences using description, sequence of events, and literary techniques</li> <li>• Write an analysis structured paragraph</li> </ul>

<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>• Discussion protocols, including sentence starters</li> <li>• Active listening strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss ideas and assertions with peers</li> <li>• Collaborate with peers in a variety of settings, including one-on-one, partnerships, small groups, and whole-class discussions</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Correct capitalization</li> <li>• Correct punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Apply capitalization and punctuation rules correctly in writing</li> </ul>

<b>Unit Number and Title:</b>	Unit 2: <del>Constructing and Analyzing Argument</del> Raise Your Argument, Not Your Voice: Analyzing and Constructing Argument
<b>Duration:</b>	9 Weeks
<b>Resource(s):</b>	<p><b>The following are core texts to which all teachers have access:</b></p> <p><u>Everything’s an Argument</u> (eighth edition)  <u><i>Can I Be Your Dog?</i></u> by Troy Cummings  <u>“There Are Three Sides to Every Argument”</u> by William Ury  <u>“6 Techniques for Clear and Compelling Speech”</u> by Simon Lancaster  <u>“How to Use Rhetoric to Get What You Want”</u> by Camille A. Langston</p> <p>From Into Literature:          Tips for Speaking With Confidence          Grade 7 Writing Resources for Argument</p> <p>Teacher-created text sets contingent on the topics chosen by students.          Resource Link: <a href="https://ncte.org/blog/2018/01/mentor-texts-teaching-argument-writing/">https://ncte.org/blog/2018/01/mentor-texts-teaching-argument-writing/</a></p>

<b>Unit Overview:</b>	<p>In this unit of study, students will read and listen to informational text, analyze evidence to construct and debate an argument, and create formal written arguments. Students will study author’s craft and the purposeful decisions writers of nonfiction make in order to inform, argue, or convince.</p> <p>Students will study nonfiction writing and learn how to use their voice and style to create meaning and activate change. In this unit, students will understand how to construct a valid argument; identify the best support for an argument; use credible and unbiased support to shape an argument; and identify and analyze persuasive techniques, language, and images in print and non-print.</p> <p>Students will read a variety of nonfiction argument and editorial articles and write an argumentative essay of their own. As a result, students will be able to transfer learned skills to their independent reading to determine how authors use evidence to present strong arguments representing their perspective. All language standards will be addressed through students’ authentic writing.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RI.7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.7.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>RI.7.6:</b> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><b>RI.7.8:</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><b>RI.7.9:</b> Analyze how two or more authors writing about the same topic shape their presentations of</p>



	<p>key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><b>Writing</b>  <b>W.7.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.7.8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL 7.3:</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><b>Language</b>  <b>L.7.1.A:</b> Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p><b>L.7.1.C:</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● Why is it important to know how to make an evidence-based argument?</li> <li>● How can I use argument techniques and structure to help others understand my perspective?</li> <li>● How does audience and purpose impact the presentation of an argument?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● Making positive change in the world requires skillful arguments backed by reason and evidence.</li> </ul>

	<ul style="list-style-type: none"> <li>● Research and facts provide the foundation for valid arguments and will help to make my perspective clear.</li> <li>● I can shape my argument with purpose, audience, and tone in mind.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Argument</li> <li>● Claim</li> <li>● Counterclaim</li> <li>● Audience</li> <li>● Voice</li> <li>● Perspective</li> <li>● Bias</li> <li>● Ethos/Pathos/Logos</li> <li>● Figurative and connotative meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>● Identify how an author uses information in a text to support a claim</li> <li>● Analyze how authors use craft to create a persuasive argument</li> <li>● Support explicit analysis of a text</li> <li>● Support inferences drawn from a text</li> <li>● Cite text correctly</li> <li>● Read a variety of texts on a topic from multiple perspectives</li> <li>● Trace differences in the presentation of the same topic by two or more authors</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Argument</li> <li>● Claim</li> <li>● Counterclaim</li> <li>● Audience</li> <li>● Voice</li> <li>● Perspective</li> <li>● Bias</li> <li>● Ethos/Pathos/Logos</li> </ul>	<ul style="list-style-type: none"> <li>● Write an argument that is supported with evidence and addresses counterclaims</li> <li>● Conduct effective research</li> <li>● Gather information from multiple sources</li> <li>● Use search terms effectively</li> <li>● Assess the credibility and accuracy of information</li> <li>● Paraphrase information</li> <li>● Directly and correctly quote information</li> </ul>

<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>• Oral claims</li> <li>• Reasoning</li> <li>• Text structure</li> </ul>	<ul style="list-style-type: none"> <li>• Delineate a speaker’s claims and reasoning</li> <li>• Identify the text structure of the oral argument in order to better identify the claims and evidence of others’ ideas</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Phrases and clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Use phrases and clauses correctly in sentences</li> </ul>

<b>Unit Number and Title:</b>	Unit 3: <del><i>The Outsiders</i>: Novel Study</del> From the Outside Looking In: The Study of Craft and Voice
<b>Duration:</b>	5 Weeks
<b>Resource(s):</b>	<p><b>The following are core texts to which all teachers have access:</b></p> <p><i>The Outsiders</i> by S.E. Hinton</p> <p><a href="#">Herd Behavior</a> by Common Lit Staff</p> <p><a href="#">The Outsiders Author Rejects Graphic Novel Form</a> by Nicole Drum</p> <p>From Into Literature: Grade 7 Writing Resources for Informational/Argument Writing</p>
<b>Unit Overview:</b>	<p>Students will read <i>The Outsiders</i> and explore the concept of stereotyping and bias. They will also apply their understanding of literary techniques and elements as they engage in and write a literary analysis. Students will explore craft and the development of ideas over the course of a longer text and determine how these concepts contribute to their analysis of the text. They will also revisit the concept of community and how it shapes the individual.</p> <p>Students will explore the time period of the text and how it informs their understanding of the</p>

characters' actions and interactions. Through study of poetry and informational texts, students deepen their understanding of the complex themes of the text as a whole.

Students will write a full length literary analysis of the text with a focus on structure, evidence, grammar conventions, and development of ideas. There is a focus on a strong academic voice and vocabulary. All language standards will be addressed through students' authentic writing.

**Learning Goals**

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**Standard(s):**

**Reading**

**RL.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.7.2:** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**RL.7.3:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**RL.7.6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text

**RL.7.7:** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

**RI.7.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**Writing**

**W.7.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.7.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Speaking and Listening**

**SL.7.1.A:** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on

	<p>ideas under discussion.</p> <p><b>SL.7.1.B:</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>SL.7.1.C:</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b>SL.7.1.D:</b> Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p><b>Language</b></p> <p><b>L 7.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.7.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.7.5.A:</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p><b>L.7.5.B:</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words</p> <p><b>L.7.5.C:</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How do social conditions and a person’s background affect the way people are perceived?</li> <li>● How do stories help to combat stereotypes or bias?</li> <li>● What does it mean to be an outsider?</li> <li>● How do particular elements of a story interact to create deeper meaning?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● Social structures create the norms in which humans operate; social structures are always evolving.</li> </ul>

	<ul style="list-style-type: none"> <li>● Realistic fiction encourages a reader to make connections, question actions, and relate to characters who may be different or similar to ourselves.</li> <li>● Authors write complex texts which allow readers to analyze and make meaningful conclusions about the characters and the book as a whole.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Point of view</li> <li>● Perspective</li> <li>● Theme/central idea</li> <li>● Setting</li> <li>● Conflict</li> <li>● Allusion</li> <li>● Symbolism</li> <li>● Foreshadowing</li> <li>● Figurative language</li> <li>● Word meaning in context</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the conflict or problem in the story</li> <li>● Analyze the impact of setting on character, plot, and theme</li> <li>● Consider point of view or perspective</li> <li>● Cite evidence to support analysis</li> <li>● Determine a theme</li> <li>● Summarize the text</li> <li>● Analyze how story elements interact</li> <li>● Compare and contrast different versions of the same story</li> <li>● Define figurative language and words used in context</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Evidence to support analysis, research, and reflection</li> <li>● Theme</li> <li>● Analysis</li> <li>● Structure of informative texts</li> <li>● Structure of explanatory texts</li> <li>● Compare and contrast structure as used in writing</li> <li>● Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize appropriate direct quotes to support analytical claim</li> <li>● Cite literary evidence to support analysis</li> <li>● Determine a theme and analyze its evolution</li> <li>● Synthesize understanding of a text through writing</li> <li>● Compare and contrast a written story with its film version</li> </ul>

<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● Question formulation technique</li> <li>● Notes on readings</li> <li>● Rules for collegial discussions</li> <li>● Individual roles in discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Prepare for a discussion using open ended questions and/or important events/sections of text</li> <li>● Engage in small group discussions about their reading</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Misplaced modifiers</li> <li>● Figurative language, word relationships, and nuances in word meanings</li> <li>● Figures of speech</li> <li>● connotation/denotation</li> </ul>	<ul style="list-style-type: none"> <li>● Correct misplaced modifiers</li> <li>● Interpret figures of speech and figurative language in context</li> <li>● Demonstrate an understanding of the connotative and denotative meaning of words</li> </ul>

<b>Unit Number and Title:</b>	Unit 4: <del>Historical Fiction: Human Rights and Facing Injustices</del> Looking Back to Move Forward: Reading Historical Fiction to Examine Injustice
<b>Duration:</b>	4 Weeks
<b>Resource(s):</b>	<p>The following are core texts to which all teachers have access:  ** The following texts will be read and used as models for how to read historical fiction; students will then read historical fiction texts of their choice in book clubs.</p> <p><u>Baseball Saved Us</u> by Ken Mochizuki</p> <p>Informational <a href="#">text set</a> about Japanese Internment Camps</p>



	<p><del>Historical Fiction book clubs will be as aligned with social studies as possible and will cover a variety of periods of injustice from around the world.</del> Historical fiction book clubs will contain a variety of books that focus on how humans have and continue to face injustices.</p>
<b>Unit Overview:</b>	<p>In this unit, students will analyze the structure and author’s craft elements within the genre of historical fiction to help determine the meaning and overarching themes of human rights. Students will immerse themselves in a set of informational texts in order to build their background knowledge while reading a historical novel of their choice with their peers in a small group. Through this they will gain understanding of how historical events impact and shape the experiences of the characters.</p> <p>Students will study the concept of historical injustice within communities through study in book clubs. They will explore how culture and experience impacts the perspective of the characters within the text, and then how these ideas impact their own lives and experiences. Students understand that injustice occurs when people are not fully accepted by members of their own communities.</p> <p>Students will create a multimodal representation of the historical time period studied. This includes informational and narrative writing, poetry, symbolic and visual representations through art.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.7.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>RL.7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.9:</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history</p> <p><b>RI 7.2:</b> Determine two or more central ideas in a text and analyze their development over the course of</p>

the text; provide an objective summary of the text.

**RI.7.3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**RI.7.9:** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### **Writing**

**W.7.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**W.7.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.7.7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**W.7.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Speaking and Listening**

**SL.7.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SL.7.5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

	<p><b>Language</b></p> <p><b>L.7.1.C:</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p><b>L.7.2.A:</b> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p>	
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● What are the choices an author makes when writing historical fiction?</li> <li>● What information do I need when I encounter a historical time period I do not know or fully understand?</li> <li>● How do people stand up to or live within injustices in their community?</li> <li>● How does the context of a certain time period directly impact the choices and decisions a character may make?</li> </ul>	
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● By studying historical events and reading historical fiction, people can learn lessons that clarify our thinking about current and future events.</li> <li>● Authors intertwine specific historical events or figures and fictional elements to tell a complete story of a time period.</li> <li>● People continually stand up to injustices despite their personal and community limitations.</li> <li>● The time, place, and social context of a story impact the character’s experiences.</li> </ul>	
<p><b>Learning Goals:</b></p>	<p><b>Content:</b> <b>Students will know...</b></p>	<p><b>Skills:</b> <b>Students will be able to...</b></p>
<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>● Historical Fiction - text structure</li> <li>● Theme</li> <li>● Central ideas/summaries</li> <li>● Literary elements and techniques: conflict, POV, perspective</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the importance of this event/time period and how this event impacts us today</li> <li>● Analyze the impact of setting on character, plot, and theme</li> </ul>
<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>● Chronology text structure</li> </ul>	<ul style="list-style-type: none"> <li>● Conduct research</li> </ul>

	<ul style="list-style-type: none"> <li>● Text features of historical fiction</li> <li>● Event sequences in narrative writing</li> <li>● Research questions</li> </ul>	<ul style="list-style-type: none"> <li>● Apply research to narrative writing</li> <li>● Write informational texts</li> <li>● Write narrative texts using the historical fiction text structure</li> </ul>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● One-on-one discussion</li> <li>● small -group discussion</li> <li>● Idea extension</li> <li>● Multimedia components</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in small group discussions about their reading</li> <li>● Create a multimodal presentation to demonstrate understanding of the text and time period</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Dangling modifiers</li> <li>● <a href="#">Comma rule 6</a></li> </ul>	<ul style="list-style-type: none"> <li>● Correct dangling modifiers</li> <li>● Use a comma to correctly separate coordinate adjectives</li> </ul>

<b>Unit Number and Title:</b>	Unit 5: <del>World Mythology</del> A World of Stories: A Study of Traditional Mythology
<b>Duration:</b>	4-6 weeks
<b>Resource(s):</b>	<p>The following are core texts <b>all students will read</b> to which all teachers have access:</p> <p><del>Myths from the world?</del></p> <p>“The Firebringer” by Louis Untermeyer (the myth of Prometheus from Perfection Learning- <i>Echoes of Mt. Olympus</i>)</p> <p>“Arachne” by Olivia E. Coolidge (Perfection Learning- <i>Echoes of Mt. Olympus</i>)</p> <p>The Myth of Maui (Polynesian myth) (<a href="#">Example Copy of Maui Myth</a>)</p> <p>“<a href="#">What Is a Myth?</a>”</p>

	<p>From Into Literature:          “Searching for King Arthur” by Gerd Ludwig          “It’s a Mist! It’s a Bat! It’s a... Vampire!”          “Unrest in Peace”</p>
<b>Unit Overview:</b>	<p>Students begin to understand the connection among cultures through traditional myths and stories. Through the study of <del>world myths, including traditional</del> traditional Greek and world myths, students examine the human condition and how we are all connected. Students will also understand the concept of allusion and the impact of traditional literature on our current culture.</p> <p>Students will read and analyze a variety of creation, nature, and hero myths in order to recognize how world cultures use stories to make sense of the world around them and better understand human nature.</p> <p>Through written and visual analysis, students will identify and explain themes within world mythology. They will also create their own myths.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL 7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RI 7.2:</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><b>Writing</b></p>

	<p><b>W7.2:</b> 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><b>W7.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Speaking and Listening</b></p> <p><b>SL7.1:</b> Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues.</p> <p><b>Language</b></p> <p><b>L.7.3.A:</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How are myths and legends relevant to humanity?</li> <li>● What are the impacts of mythology and legends on our culture?</li> <li>● What can we learn from myths/legends?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Myths and legends seek to explain human behaviors.</li> <li>● Cultures communicate beliefs and tradition through stories.</li> <li>● Ancient myths can help us make sense of the modern world.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Definition of myths, legends, fairy tales</li> <li>● Allusion</li> <li>● Creation stories</li> <li>● patterns /archetypes</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the characteristics of a myth</li> <li>● Compare myths with legends and fairy tales</li> <li>● Recognize allusions and research them to expand background knowledge</li> <li>● Define and recognize archetypes</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>● Characteristics of a myth and its structure</li> <li>● Compare and contrast text structure</li> <li>● Organization of relevant content</li> <li>● Reflection as a learning process</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the structure of a myth</li> <li>● Compare myths from around the world</li> <li>● Create a myth story</li> <li>● Reflect on learning</li> </ul>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● Collaborative discussions</li> <li>● Question formulation technique</li> <li>● Idea expansion</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss civilly within different groups and partnerships</li> <li>● Ask questions to clarify understanding</li> <li>● Expand on another's ideas</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Precise and concise language</li> </ul>	<ul style="list-style-type: none"> <li>● Eliminate wordiness and redundancy in writing</li> </ul>

## **Grade 8 English Language Arts**



### Course Information

<b>Grade(s):</b>	<b>8</b>
<b>Discipline/Course:</b>	<b>English Language Arts</b>
<b>Course Title:</b>	Grade 8 ELA
<b>Prerequisite(s):</b>	Grade 7 ELA
<b>Course Description:</b>	<p><del>By the end of the year, students will read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Oral language development precedes and is the foundation for written language development, so students will engage in both formal and informal speaking and listening experiences to process their reading, clarify their thinking, and inform their writing. They will also develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach as they engage with all three core types of writing: narrative, informational/explanatory, and argument. Because grammar and usage development in children rarely follows a linear path, students will experience both structured mini-lessons on identified grammatical concepts and an opportunity to apply these concepts consistently and repeatedly in their own authentic writing.</del></p> <p>Students in grade 8 ELA will closely read, analyze, discuss and write about a wide variety of texts that span multiple genres, including both fiction and nonfiction. Texts include literary short stories, poems, novels, personal narratives, memoirs, speeches, essays, and nonfiction articles. Throughout the year, students will read at least four full-length works, and at least one of those works will be above grade level. Texts include <i>The Giver</i> (at grade level), <i>Night</i> (above grade level), and two book club texts. With each reading experience, students will engage in a guided deep analysis, for example, of lines of dialogue and incidents in a story and how they move the</p>

	<p>action forward, reveal aspects of a character, and inspire decisions.</p> <p>Students will engage in a number of writing experiences throughout the year. These experiences include frequent brief-writes, a mix of on-demand and processed writing (informational, narrative, and argumentative essays), written literary analysis using the full writing process, including individual writing conferences, and original poetry.</p> <p>All language standards will be addressed in both mini-lessons and as a part of the writing and revision process using students’ authentic writing. Because grammar and usage development in children rarely follows a linear path, students will experience both structured mini-lessons on identified grammatical concepts and an opportunity to apply these concepts consistently and repeatedly in their own authentic writing.</p> <p>Oral language development precedes and is the foundation for written language development, so students will engage in both formal and informal speaking and listening experiences to process their reading, clarify their thoughts and beliefs, demonstrate their ability to think critically, and inform their writing. These experiences include discussion in partnerships, Socratic Seminars, fishbowls, small groups, one-on-one, and as a whole class. Students will also engage in poetry readings, sharing of ideas in book clubs, and presentations.</p> <p>To encourage independence, students will create individual ongoing reading and writing goals based on formative assessments and feedback to direct their efforts as they continue the transformation into goal-directed resilient learners. They will also engage in the roles of collaborators, critical thinkers, and responsible citizens as they work with their peers in book clubs and when crafting personal narratives in unit 5. Students will explore the concept of synthesis, and any resources used to support assertions will be evaluated.</p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear, and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How do stories tell us about what a culture values?</li> </ul>

	<ul style="list-style-type: none"> <li>• How is conflict essential to our growth?</li> <li>• How does language work?</li> <li>• How do I develop my writer’s voice?</li> <li>• What do <b>good skilled</b> readers do?</li> <li>• How do I participate in collaborative conversations to deepen my understanding?</li> <li>• How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• By exploring my past experiences, my family life, and my future goals, I can further define my identity.</li> <li>• Watching the way characters change in stories can give me the courage and desire to embrace change in my own life.</li> <li>• Our environment can encourage our self-expression or shut it down if we let it.</li> <li>• I can use my research and discussion skills to develop ways of knowing what is true.</li> <li>• Human relationships are important for helping us to understand ourselves and to work toward building a community.</li> <li>• Collaborating with others helps us to form new communities.</li> <li>• Powerful stories are those that help us see what is important in a community.</li> <li>• Within functioning societies, a struggle exists between balancing individual needs and desires with the needs of the community.</li> <li>• Language can be used to reveal both the beauty and the horror of the world.</li> <li>• By writing in different genres, I am developing my writer’s voice.</li> <li>• When skilled readers understand the experiences of others, through both memoir and fiction, they grow in their understanding of human resiliency as well as humanity’s capacity for good and evil.</li> <li>• When I’m participating in a collaborative conversation, I need to keep an open mind to new perspectives and consider all new ideas and evidence carefully.</li> <li>• As I share my new understandings, I will consider other perspectives and use textual evidence to support my beliefs.</li> </ul>
<b>Duration: Credit:</b>	One year
<b>Course</b>	Each unit of study has identified texts that support the Essential Questions and Enduring Understandings. These

<b>Materials/Resources:</b>	texts include: anchor texts, book club texts, additional mentor texts, and text sets comprised of poetry, short stories, and informational texts. In addition, students will engage in explicit study of <a href="#">grammatical concepts</a> deemed appropriate for this grade level and identified in the Common Core State Standards. To aid in this study, students will have access to a number of specific lessons and supports from the <a href="#">Into Literature</a> resource.
<b>FPS Course Academic Expectation(s):</b>	Exploring and Understanding Creating and Constructing
<b>Year at a Glance (Units):</b>	<del>1.) Realistic Fiction: Giving Voice to the Experiences that Shape Us</del> The Experiences that Shape Us: Studying Realistic Fiction to Analyze How We See Others and Ourselves <del>2.) Poetry: “A Way” of Using our Voice (Robert Penn Warren)</del> The Power of Words: Studying Poetry and Novels in Verse <del>3.) Dystopian Literature: Environments and Experiences that Oppress Our Voice</del> Environments and Experiences that Oppress Our Voice: Study of Dystopian Literature <del>4.) Memoir: Voices from History That Teach Us About the Human Experience</del> Unit 4: Voices from History That Teach Us About the Human Experience: A Study of Memoir <del>5.) Personal Narrative: Using our Voice to Share our Experiences</del> Claiming Our Identity: Exploring Personal Narrative to Share Our Human Experience

### Units

<b>Unit Number and Title:</b>	Unit 1 - <del>Realistic Fiction: Giving Voice to Experiences that Shape Us</del> <b>The Experiences that Shape Us: Studying Realistic Fiction to Analyze How We See Others and Ourselves</b>
<b>Duration:</b>	6 -8 Weeks
<b>Resource(s):</b>	<p><b>The following are core texts to which all teachers have access:</b></p> <p> “On the Bridge” by Todd Strasser  “Ashes” by Susan Beth Pfeffer  “Treasure of Lemon Brown” by Walter Dean Myers  “The Scariest Thing I Know” by Dean Koontz  “Sucker” by Carson McCullers  “The Secret Lion” by Alberto Olvaro Rios  “The Mustache” by Robert Cormier  <del>Excerpts from <i>The House on Mango Street</i> by Sandra Cisneros</del> </p>
<b>Unit Overview:</b>	<p>In this unit, students will read, discuss, and respond to a curated selection of realistic fiction short stories that show how different experiences and environments shape the characters' identities. Additionally, they will see how that identity shapes how people respond to their experiences within an environment.</p> <p>There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices and techniques as writers, learn strategies and skills that skilled readers use to interpret meaning through the analysis of both craft and themes, and enhance their understanding of how to best support their interpretations of what they read and discuss. Students will engage in partnerships and/or small groups to read a variety of texts, reading closely for point of view, perspective, theme, craft, and plot development. The final performance task will include students reading a short story and writing an analysis to explain what shaped a character’s identity.</p> <p>As students analyze the experiences of characters and self, they will learn that realistic fiction helps people</p>

	share their experiences in believable and relatable ways. All language standards will be addressed through students' authentic writing.
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do relationships and conflict shape how we see ourselves?</li> <li>● How does our own thinking change as a result of responsible collaboration with others?</li> <li>● What craft moves does an author make to affect a reader's understanding of a character?</li> </ul>
<b>Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Realistic fiction helps us share our experiences in believable and relatable ways.</li> <li>● When we collaborate with diverse peers, we can grow our perspectives and deepen our understanding of text and real life.</li> <li>● Authors use a variety of literary devices to help readers make diverse interpretations of and connections with texts.</li> </ul>
<b>Learning Goals</b>	

<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.8.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>RL.8.3:</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>Writing</b></p> <p><b>W.8.2:</b> 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><b>W.8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.8.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>Language</b></p> <p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.8.1b</b> Form and use verbs in the active and passive voice.</p>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>The definition of identity and what shapes it (perceptions of self and by</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate how others, self-perception, environment, culture, relationships, etc. impact one's identity</li> </ul>

	<p>others, environment, culture, relationships, etc.).</p> <ul style="list-style-type: none"> <li>● Author’s purpose and character development.</li> <li>● Author’s craft and use of literary devices to create meaning.</li> <li>● Theme development and supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>● Annotate a text to track how dialogue or incidents propel the drama</li> <li>● Analyze an author’s purpose and use of literary devices and craft to make meaning</li> <li>● Discern how the author has created a theme or themes in the text</li> <li>● Identify evidence from the text that would support your assertions</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Literary analysis structure</li> <li>● Clarity in writing</li> <li>● Style, development, and organizational strategies</li> <li>● Task, purpose, audience</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze and critique complex fictional texts in writing</li> <li>● Write a literary analysis with relevant text evidence using the structure of informative writing</li> <li>● Produce clear and coherent writing</li> <li>● Use style, development, and organization appropriate to task, purpose, and audience</li> </ul>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● Clear expression of ideas</li> <li>● Collegial interactions with diverse partners</li> </ul>	<ul style="list-style-type: none"> <li>● Sustain collaborative text-based conversations</li> <li>● Discuss in partnerships, small groups, one-on-one, and whole class</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Sentence Patterns (clauses, phrases, compound, complex sentences)</li> <li>● Active / passive voice</li> <li>● Subject / verb agreement</li> <li>● Capitalization/punctuation rules</li> <li>● Sentences punctuation: comma, semi-colon (focus on their use in sentence patterns)</li> </ul>	<ul style="list-style-type: none"> <li>● Use a variety of sentence patterns in literary analysis</li> <li>● Use verbs in both active and passive voice in writing and in speech</li> <li>● Demonstrate command of capitalization and punctuation rules in writing</li> </ul>



<b>Unit Number and Title:</b>	Unit 2: <del>Poetry: “A Way” of Using Our Voice (Robert Penn Warren)</del> –The Power of Words: Studying Poetry and Novels in Verse
<b>Duration:</b>	4 - 6 weeks
<b>Resource(s):</b>	<p><b>The following are core texts to which all teachers have access:</b></p> <p>“Where I’m From” poem by George Ella Lyon  <i>Where Am I From?</i> A picture book in verse by Yamile Saied Mendez          “Two Names, Two Worlds” poem by Jonathan Rodriguez          “Owl Pellets” and “Waiting for the Splash” by Ralph Fletcher          “Identity” by Julio Noboa          “On Turning Ten” and “The Names” by Billy Collins          “Theme for English B” by Langston Hughes          “Mother to Son” by Langston Hughes          “The Rose that Grew from Concrete” by Tupac Shakur          “Dear Basketball” by Kobe Bryant          “Valentine for Ernest Mann” by Naomi Shihab Nye          “Fences” Pat Mora          “My November Guest” by Robert Frost          “Dulce et Decorum Est” by Wilfred Owen          Excerpts from <i>A Midsummer Night’s Dream</i> by William Shakespeare  <del>Below is a list of poems that have been used often in the past, but other poems have also been studied, and the list can likewise change in the future.</del></p>
<b>Unit Overview:</b>	<p>This unit allows teachers and students to do a deep dive into the power of form and function when it comes to words. Students will use their prior knowledge of how poetry works to expand their thinking of the genre. In this unit, students will <b>engage in book clubs in order</b> to read, discuss, and respond to a curated selection of <b>poems, novels in verse, and poetry in the form of a dramatic play.-as well as poems.</b> They will see how writers intend poetry to be the best words used in the best order in order to</p>

	<p>share a limitless variety of life experiences.</p> <p>There will be numerous opportunities for students to learn how poetic language works to communicate effectively while they participate in collaborative conversations, develop their voices and techniques as poetry writers, and learn strategies and skills that skilled readers use to interpret meaning through the analysis and implementation of craft. Students will explore the complex concepts of mood and tone. They will read closely to analyze the way writers use both structure and varied figurative language techniques to create deeper meaning. Their final performance task will be writing an identity poem and then turning it into a video.</p> <p>As students build their knowledge of the genre, they will learn that poetry allows people to uniquely navigate some of the complex emotions they are experiencing as part of their life journey. All language standards will be addressed through students’ authentic writing.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is poetry and how can it help us share our identity?</li> <li>● How does what we know about our world shape the way we view ourselves?</li> <li>● How do our values and beliefs shape who we are as individuals and influence our behavior?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Poetry is the thoughtful selection of the most purposeful words in the most powerful order to communicate in unexpected and original ways.</li> <li>● Our “world” is a micro/macro perspective on our environment. A person’s family, community, and culture shape their identity.</li> <li>● Through poetry, we can reveal our values and beliefs, and this, in turn, can shape who we are as individuals and how we behave in society.</li> </ul>
<b>Learning Goals</b>	

<b>Standard(s):</b>	<p><b>Reading</b>  <b>RL.8.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>RL.8.5:</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><b>Writing</b>  <b>W.8.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Speaking and Listening</b>  <b>SL.8.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Language</b>  <b>L.8.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>L.8.2.A:</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  <b>L.8.2.B:</b> Use an ellipsis to indicate an omission.</p>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Tone /mood</li> <li>● Author’s purpose</li> <li>● Figurative language and literary devices (encompasses word choice)</li> </ul>	<ul style="list-style-type: none"> <li>● Explore the use of literary devices</li> <li>● Analyze how mentor poets use imagery and sensory details to create vivid images</li> <li>● Analyze author’s choices in creating alternative forms of text</li> <li>● Analyze rhythm and flow and its impact on</li> </ul>

		meaning
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Figurative language</li> <li>● Structure of poetry and prose</li> <li>● Tone</li> <li>● Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>● Create original text that explores how to use figurative language, tone, rhythm</li> </ul>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● Rhythm</li> <li>● Contexts/tasks</li> <li>● Line breaks</li> </ul>	<ul style="list-style-type: none"> <li>● Adapt speech to a variety of contexts and tasks</li> <li>● Read line breaks and punctuation in poetry correctly</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Punctuation: ellipsis, hyphen and dash, italics, parentheses</li> <li>● Nuances in language usage (create voice and style by intentionally manipulating grammar rules.)</li> </ul>	<ul style="list-style-type: none"> <li>● Use commas, ellipsis, and dashes correctly</li> <li>● Purposefully use punctuation and capitalization when writing poetry to create meaning and other dramatic effects.</li> </ul>

<b>Unit Number and Title:</b>	Unit 3: <del>Dystopian Literature: Environments and Experiences that Oppress Our Voice</del> Environments and Experiences that Oppress Our Voice: Study of Dystopian Literature
<b>Duration:</b>	8 Weeks
<b>Resource(s):</b>	The following are core texts to which all teachers have access: <i>The Giver</i> , Lois Lowry  Informational Texts:

	<ul style="list-style-type: none"> <li>● Mazlow’s Hierarchy of Needs (video and article)</li> <li>● “Conformity” article by Charlotte Harrison on Commonlit</li> <li>● “What Your Most Vivid Memories Say About You” article by Dr. Susan Krauss Whitbourne, (Commonlit)</li> </ul> <p>Working with the media collection, students will engage in small group reading of varied dystopian novels.</p>
<b>Unit Overview:</b>	<p>In this unit on dystopian literature, students will read and discuss novels and related informational texts that engage in themes around technology, government control, and the loss of individual choice / free will. A whole-class anchor novel as well as book club texts provide a variety of grouping opportunities to explore this genre as cautionary tales in which characters take on archetypes and explore how to “break” rules within a highly controlled society.</p> <p>There will be numerous opportunities for students to read and analyze complex literary and informational texts independently as well as through collaborative conversations. A variety of writing opportunities will help students explore their reactions to the texts and continue developing their writing voice and techniques.</p> <p>Ongoing analysis and discussion of genre-specific vocabulary, writer’s craft, and universal themes will deepen student understanding of these futuristic worlds fraught with conflict, struggle, and plot twists. When writing to support their interpretation of how the novel’s cautionary tale applies to the world they live in, students will use certain research skills to select, analyze, evaluate, and synthesize short non-fiction texts for use in a written literary analysis.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn of the struggle that exists between balancing individual needs and desires with the needs of the community. They will see that adapting to one’s environment in order to survive can have both positive and negative consequences. All language standards will be addressed through students’ authentic writing.</p>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What is the dystopian author revealing and/or critiquing about the world we live in and/or the people in it?</li> <li>• In what ways does a functioning society need both individuality and community?</li> <li>• What roles do risk taking and sacrifice play in the quest for our human identity?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Dystopian stories are cautionary tales. Authors typically use exaggerated plotlines that require readers suspend their disbelief to analyze the text’s implications of government, politics, religion, and/or social norms and trends.</li> <li>• Within functioning societies, a struggle exists between balancing individual needs and desires with the needs of the community.</li> <li>• Adapting to one’s environment in order to survive can have both positive and negative impacts on a person’s identity.</li> </ul>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RI.8.2:</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  <b>RL.8.6:</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><b>Writing</b>  <b>W.8.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  <b>W 8.7:</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>Speaking and Listening</b>  <b>SL 8.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,</p>

	<p>adequate volume, and clear pronunciation.</p> <p><b>Language</b>  <b>L.8.1.C:</b> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  <b>L.8.1.D:</b> Recognize and correct inappropriate shifts in verb voice and mood.  <b>L 8.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Characteristics of dystopian as a genre</li> <li>● Theme</li> <li>● Tone/Mood</li> <li>● The impact of setting</li> <li>● Conflict: Internal vs. External Conflict; the concept of power struggle and the dissension of the protagonist against a “super” power</li> <li>● Archetypes found in dystopian fiction: hero, antihero, side kick, villain, power source, mentor/ guide, maternal figure, paternal figure</li> </ul>	<ul style="list-style-type: none"> <li>● Understand how setting plays a key role in dystopian fiction- in many ways the setting becomes a “character” in the storyline.</li> <li>● Derive how conflict can be driven by power dynamics and social change</li> <li>● Recognize mood and how the author creates mood using language</li> <li>● Identify the theme</li> <li>● Articulate the characteristics of the dystopian genre and apply them to the analysis of a text</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>• Themes/cautionary ideas</li> <li>• Relationship between informational text that relate to dystopian literature</li> <li>• Connections between theme and craft</li> <li>• Point of view as it is used to create suspense</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret themes that reveal understanding of how dystopian literature offers cautionary tales</li> <li>• Analyze informational texts that relate to dystopian literature</li> <li>• Write a literary analysis that shows the connection between informational texts and dystopian literature</li> <li>• Compare multiple texts and analyze how different points of view are used to create effects of suspense</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Expression of ideas</li> <li>• Questions to further conversation</li> <li>• Claims</li> <li>• Presentation strategies</li> <li>• Effective speaking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in meaningful dialogue with peers around core novel and book club books</li> <li>• Present claims</li> <li>• Emphasize important points coherently and with focus</li> <li>• Make eye contact</li> <li>• Speak with adequate volume and appropriate pronunciation</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Phrases - Participial, Appositive</li> <li>• Introduce 5 moods of verbs</li> <li>• Shifts in verb voice and mood</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the five moods of verbs</li> <li>• Recognize and correct inappropriate shifts in verb voice and mood.</li> <li>• Correctly punctuate phrases within sentences</li> </ul>



<b>Unit Number and Title:</b>	Unit 4: Voices from History That Teach Us About the Human Experience: <b>A Study of Memoir</b>
<b>Duration:</b>	4 Weeks
<b>Resource(s):</b>	<p><b>The following are core texts to which all teachers have access:</b></p> <p><i>Night</i> by Elie Wiesel</p> <p><i>The Terrible Things</i> by Eve Bunting</p> <p>“The Perils of Indifference” by Elie Wiesel (CommonLit)</p> <p><a href="https://www.facinghistory.org/resource-library/video/marched-ghetto">https://www.facinghistory.org/resource-library/video/marched-ghetto</a></p> <p><a href="#">Auschwitz Album</a></p> <p>Elie Wiesel’s Nobel Acceptance Speech (CommonLit)</p>
<b>Unit Overview:</b>	<p>This unit of study is both an extension of the previous unit on dystopian literature as well as a segue into the next unit on memoir writing. As an extension of the dystopian unit, the Holocaust of WWII reveals to students the dystopic realities of war and genocide during this time period. Because the core text <i>Night</i>, by Elie Wiesel, is a memoir, it also allows teachers to introduce the genre’s characteristics and begin to frame discussions around the author’s experiences as well as the writing techniques students will be honing in unit 5. In addition, a final unit 4 performance task that offers students some unique options in poetry writing, requires them to again apply their knowledge of poetry writing that was further developed in unit two. This poetry writing will ask students to purposefully use words, structure, and craft to communicate themes and ideas inspired by their readings in this unit. Students will also be able to choose a related WWII novel to read independently as they read the memoir <i>Night</i> with their class,</p> <p>In <i>Night</i>, Wiesel shares with readers his fear that he would never find mere (everyday) words powerful enough to help readers understand the events that tragically reshaped his life and his world when he</p>

	<p>was 15 years old. This gives teachers the opportunity to have students discuss more complex meanings and implications of “form and function” in language, of the new realities that lived behind the letters in the words Wiesel used every day before, during, and after the Holocaust. Wiesel emphasizes his belief that he had a responsibility to share this experience, despite the linguistic and emotional challenges of doing so, so that memories of this time period would help the truth of it live on.</p> <p><i>Night</i> is a complex and rich text in language, vocabulary, historical background, and themes. Related fiction and non-fiction readings/articles/videos will also allow students to broaden and enrich the context in which they experience Wiesel’s story. Leading up to their final performance task, students will have ongoing opportunities to read and discuss the book collaboratively, to take notes while reading, and to write reflections that will help them continue to develop their writer’s voice and show how their interpretations, questions, and reactions to the book are developing and changing.</p> <p>As they explore Wiesels’ story, students will use their knowledge from Geography and American History classes as well as their deepening understanding of human identity to reflect on the strength of the human spirit and the way lives can be impacted by environment, circumstances, and choices. All language standards will be addressed through students’ authentic writing.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● In what ways do tragedy and trauma influence a person’s identity and choices?</li> <li>● How do people’s stories help us deepen our empathy and make connections to humanity?</li> <li>● How do authors create understanding even when they feel that words are an obstacle?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● People retain/reshape their identity as they live through difficult periods in history.</li> <li>● When people understand the experiences of others, through both memoir and historical fiction, they grow in their understanding of human resiliency as well as humanity’s capacity for good and evil.</li> <li>● Through a variety of literary devices along with images and personal artifacts, authors create understanding when words alone cannot.</li> </ul>
<b>Learning Goals</b>	

<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RI 8.3:</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><b>Writing</b></p> <p><b>W.8.2:</b> 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><b>W. 8.8:</b> Gather relevant information from multiple print and digital sources using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase data and conclusions of others while avoiding plagiarism and following a standard format of citation.</p> <p><b>W.8.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.8.1.A:</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>SL.8.1.C:</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p><b>Language</b></p> <p><b>L.8.3.A:</b> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>

<b>Reading</b>	<ul style="list-style-type: none"> <li>● World War II, The Major Events of the Holocaust (1933-1946)</li> <li>● Survival, resilience, and the impact of experience</li> <li>● The difference between the genres of memoir and historical fiction</li> <li>● Setting as a key component to historical fiction</li> <li>● Time, place, and bias paradigms</li> <li>● Research as a method to grow our ideas through facts and artifacts</li> <li>● Questioning strategies for reading historical texts</li> </ul>	<ul style="list-style-type: none"> <li>● Read images and objects to observe, ask questions, and explore what questions arise as a result of the inquiry.</li> <li>● Categorize text</li> <li>● Read text like a curator of information</li> <li>● Consider how time, place, and bias impact the way readers interpret and analyze information and stories</li> <li>● Consider how to present artifacts that are representative of someone's story</li> <li>● Use research to deepen understanding</li> <li>● Question the text while reading</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Question Formulation Technique</li> <li>● Literary analysis structure</li> <li>● Support of assertions using textual evidence</li> <li>● Found poetry</li> <li>● Blackout poetry</li> </ul>	<ul style="list-style-type: none"> <li>● Generate questions to guide inquiry into the lives of others and into their own lives</li> <li>● Write a literary analysis/informational text</li> <li>● Choose and use the best textual evidence to support assertions</li> <li>● Write found and blackout poetry</li> <li>● Analyze the <i>author's craft</i> (language, flow, rhythm, word choice, etc.)</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li><del>● Interview questions</del></li> <li><del>● Interview process</del></li> <li><del>● Questions about visuals and artifacts</del></li> <li><del>● Exhibits</del></li> <li><del>● Presentation of ideas</del></li> <li>● Interview process through a recording</li> <li>● Reflection</li> </ul>	<ul style="list-style-type: none"> <li><del>● Conduct a meaningful interview (used when working with survivors or children of survivors)</del></li> <li><del>● Ask questions about texts (artifacts, images, interviews)</del></li> <li><del>● Experience the difference between collecting information and curating information through presentation or exhibit</del></li> </ul>

	<ul style="list-style-type: none"> <li>● Discussion expectations</li> <li>● Comparison/contrast</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to both questions and responses from a recorded interview</li> <li>● Reflect on reading through discussion</li> <li>● Compare changes in mindset of a Holocaust survivor</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Conditional and subjunctive mood (verbs)</li> </ul>	<ul style="list-style-type: none"> <li>● Use verbs in both the conditional and the subjunctive mood to achieve a particular effect</li> </ul>

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<b>Unit Number and Title:</b>	Unit 5: <del>Using our Voice to Share our Experiences</del> Claiming Our Identity: Exploring Personal Narrative to Share Our Human Experience
<b>Duration:</b>	8 weeks
<b>Resource(s):</b>	<p>The following are core texts to which all teachers have access:</p> <p>“Shame” by Dick Gregory  “Let’s Go to the Videotape” adapted from Dan Gutman  “Little Things Are Big” by Jesus Colon (NOT the CommonLit version)  “Names/Nombres” by Julia Alvarez  “Everything Will Be Okay” by James Howe  “Why I Don’t Have a Report Card” <a href="#">video</a>--Ishmael Beah  “Funeral” chapter from <i>Marshfield Dreams</i> by Ralph Fletcher  “The Chase” by Annie Dillard  “Hitting Pay Dirt” by Annie Dillard  <a href="#">“The Danger of a Single Story”</a> by Chimamanda Adichie( video and reading)**rigorous  “How I Got Smart” by Steve Brody  “Arm Wrestling with My Father” by Brad Manning  “I Remember” by Joe Brainard  “Victorious” by Will Portorreal (<a href="#">Moth Video</a>)</p>
<b>Unit Overview:</b>	<p>Unit 5 requires students “harness and further hone” all of the skills and knowledge they developed in units 1, 2, and 4. In their unit 1 study of the realistic fiction genre, they learned how authors pull from real life experiences to create relatable characters and storylines. By studying poems and writing identity poetry in unit 2, students became more purposeful and thoughtful in their use of language and structure to create deep meaning and powerful moments for readers. In unit 4, they saw the unique ability of a memoir to use poetic language that helps readers experience the way human identity is shaped by life circumstances. Now, in unit 5, students will use their voices to write their own personal narrative.</p>

	<p>In this unit students will work independently and collaboratively to closely read, analyze, and discuss short personal narratives and use them as mentor texts to craft and structure their own narrative. Collaborative analysis of these shared texts will also require annotation and/or note taking to help students see the disparate ways authors weave the elements of this genre into their writing. Particular focus will be given to the importance of focusing on a specific memory of a specific time period as opposed to the biographical retelling of a life.</p> <p>Students will then reflect on what they consider to be the positive and/or negative experiences that have most shaped them thus far. Teachers will take students through activities focused on idea gathering and freewriting as they work to select the moments/experiences that will launch their draft.</p> <p>As they work to tell one of their own life stories, students will grow further as narrative writers whose purpose is to share experiences to which readers can relate. All language standards will be addressed through students' authentic writing.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How can learning about other people's experiences help us understand and empower us to write about our own?</li> <li>● What are the individual moments, both positive and negative, that have helped shape who you are?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Authors write memoirs because they believe their moments are interesting and relatable. In order to appreciate other people, we need to understand what is important to their lives and their community. Seeking to understand other people's experiences can also grow our own perspectives.</li> <li>● Understanding your roots and traditions (where you come from and what you believe in or value) can impact who you are and how you define yourself. We all have stories to tell and can be relatable to others.</li> </ul>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<b>Reading</b>

	<p><b>RL.8.6:</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><b>Writing</b></p> <p><b>W.8.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.8.2:</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>Language</b></p> <p><b>L.8.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Personal Narrative Genre Study</li> <li>● Vignette</li> <li>● Epiphany or “Aha” Moment: Coming of Age Stories in Literature</li> <li>● Perspective vs. Point of View in relation to memoir</li> <li>● Figurative Language: Simile, Metaphor, Personification</li> </ul>	<ul style="list-style-type: none"> <li>● Read closely Complex Fictional Texts</li> <li>● Annotate texts to reveal thinking</li> <li>● Critique how an author uses figurative language including sensory details to develop a personal narrative.</li> <li>● Analyze how differences in the points of view/ perspective of the characters and the audience or reader impact understanding of the text.</li> </ul>



<b>Writing</b>	<ul style="list-style-type: none"> <li>● Characteristics of types of texts in the personal narrative genre</li> <li>● Sensory details</li> <li>● Literary Devices as tools to add depth and create meaning</li> <li>● Personal narrative structure</li> </ul>	<ul style="list-style-type: none"> <li>● Respond in writing to text prompts, discussion logs, and essay responses.</li> <li>● Create a personal narrative exploring personal identity</li> <li>● Explode the moment using sensory details</li> <li>● Use literary devices to add depth to a personal narrative</li> </ul>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● Text-based discussion</li> <li>● Public speaking</li> <li>● Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>● Grow as a thinking community around text-based conversations</li> <li>● Collaborate with peers to strengthen analysis of and responses to text, to question my own thinking within text, and to share connections from life experiences.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● <del>Literary Devices and</del> Figurative language, including metaphor, simile, personification, imagery, symbolism, and allusion</li> <li>● <del>Word relationships</del></li> </ul>	<ul style="list-style-type: none"> <li>● Interpret and use a variety of <del>literary devices</del>— figurative language to create meaning and effects</li> <li>● <del>Understand the relationships between words in order to understand each word better</del></li> </ul>

**Acting I**

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**Course Information**

<b>Grade(s):</b>	<b>9-12</b>
<b>Discipline/Course:</b>	<b>Fine Arts/Theatre/Acting I</b>
<b>Course Title:</b>	<b>Acting I</b>
<b>Prerequisite(s):</b>	<b>none</b>
<b>Course Description:</b> <i>Program of Studies</i>	This introductory acting course provides students with a foundational understanding of acting techniques, character development, and stage presence. Through practical exercises, improvisation, and scene work, students will develop their acting skills and gain confidence in their performance abilities. Students first learn basic techniques in elementary acting with emphasis on stage work in improvisation. Monologues follow introductory work to familiarize students with developing characterization. Then comes scene work. This course should help to acquaint students with the responsibilities of actors on stage; it should also help to eliminate stage fright and aid students in the development of working toward characterization. As they begin to recognize the importance of posture, voice, diction, movement, etc., the students should become more self-aware. In addition, students will learn to interact with others and grow in their ability to work as a member of an interdependent, collaborative group.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● What happens when theatre artists and audiences share a creative experience?</li> <li>● What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Theatre artists and audiences can shape and experience stories together in a way that shapes how the world is understood.</li> <li>● Theatre artists can knock down barriers and lift up marginalized voices by fostering understanding through critical awareness, social responsibility, and the exploration of empathy.</li> </ul>

<b>Duration:</b> <b>Credit:</b>	1 semester .05 credit
<b>Course Materials/Resources:</b>	<ul style="list-style-type: none"> <li>• <i>Respect for Acting</i></li> <li>• <i>An Actor Prepares</i></li> <li>• <i>Impro: Improvisation and the Theatre</i></li> <li>• <i>Whose Line Is It Anyway?</i></li> </ul>
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>• Creating and Constructing</li> <li>• Collaborating Strategically</li> </ul>
<b>Year at a Glance (Units)</b>	<p>Unit 1: To Be or not to Be... for Actors there is no Question</p> <p>Unit 2: Quite the Character</p>

### Units

<b>Unit Number and Title:</b>	<b>Unit 1:</b> To Be or not to Be... for Actors there is no Question
<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>• <i>Impro: Improvisation and the Theatre</i></li> <li>• <i>Whose Line Is It Anyway?</i></li> </ul>

<b>Unit Overview:</b>	<p>In this unit students will explore the essence of what it means to be an actor. From scoring a script to the actual production of a show, students will learn about the foundational skills necessary to perform in front of a live audience. Additionally students will explore their skills through the art of improvisation.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<ul style="list-style-type: none"> <li>● Anchor standard 1: Generate and conceptualize artistic ideas and work</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Theatre artists rely on intuition, curiosity, and critical inquiry.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>● Improvisation</li> <li>● Theatre skills</li> <li>● Inquiry</li> <li>● Social Justice Theater</li> <li>● Musical Theater</li> <li>● Production</li> <li>● Technical Theatre</li> <li>● Physical Theatre</li> <li>● Playwriting</li> <li>● World Theatre History</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Collaborate with peers on creative projects</li> <li>● Participate fully in improv experiences</li> <li>● Use intuition and curiosity to engage in critical inquiry</li> </ul>

	<ul style="list-style-type: none"> <li>● Student directing</li> <li>● Devise scenes</li> <li>● Direct scenes or plays</li> </ul>
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### Units

<b>Unit Number and Title:</b>	<b>Unit 2:</b> Quite the Character
<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● <i>Respect for Acting</i></li> <li>● <i>An Actor Prepares</i></li> </ul>
<b>Unit Overview:</b>	In this unit students will begin to explore character motivation and objectives. They will create a character biography, develop an understanding of physicality and mannerisms, and demonstrate their ability to make characters distinct through in-class mini performances. Students will also continue to hone their improv skills by participating in a variety of improv games and exercises. This will help them to develop spontaneity and quick thinking. The course will conclude with an improv showcase.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<ul style="list-style-type: none"> <li>● Anchor standard 2: Organize and develop artistic ideas and work.</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How, when, and why do theatre artists' choices change?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Theatre artists work to discover different ways of communicating meaning.</li> </ul>

**Learning Goal(s):**

*Students will be able to use their learning to:*  
(Content/ Skills)

**Content:**

- Characterization
- Mannerisms and physicality
- Spontaneity
- Social Justice Theater
- Musical Theater
- Production
- Technical Theatre
- Physical Theatre
- Playwriting
- World Theatre History

**Skills:**

- Collaborate with peers on creative projects
- Participate fully in improv experiences
- Use intuition and curiosity to engage in critical inquiry around the area of character development
- Devise Scenes
- Direct scenes or plays

## **Acting II**

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**Course Information**

<b>Grade(s):</b>	9-12
<b>Discipline/Course:</b>	<b>Fine Arts/Theatre/Acting II</b>
<b>Course Title:</b>	<b>Acting II</b>
<b>Prerequisite(s):</b>	<b>Acting I</b>
<b>Course Description:</b> <i>Program of Studies</i>	Acting II continues the work begun in Acting I, focusing on the actor’s need to begin to know his own intellectual, physical, and emotional capabilities. The emphasis is on improvisation, theatre games, and some scene work. Work will include a study of the basic principles of stage voice and diction, blocking and business, script analysis and interpretation. Intensive work in character-building through advanced scene work and monologue preparation will be geared to exploring the student’s potential.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● What life skills can we learn from theatre?</li> <li>● What are the interdependent roles and responsibilities of people involved in theatre arts?</li> <li>● How does theatre reflect life and life reflect theatre?</li> <li>● Why is art essential to our lives?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Preparation and spontaneity are equally important for the well-lived life.</li> <li>● Artists of all disciplines must support each other in order to support the necessity of the arts as an integral part of well-being.</li> <li>● Stories played out in theatre are often mirrors of stories played out in life.</li> <li>● Without beauty and stories life would be dull and meaningless.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	1 semester .05 credit

<b>Course Materials/Resources:</b>	<ul style="list-style-type: none"> <li>• <i>Respect for Acting</i></li> <li>• <i>An Actor Prepares</i></li> <li>• <i>Impro: Improvisation and the Theatre</i></li> <li>• <i>Whose Line Is It Anyway?</i></li> </ul>
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>• Creating and Constructing</li> <li>• Collaborating Strategically</li> </ul>
<b>Year at a Glance (Units)</b>	<p>Unit 1: Speak Up! Finding Your Voice</p> <p>Unit 2: Deep Breath In: Controlling the Stage With Movement and Air</p>

### Units

<b>Unit Number and Title:</b>	<b>Unit 1:</b> Speak Up! Finding Your Voice
<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>• <a href="#">Drama Notebook</a></li> <li>• <i>The Monologue Audition Teacher's Manual; A Practical Guide for Actors</i> by Karen Kohlhaas</li> </ul>
<b>Unit Overview:</b>	In this unit, students will first engage in a scene analysis and breakdown. They will consider ways of forming the most effective partnerships for performing in a scene as well as strategies for building chemistry in that partnership. Students will perform scenes and offer peer feedback that is constructive

	in nature. Additionally, students will experiment with a number of vocal exercises meant to improve projection and articulation. They will work on breath control, resonance, and the practice of vocal variety. To conclude, students will deliver monologues with clear diction.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<ul style="list-style-type: none"> <li>Anchor standard 5: Develop and refine artistic techniques and work for presentation</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>What can I do to fully prepare a performance or technical design?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>Theatre artists develop personal processes and skills for a performance or design.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)	<b>Content:</b> <ul style="list-style-type: none"> <li>Characteristics of partner chemistry</li> <li>Scene analysis</li> <li>Artistic techniques of performance and design</li> <li>Social Justice Theater</li> <li>Musical Theater</li> <li>Production</li> <li>Technical Theatre</li> <li>Physical Theatre</li> <li>Playwriting</li> <li>World Theatre History</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Build chemistry with scene partners</li> <li>Break down a scene</li> <li>Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.</li> <li>Devise scenes</li> <li>Direct scenes or plays</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2:</b> Deep Breath In: Controlling the Stage With Movement and Air
<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>• <i>Respect for Acting</i></li> <li>• <i>An Actor Prepares</i></li> <li>• <i>The Art of Acting</i></li> </ul>
<b>Unit Overview:</b>	Acting students will continue their development by learning about emotional expression, stage movement, and blocking. First they will learn techniques for accessing and portraying emotions. This will lead to scene work with a focus on emotional depth and performance of emotional-range monologues. Following this, students will shift their attention to understanding stage directions and blocking. This will include choreographing movement on stage, blocking a scene for a final performance, and rehearsing and refining scenes.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<ul style="list-style-type: none"> <li>• Anchor standard 5: Develop and refine artistic techniques and work for presentation</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How, when, and why do theatre artists' choices change?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Theatre artists work to discover different ways of communicating meaning.</li> </ul>

<p><b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)</p>	<p><b>Content:</b></p> <ul style="list-style-type: none"><li>● Emotional memory</li><li>● Emotional range</li><li>● Blocking and movement</li><li>● Social Justice Theater</li><li>● Musical Theater</li><li>● Production</li><li>● Technical Theatre</li><li>● Physical Theatre</li><li>● Playwriting</li><li>● World Theatre History</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>● Access and portray a range of emotions</li><li>● Craft and follow stage directions and blocking</li><li>● Choreograph movement on stage</li><li>● Devise scenes</li><li>● Direct scenes or plays</li></ul>
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## **Advanced Journalism**

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**Advanced Journalism**

<b>Grade(s):</b>	10, 11, 12
<b>Discipline/Course:</b>	<b>English/Semester Elective</b>
<b>Course Title:</b>	<b>Advanced Journalism</b>
<b>Prerequisite(s):</b>	<b>Introduction to Journalism</b>
<b>Course Description:</b> <i>Program of Studies</i>	<p>Advanced Journalism is a semester English elective that follows Introduction to Journalism. This course enables the student to build upon important skills that were taught in Introduction to Journalism and immerses the student in various journalistic writing assignments. <b>In addition, students will continue to consider and discuss ethics in journalism and the persistent problem of “fake news.”</b> Students will read the news and learn how to differentiate between hard and soft news stories. Students will revisit how to write leads for hard news and write hard news stories. Using prior knowledge from the introduction to soft news and feature stories, students will experiment with writing multiple types of feature stories including profile stories, consumer reviews, sports stories, investigative articles, and editorials. Students will spend significant time preparing for and conducting interviews with various sources and building their interpersonal speaking and listening skills. The course ends with a multimedia unit in which students explore multimodal formats for presenting feature stories. Students will gain an understanding of how to create a multimedia feature story from start to finish, including videos, short films, photojournalism stories, blogs, and/or podcasts. All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio. <b>Publishing of articles in the digital newspaper is a required part of this course. Prerequisite: Introduction to Journalism</b></p>

<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>• What elements of news differentiate a hard news story from a soft news story?</li> <li>• How can headlines guide a reader’s opinion of a news story?</li> <li>• How do headlines use bias/slant/spin?</li> <li>• What are the opportunities as well as challenges of integrating text, images, audio, and video in multimedia journalism?</li> <li>• How can interactive information and data visualization convey information to audiences more effectively?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• Knowing the difference between hard and soft news will help writers to better frame their stories for the right purpose and audience.</li> <li>• Headlines make the first impression on a reader, so they should be written in a way that is inviting while still objective.</li> <li>• Journalists must be able to recognize bias/slant/spin in order to avoid using it in their headlines.</li> <li>• Multimedia journalism meets so many needs of today’s audience, but the challenges of integrating this type of journalism with text can be daunting because it might overshadow the text itself.</li> <li>• When information is interactive, it pulls in the audience members and helps them to more fully understand that information.</li> </ul>
<b>Duration: Credit:</b>	1 semester 0.5 credit
<b>Course Materials/Resources:</b>	<ul style="list-style-type: none"> <li>• <i>News Writing &amp; Reporting</i> (Bruce D. Thule and Douglas A. Anderson)</li> <li>• Digital access to <i>The New York Times</i>, <i>The Washington Post</i>, <i>The Wall Street Journal</i>, and <i>The Hartford Courant</i> through ProQuest, a library database</li> <li>• Class subscription to hard copies of local newspapers</li> <li>• AP Style Book</li> <li>• <i>Journalism Next: A Practical Guide to Digital Reporting and Publishing</i></li> <li>• <i>Working With Words: A Handbook for Media Writers and Editors</i></li> </ul>
<b>FPS Course Academic Expectation(s):</b>	<b>Convey ideas Creating and Constructing</b>



<b>Year at a Glance (Units)</b>	<ul style="list-style-type: none"> <li>● The Portfolio             <ul style="list-style-type: none"> <li>○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> </ul> </li> <li>● Unit 1: Hard and Soft News (angles, slant, and headlines)</li> <li>● Unit 2: Writing Hard News Stories</li> <li>● Unit 3: Writing Feature Stories</li> <li>● Unit 4: Multimedia Stories</li> </ul>
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Units

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	<del>Whole Year</del> One Semester
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the

	<p>standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.</p>
<b>Learning Goals</b>	
<b>Standards:</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading</b></p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>Writing</b></p> <p><b>W.11-12.2.b</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>W.11-12.2.c</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>W.11-12.3.a</b> Engage and orient the reader by setting out a problem, situation, or observation and its</p>

significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Language**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when

	<p>writing or speaking.</p> <p><b>L.11-12.1.a</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>L. 11-12.1.b</b> Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> <p><b>L.11-12.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.11-12.2.a</b> Observe hyphenation conventions.</p> <p><b>L.11-12.2.b</b> Spell correctly.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<p><b>Essential Questions:</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>
<p><b>Enduring</b></p>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement</li> </ul>

<b>Understandings:</b>	<p>and formulate new goals for continued growth.</p> <ul style="list-style-type: none"> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one's own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>

<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> </ul>

		<ul style="list-style-type: none"> <li>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
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<b>Unit Number and Title:</b>	<b>Unit 1:</b> Hard and Soft News: What Is the Difference?
<b>Duration:</b>	2 Weeks
<b>Resource(s):</b>	<b>Core Texts:</b> Daily news (newspapers and other news outlets)
<b>Unit Overview:</b>	<p>Building upon their understandings from Introduction to Journalism, students will review hard and soft news. Students will spend time each class reading the news and discussing factors that distinguish hard and soft news. Students will compare front page stories from various news outlets, discussing the decisions each outlet made in choosing its daily front page/hard news. Students will also learn about headline writing, including how headlines use slant/spin.</p> <p>Students will continue to examine evidence and make determinations about the best textual evidence to use to support assertions. Part of that determination will come from collaboration with peers as they examine and discuss subjects, potential leads, and supporting evidence together.</p>

	<p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>Writing</b>  <b>W.11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>Speaking and Listening</b>  <b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What elements of news differentiate a hard news story from a soft news story?</li> <li>● How can headlines guide a reader's opinion of a news story?</li> <li>● How do headlines use bias/slant/spin?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Knowing the difference between hard and soft news will help writers to better frame their stories for the right purpose and audience.</li> <li>● Headlines make the first impression on a reader, so they should be written in a way that is inviting while still objective.</li> <li>● Journalists must be able to recognize bias/slant/spin in order to avoid using it in their headlines.</li> </ul>



<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● The distinguishing features of a hard news story and a soft news story</li> <li>● The factors that media outlets consider when running front-page stories</li> <li>● How headlines are used to attract readers</li> <li>● How angles are used by media outlets to convey the same information</li> </ul>	<ul style="list-style-type: none"> <li>● Identify a hard news story in a daily paper</li> <li>● Identify a soft news story in a daily paper</li> <li>● Articulate how media outlets choose front-page news</li> <li>● Recognize an angle of a story</li> <li>● Identify slant/spin</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Characteristics of a good headline</li> <li>● Informational text structure</li> <li>● Curation of important stories</li> </ul>	<ul style="list-style-type: none"> <li>● Write headlines for various types of stories, including informative or explanatory pieces</li> <li>● Curate and produce the most important news stories of the day</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Discussion protocol and expectations</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in and lead whole-class and partnership discussions</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2: <i>Hard News Writing</i></b>
<b>Duration:</b>	2-3 weeks
<b>Resource(s):</b>	The following books are core texts to which all teachers have access and which are recommended choices for this unit:

	<ul style="list-style-type: none"> <li>● AP Style Guide</li> <li>● <i>Journalism Next: A Practical Guide to Digital Reporting and Publishing</i></li> <li>● <i>Working With Words: A Handbook for Media Writers and Editors</i></li> </ul>
<b>Unit Overview:</b>	<p>This unit delves deeper into specific types of hard news stories, such as political, crime, business, sports, accidents, big weather, global. Students will identify an angle for their stories, and will write hard news stories in timed settings (replicating deadlines of timely, breaking news). They will also begin publishing their stories in a digital school newspaper.</p> <p>Because students are now publishing their stories, they will rely more and more on each other for critical feedback regarding their writing as well as an evaluation of critical stances, objective tone, use of formal style, and application of supporting evidence. Students will engage in the full publishing process.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RI.11-12.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging</p> <p><b>Writing</b>  <b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p><b>Speaking and Listening</b></p>

	<b>SL.11-12.1d</b> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do journalists determine the angle for their articles?</li> <li>• How do journalists gather news under a deadline?</li> <li>• What are the most important facts of a hard news story?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• What we decide to communicate depends on our audience.</li> <li>• Even when faced with resistance, journalists must persist in gathering the necessary information.</li> <li>• Fact-checking information for accuracy before making it public is absolutely crucial for maintaining the integrity of the piece and the trust in the journalist.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Argument structure</li> <li>• Angles in a story</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the structure in an argument article</li> <li>• Evaluate angles in a story</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Information-gathering and fact-checking strategies</li> <li>• Organization strategies like the inverted pyramid</li> <li>• Characteristics of argument writing</li> </ul>	<ul style="list-style-type: none"> <li>• Gather and fact-check information under a deadline</li> <li>• Organize the facts of a hard news story</li> <li>• Write a hard news story under deadline using the argument structure</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Interview strategies</li> <li>• Characteristics of diverse perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize comments</li> <li>• Respond thoughtfully to diverse perspectives</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 3:</b> Feature Writing
<b>Duration:</b>	8-10 weeks
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <i>News Writing &amp; Reporting</i> (Bruce D. Thule and Douglas A. Anderson)</li> <li>● Copies of local newspaper (either delivered or online)</li> <li>● AP Style Guide</li> <li>● <i>Journalism Next: A Practical Guide to Digital Reporting and Publishing</i></li> <li>● <i>Working With Words: A Handbook for Media Writers and Editors</i></li> </ul>
<b>Unit Overview:</b>	<p>This feature writing unit will introduce students to the content and skills necessary to write engaging and compelling news stories that go beyond the day-to-day “hard” news stories. Students will learn how to expand their research and story writing abilities to engage readers with more in-depth news content that explores the various perspectives of newsworthy people, events, and issues. They will also continue to publish their stories on the class digital newspaper.</p> <p>Shifting the focus to features will give students an even more focused lens through which to see the world. They will explore and apply this new approach to their personal story-telling efforts and the articles they write for publication.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>

Learning Goals		
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RL.11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>Writing</b>  <b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>Speaking and Listening</b>  <b>SL.11-12.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do journalists use different storytelling techniques, writing styles, and descriptive language to write informative and engaging feature content?</li> <li>• Can feature stories affect positive change in the audience and go beyond simply reporting the facts?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Feature stories engage and inform the audience with a diverse range of storytelling techniques, organization and structural approaches, and captivating language.</li> <li>• Feature stories have the potential for not only informing the audience but also shaping their understanding and opinion of the world, as well.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Characteristics of feature stories</li> <li>• Types of feature stories</li> <li>• Author's choices</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various types of feature stories</li> <li>• Analyze author's choices for structuring a story</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>• Organizational and structural strategies for writing feature stories</li> <li>• Characteristics and structure of narrative writing</li> <li>• Characteristics of various types of feature stories</li> <li>• Storytelling techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between writing a lead for a hard news story (summary lead) and a feature story (narrative, contrast, question, quote, direct address, staccato, and hybrid) in terms of voice, tone, and more.</li> <li>• Write several engaging and compelling feature stories, demonstrating diverse storytelling techniques and approaches to conveying information to the reader</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Research strategies</li> <li>• Question-writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct the in-depth research and interviews necessary for writing feature stories</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 4:</b> “Going Beyond Print” Multimedia Journalism
<b>Duration:</b>	8-10 weeks
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>• Adobe App Suite (or other suitable content-creation tools and apps)</li> <li>• WordPress</li> </ul>

	<ul style="list-style-type: none"> <li>● AP Style Guide</li> <li>● <i>Journalism Next: A Practical Guide to Digital Reporting and Publishing</i></li> <li>● <i>Working With Words: A Handbook for Media Writers and Editors</i></li> </ul>
<b>Unit Overview:</b>	<p>The goal of multimedia journalism is to engage and inform audiences by presenting news stories in a more immersive and dynamic way. Students will continue to publish their stories weekly or bi-weekly on the class digital newspaper.</p> <p>By presenting the news in other media, like video storytelling, audio storytelling and photojournalism, journalists can enhance their storytelling. In this unit, students will continue to interact with and learn about the internet and social media, digital layout and design, video and sound editing, and other multimedia products.</p> <p>The goal of multimedia journalism is to engage and inform audiences by presenting news stories in a more immersive and dynamic way. Students will continue to publish their stories weekly or bi-weekly on the class digital newspaper.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p><b>Writing</b>  <b>W.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p><b>Speaking and Listening</b>  <b>SL.11-12.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive</p>

	elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What are the opportunities as well as challenges of integrating text, images, audio, and video in multimedia journalism?</li> <li>• How can interactive information and data visualization convey information to audiences more effectively?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Multimedia journalism meets so many needs of today’s audience, but the challenges of integrating this type of journalism with text can be daunting because it might overshadow the text itself.</li> <li>• When information is interactive, it pulls in the audience members and helps them to more fully understand that information.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Story development</li> <li>• The principles and practices of multimedia content and publication</li> <li>• Legal and ethical concerns related to multimedia journalism</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the knowledge and skills from Intro to Journalism to explore story development and publication in different multimedia formats</li> <li>• Recognize and understand legal and ethical concerns related to multimedia journalism</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Media platforms for digital publication</li> <li>• Newsworthy topics</li> </ul>	<ul style="list-style-type: none"> <li>• Publish pieces on a digital platform</li> <li>• Develop newsworthy and engaging content for school-based publications and outlets</li> </ul>



<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Collaboration strategies and protocols</li> <li>● Equipment for photography, audio, and video productions</li> </ul>	<ul style="list-style-type: none"> <li>● Work independently as well as collaboratively in a project-based environment</li> <li>● Create content using photography, audio, and video</li> </ul>
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**AP Language and Composition**  
**(This course is both a stand-alone course and one half of the American Studies course)**

**Course Information**

<b>Grade(s):</b>	Grade 11
<b>Discipline/Course:</b>	English
<b>Course Title:</b>	AP Language and Composition
<b>Prerequisite(s):</b>	English 10 <b>CP or 10H</b>
<b>Course Description:</b> <i>Program of Studies</i>	The AP Lang course provides students with a comprehensive experience in studying American literature and prepares them for the Advanced Placement Language and Composition exam. Students read a wide variety of American prose styles from many disciplines and historical periods and consider how selections of American fiction and non-fiction highlight stylistic decisions. Students also identify elements of literary and rhetorical style and apply these techniques to their writing. As the course progresses, students become aware of their writing process through self-assessment against AP standards for writing, and through feedback from their peers and their teacher. Completion of assigned summer reading and writing is a course requirement. Students are encouraged to take the AP Language and Composition exam in May.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear, and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How do stories tell us about what a culture values?</li> <li>● Why do we have/need rules of language?</li> <li>● How do I develop my writer’s voice?</li> </ul>

	<ul style="list-style-type: none"> <li>• What do <del>good</del> <b>skilled</b> readers do?</li> <li>• How do I participate in collaborative conversations to deepen my understanding?</li> <li>• How do I best support and present my findings and conclusions?</li> <li>• How is conflict essential to our growth?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• I shape and define my identity through interactions with others as well as the stories and artifacts of society.</li> <li>• Change is the only way to progress.</li> <li>• Our environment is intricately connected to happiness and well-being; without a stable and healthy environment, an individual will suffer and fail to progress.</li> <li>• When I read, hear, or view content presented in the world, I must do so with a critical mind and a set of skills that will help me determine the credibility of the information.</li> <li>• Human relationships are what keep us tethered to the world and encourage us to abide by the social contract.</li> <li>• People need a community to feel safe and happy; communities are essential for human progress.</li> <li>• Stories contain all of human endeavors and challenges; they reveal what is important to a group or community.</li> <li>• If we never experience conflict, there is nothing to overcome; conflict is essential for reflecting and growing.</li> <li>• Language builds bridges between people, but it can also build walls; people need to recognize the power of words and act accordingly.</li> <li>• To develop my own unique writer’s voice, I will need to engage consistently in authentic writing experiences and experiment with various strategies until I find what works for me.</li> <li>• Good readers challenge themselves with increasingly more complicated texts while also adopting active strategies that will allow them to attend fully to the text at hand.</li> <li>• Collaborative conversations require agreed-upon protocols, a willingness to set aside preconceived notions and biases, and a commitment to respecting every individual participant.</li> <li>• I will present my findings and conclusions using the format, tools, and structure that most respond to the needs of the audience.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	1 year

<b>Course Materials/Resources:</b>	See the list of resources below.
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Synthesizing and Evaluating</li> <li>● Conveying Ideas</li> </ul>
<b>Year at a Glance (Units):</b>	<ul style="list-style-type: none"> <li>● The Portfolio Unit</li> <li>● Unit 1: American Origins and Rhetoric</li> <li>● Unit 2: Forging an American Identity and Synthesizing Ideas</li> <li>● Unit 3: Evolution of American Consciousness and Craft of Argumentation</li> <li>● Unit 4: American Modernity and Collaborative Voice</li> </ul>

### Resources:

Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students will also engage in independent reading, book clubs, and reading experiences across the curriculum.

Texts
<i>Adventures of Huckleberry Finn</i> , by Mark Twain (19th century American novel) <i>A Moveable Feast</i> , by Ernest Hemingway (20th century American memoir) <i>A Voyage Long and Strange</i> , by Tony Horwitz (21st century American travelogue) <i>Caleb's Crossing</i> , by Geraldine Brooks (21st century American novel) <i>Catcher in the Rye</i> , by J. D. Salinger (20th century American novel) <i>Conversations in American Literature: Language, Rhetoric, Culture</i> by Robin Dissin Aufses, Renee H. Shea, Lawrence Scanlon (textbook) <i>Death of a Salesman</i> , by Arthur Miller (20th century American drama) <i>Educated</i> , by Tara Westover (21st century American memoir) <i>In Cold Blood</i> , by Truman Capote (20th century American nonfiction)

*Invisible Man*, by Ralph Ellison (20th century American novel)  
*My Antonia*, by Will Cather (early 20th century American novel)  
*Narrative of the Life of Frederick Douglass* by Frederick Douglass (19th century memoir)  
*Passing*, by Nella Larsen (20th century American novel)  
*Reservation Blues*, by Sherman Alexie (20th century American novel)  
*Slaughterhouse-Five*, Kurt Vonnegut (20th century American novel)  
*The Awakening*, by Kate Chopin (19th century American novel)  
*The Crucible*, by Arthur Miller (20th century American drama)  
*The Grapes of Wrath*, by John Steinbeck (20th century American novel)  
*The Great Gatsby*, by F. Scott Fitzgerald (20th century American novel)  
*There There*, by Tommy Orange (21st century American novel)  
*The Round House*, by Louise Erdrich (21st century American novel)  
*The Scarlet Letter*, by Nathaniel Hawthorne (19th century American novel)  
*The Things They Carried*, by Tim O'Brien (20th century American novel)  
*The Underground Railroad*, by Colson Whitehead (21st century American novel)  
*Walden*, by Henry David Thoreau (19th century American nonfiction)  
*When the Emperor was Divine* by Julie Otsuka (21st century American novel)

Students will be asked to engage with a variety of informational texts in all their classes, including English classes. The varied purposes for this type of reading experience will influence the source of these texts, but, for English class at least, the following is a list of reputable sources from which these texts will typically be drawn:

- ProQuest CultureGrams
- ABC-CLIO
- Britannica
- Gale Databases
- Gale eBooks
- JSTOR
- ProQuest (includes access to *The New York Times*, *The Washington Post*, *The Wall Street Journal*, and *The Hartford Courant*)
- InfoBase
- Classroom Video

- Library and textbooks
- Credible online sources such as PBS, NPR, *National Geographic*

### Units

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	Whole Year
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading:</b></p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high</p>

end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**Writing:**

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.



**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**LANGUAGE STANDARDS:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L. 11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

	<p><b>L.11-12.2.b</b> Spell correctly.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or</li> </ul>

		<p>presentations.</p> <ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
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<b>Unit Number and Title:</b>	Unit 1: American Origins and Rhetoric
<b>Duration:</b>	Approximately 10 weeks
<b>Resource(s):</b>	<p>Major texts to be selected from among the following:</p> <ul style="list-style-type: none"> <li>● <i>The Crucible</i>, by Arthur Miller</li> <li>● <i>The Scarlet Letter</i>, by Nathaniel Hawthorne</li> <li>● <i>Caleb's Crossing</i>, by Geraldine Brooks</li> </ul> <p>Additionally, teachers will draw on the following poetry and non-fiction resources as appropriate:</p> <ul style="list-style-type: none"> <li>● <i>Conversations in American Literature: Language, Rhetoric, Culture</i> by Robin Dissin Aufses, Renee H. Shea, Lawrence Scanlon</li> </ul>
<b>Unit Overview:</b>	This unit serves both as a meditation on the cultural, political, and literary origins of the United States,

	as well as an introduction to the art and form of rhetoric. Students will read both primary 17th and 18th century sources, as well as literary works of historical fiction that grapple with the long-lasting legacy of Puritan New England, and the subsequent tensions between individual liberty and the State.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>This is a college-level course that adheres to the content, skills, and assessment requirements articulated by College Board for the AP Language and Composition.</p> <p>Please see the <a href="#">AP English Language and Composition Course and Exam Description</a>. All required components for the course are included in this document.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What assumptions do I hold about American culture, and how do these cultural assumptions shape my reading and writing?</li> <li>• What is the legacy of our Puritanical origins on American history, the American experience, and identity today?</li> <li>• How are rhetorical devices used to shape meaning within texts?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• How we perceive American culture, and our place within it, is shaped by contexts both individual and societal.</li> <li>• Colonial Puritan society influenced the American utopian impulse, as well as laid the groundwork for how we think about the ongoing tension between individual liberty and the State, as well as the social contract.</li> <li>• Authors use a wide range of rhetorical strategies and moves to construct meaning.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know) Conventions specific to rhetorical analysis, including exigence, purpose, audience, the Aristotelian appeals, etc. The conflicts that can arise between the individual and the community. The tension that exists between the past and the present in American society.</p> <p><b>Skills:</b> (Students will be able to...)</p>

	<p>Identify and interpret the portrayal of the American past in a literary context.          Connect the literary past to current American circumstances.          Write rhetorical analysis based on non-fiction texts.          Employ conventions of English in analytic writing.</p>
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<b>Unit Number and Title:</b>	Unit 2: Forging an American Identity and Synthesizing Ideas
<b>Duration:</b>	Approximately 10 weeks
<b>Resource(s):</b>	<p>Major texts to be selected from among the following:</p> <ul style="list-style-type: none"> <li>● Selected essays by Ralph Waldo Emerson</li> <li>● <i>Walden</i>, by Henry David Thoreau</li> <li>● <i>Adventures of Huckleberry Finn</i>, by Mark Twain</li> <li>● <i>Narrative of the Life of Frederick Douglass, an American Slave</i>, by Frederick Douglass</li> <li>● <i>The Underground Railroad</i>, by Colson Whitehead</li> <li>● <i>The Awakening</i>, by Kate Chopin</li> </ul> <p>Additionally, teachers will draw on the following poetry and non-fiction resources as appropriate:</p> <ul style="list-style-type: none"> <li>● <i>Conversations in American Literature: Language, Rhetoric, Culture</i> by Robin Dissin Aufses, Renee H. Shea, Lawrence Scanlon</li> </ul>
<b>Unit Overview:</b>	This unit explores the tension between American ideals of individualism and self-reliance and conformity, particularly with regards to situations in which individual values come in conflict with what the majority thinks. Additionally, students will practice synthesizing multiple sources to support an argument.
<b>Learning Goals</b>	
<b>Standard(s):</b>	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by College Board for the AP Language and Composition.

	<p>Please see the <a href="#">AP English Language and Composition Course and Exam Description</a>. All required components for the course are included in this document.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● What do these and other texts suggest about our responsibility to challenge injustices, especially those maintained by our respected institutions?</li> <li>● What role should education play in cultivating individual independence and critical thinking?</li> <li>● What effect does social environment play in shaping a piece of literature?</li> <li>● How can multiple texts/sources be effectively brought into conversation with each other?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● Conflict between individual morality and the nation’s laws has been a source of both tension and reform in American society.</li> <li>● Education can be both a help and a hindrance in developing one’s own individual identity and values.</li> <li>● Tracing and evaluating common themes across varied sources offers rich opportunities for articulating valid truths about American identity.</li> <li>● Developing an insightful line of reasoning on a complex topic involves negotiating between multiple points of view.</li> </ul>
<p><b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p><b>Content:</b> (Students will know)</p> <ul style="list-style-type: none"> <li>● Students will understand the role and legacy of self-reliance and individualism in American society and literature.</li> <li>● Students will understand the tension between individual morality and the nation’s laws that has led to both conflict and reform in American society.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● Students will be able to synthesize sources into a well-developed and coherent original argument.</li> <li>● Students will be able to plan for and discuss their observations and assertions and support those assertions with text-based evidence, reason, and logic.</li> </ul>

<b>Unit Number and Title:</b>	Unit 3: Evolution of American Consciousness and Craft of Argumentation
<b>Duration:</b>	Approximately 10 weeks
<b>Resource(s):</b>	<p>Major texts to be selected from among the following:</p> <ul style="list-style-type: none"> <li>● <i>A Moveable Feast</i>, by Ernest Hemingway</li> <li>● <i>My Antonia</i>, by Willa Cather</li> <li>● <i>The Great Gatsby</i>, by F. Scott Fitzgerald</li> <li>● <i>Passing</i>, by Nella Larsen</li> <li>● <i>The Grapes of Wrath</i>, by John Steinbeck</li> </ul> <p>Additionally, teachers will draw on the following poetry and non-fiction resources as appropriate:</p> <ul style="list-style-type: none"> <li>● <i>Conversations in American Literature: Language, Rhetoric, Culture</i> by Robin Dissin Aufses, Renee H. Shea, Lawrence Scanlon</li> </ul>
<b>Unit Overview:</b>	This unit investigates cultural ideals of the American Dream and American exceptionalism, as well as how memory and nostalgia for the past shape both individual and American identity. Students will also learn how to craft arguments and compelling lines of reasoning by employing the literary and rhetorical devices they have studied all year.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>This is a college-level course that adheres to the content, skills, and assessment requirements articulated by College Board for the AP Language and Composition.</p> <p>Please see the <a href="#">AP English Language and Composition Course and Exam Description</a>. All required components for the course are included in this document.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do memory and nostalgia shape our individual and group identity--and our idealized</li> </ul>



	<p>future?</p> <ul style="list-style-type: none"> <li>● Are America’s citizens challenged or burdened by their identification with America's greatness?</li> <li>● What role has ethnicity, gender, wealth, and class historically played in the relative accessibility of liberty and the American Dream?</li> <li>● What makes an effective argument, and what rhetorical, stylistic elements, and devices does argumentation employ?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Memory and nostalgia can color our understanding of ourselves and the world around us in ways that can help us process difficult emotions, but can also lead to delusion.</li> <li>● Careful consideration of multiple perspectives on the American dream and American exceptionalism will reveal that progress in America may often come conditionally.</li> <li>● Cogent argumentation relies on a full array of sources--personal experience, observation, knowledge of history, art, and culture.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know)</p> <ul style="list-style-type: none"> <li>● Students will understand the tensions among memory, nostalgia, personal identity, and group identity.</li> <li>● Students will understand the tension between American Dream/American exceptionalism and a reality that resists easy or simplistic narratives.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● Students will be able to construct an original argument using the various literary and rhetorical devices they have learned about this year.</li> <li>● Students will make effective use of a variety of modes to present their argument in an engaging and persuasive manner.</li> </ul>

<b>Unit Number and Title:</b>	4: American Modernity and Collaborative Voice
<b>Duration:</b>	10 weeks

<b>Resource(s):</b>	<p>Major texts to be selected from among the following:</p> <ul style="list-style-type: none"> <li>● <i>Invisible Man</i>, by Ralph Ellison</li> <li>● <i>Catcher in the Rye</i>, by J. D. Salinger</li> <li>● <i>Death of a Salesman</i>, by Arthur Miller</li> <li>● <i>In Cold Blood</i>, by Truman Capote</li> <li>● <i>Slaughterhouse-Five</i>, by Kurt Vonnegut</li> <li>● <i>The Things They Carried</i>, by Tim O’Brien</li> <li>● <i>Between the World and Me</i>, by Ta-Nehisi Coates</li> <li>● <i>Reservation Blues</i>, by Sherman Alexie</li> </ul> <p>Additionally, teachers will draw on the following poetry and non-fiction resources as appropriate:</p> <ul style="list-style-type: none"> <li>● <i>Conversations in American Literature: Language, Rhetoric, Culture</i> by Robin Dissin Aufses, Renee H. Shea, Lawrence Scanlon</li> </ul>
<b>Unit Overview:</b>	<p>Chronologically, this unit brings us from the years immediately following World War II up to the present day. Students will investigate how the rapid change of the post-war years has shaped the world we currently live in, and how the anxieties of those years are depicted in major works of American literature. Additionally, students will continue to use the collaborative and analytic skills they have honed all year to reflect on their learning and create meaning.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>This is a college-level course that adheres to the content, skills, and assessment requirements articulated by College Board for the AP Language and Composition.</p> <p>Please see the <a href="#">AP English Language and Composition Course and Exam Description</a>. All required components for the course are included in this document.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What anxieties plague the citizens of post-war America?</li> <li>● How might definitions of success and the American Dream based predominantly in markers of material wealth breed anxiety and devalue the individual?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do authors use point of view, nonlinear structure, magical realism, and/or the blurring of fiction and nonfiction to construct meaning?</li> <li>• How can students use collaboration to create meaning?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• The literature of post-war America is preoccupied by anxieties surrounding the American Dream, consumerism, civil rights, individual identity, and rapidly advancing technology.</li> <li>• Careful consideration of multiple perspectives on the American Dream, and its traditional emphasis on consumerism and material wealth, will reveal various tensions between social expectation and individual identity.</li> <li>• Authors use various literary devices, including those typical of postmodernism, to depict the disorientation, disillusion, and rapid change of the mid-20th to early 21st centuries.</li> <li>• Collaboration allows us to exchange ideas and challenge our own understandings to create meaning.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know)</p> <ul style="list-style-type: none"> <li>• Students will understand the literary and cultural contexts of the anxieties portrayed in post-war American literature.</li> <li>• Students will understand the tensions that exist between the American Dream, traditionally defined by material success, and the formation of individual identity.</li> <li>• Students will understand how literary devices, particularly those typical of postmodernism, are used to create meaning and construct an argument about the nature of mid-20th to 21st century life.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• Students will be able to collaborate in a graded discussion to increase their own understanding, as well as create meaning.</li> <li>• Students will read closely and critically from numerous works of literature to broaden their understanding of the American Dream and the many conflicts intricate to that concept.</li> </ul>

**AP Literature and Composition**  
**(Part of the UConn ECE Program: ENGL 1101)**

DRAFT

**Course Information**

<b>Grade(s):</b>	12
<b>Discipline/Course:</b>	English
<b>Course Title:</b>	AP Literature and Composition & UCONN ECE English 1007: The Seminar and Studio in Writing & Multimodal Composition
<b>Prerequisite(s):</b>	AP Language and Composition AP American Studies ENG 11CP or ENG 11H
<b>Course Description:</b> <i>Program of Studies</i>	<p>The overarching theme of this course is The Search for Meaning: Text and Context. Each unit explores how the intersection of text (the words on the page, images on the screen, etc.) and context (the historical, socio-political, cultural, etc. situation in which the text was created and/or in which it is experienced) affects meaning. This course is for students with a keen interest in literature who want to be challenged with college-level coursework. It is designed for students who can read complex texts independently and who are ready for advanced inquiry, research, writing, and multimodal performance tasks.</p> <p>As they prepare for the AP Literature and Composition exam, students will analyze and interpret complex works of literature, including novels, plays, short stories, and poetry from various time periods. They will also engage with relevant supplemental materials including, but not limited to, essays, film, visual art, articles, and other media. The class is run as a seminar and studio in writing and multimodal composition. As such, seminar discussion, studio time, peer collaboration, research, and writing conferences are integral components of the class. Completion of the summer reading, writing, and viewing is a requirement of this course. <b><i>Students are encouraged to take the AP Literature and Composition exam in May. This course</i></b></p>

	<p><i>is part of the UCONN ECE (Early College Experience) Program. Students can apply for 4 college credits, ENGL 1007: The Seminar and Studio in Writing &amp; Multimodal Composition.</i></p>
<p><b>Course Essential Questions:</b></p>	<ul style="list-style-type: none"> <li>● How do the “Writing Moves” (collecting &amp; curating, engaging, contextualizing, theorizing, and circulating) help one work through the layers of mental and physical labor involved in writing and composing?</li> <li>● How do seminar discussion and studio collaboration enhance understanding and facilitate the process of composition?</li> <li>● How does one select a mode or modes of composition to best serve the purpose, audience, and task at hand?</li> <li>● How can one effectively and responsibly employ technology in the process of composition?</li> <li>● How does engaging in research, including field research, enhance one’s understanding of a topic and one’s ability to produce rich texts?</li> <li>● How can one evaluate the validity and determine the value of informational texts and digital media?</li> </ul>
<p><b>Course Enduring Understandings:</b></p>	<p><b>UCONN ECE English 1007: The Seminar and Studio in Writing &amp; Multimodal Composition:</b></p> <ul style="list-style-type: none"> <li>● Students will demonstrate metacognitive awareness of the ways in which the “writing moves,” seminar discussion, and studio collaboration affect the development of literacy skills.</li> <li>● Students will understand and be able to communicate that there are various types and degrees of power (such as political, social, economic, and personal) that affect the behavior, development, and psychology of characters.</li> <li>● Students will understand and be able to communicate how authors manipulate time and incorporate supernatural elements in their works in order to create meaning.</li> <li>● Students will understand and be able to communicate how comedy and tragedy speak to the human quest for meaning.</li> <li>● Students will understand and be able to communicate how artists, particularly literary artists, employ aesthetics to reflect and inform human experience.</li> </ul> <p><b>AP Literature and Composition (taken directly from College Board):</b></p> <ul style="list-style-type: none"> <li>● CHARACTER (CHR) Enduring Understanding CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</li> </ul>

	<ul style="list-style-type: none"> <li>● SETTING (SET) Enduring Understanding SET-1: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</li> <li>● STRUCTURE (STR) Enduring Understanding STR-1: The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.</li> <li>● NARRATION (NAR) Enduring Understanding NAR-1: A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.</li> <li>● FIGURATIVE LANGUAGE (FIG) Enduring Understanding FIG-1: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</li> <li>● LITERARY ARGUMENTATION (LAN) Enduring Understanding LAN-1: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> </ul>
<b>Duration:</b>	Whole year
<b>Course Materials/Resources:</b>	<p>See below units of study for text selections. Please know that in addition to the major texts (minimum ten) listed below, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. In addition to the books listed in this document, any of <a href="#">the books listed as recommendations by College Board for the open-ended prompt on the AP Literature Examination</a> are appropriate book choices for this course.</p> <p>In addition to the books listed within each unit, the following texts may be used throughout the year as appropriate:</p> <ul style="list-style-type: none"> <li>● <i>Literary Theory Texts, such as Critical Theory Today: A User-Friendly Guide</i>, by Lois Tyson</li> <li>● <i>Critical Perspectives: Approaches to the Analysis and Interpretation of Literature</i>, by Robert DiYanni</li> <li>● <i>The Norton Introduction to Poetry</i>, by J. Paul Hunter, Alison Booth, and Kelly J. Mays</li> <li>● <i>Perrine’s Sound and Sense</i>, by Laurence Perrine, Thomas A. Arp, and Greg Johnson</li> </ul>
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Synthesizing and Evaluating</li> <li>● Conveying Ideas</li> <li>● Creating and Constructing</li> </ul>

<b>Year at a Glance (Units)</b>	<ul style="list-style-type: none"> <li>• The Portfolio Unit: The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> <li>• Unit 1: Power and Perspectives</li> <li>• Unit 2: The Metaphysically Present Past</li> <li>• Unit 3: Tragedy, Comedy, and Meaning in the Human Experience</li> <li>• Unit 4: Art and Life</li> </ul>
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<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	Whole Year
<b>Resource(s):</b>	<u>English Portfolio Directions</u>
<b>Unit Overview:</b>	<p>The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.</p>
<b>Standard(s):</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading</b></p>



**RL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

### **Writing**

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Language**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	<p><b>L.11-12.2.a</b> Observe hyphenation conventions.</p> <p><b>L.11-12.2.b</b> Spell correctly.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or</li> </ul>

		<p>presentations.</p> <ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
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<b>Unit Number and Title:</b>	Unit 1: Power and Perspectives
<b>Duration:</b>	Approximately 10 weeks
<b>Resource(s):</b>	<p>Major texts to be selected from among the following:</p> <ul style="list-style-type: none"> <li>● <i>Jane Eyre</i>, by Charlotte Brontë</li> <li>● <i>Wide Sargasso Sea</i>, by Jean Rhys</li> <li>● <i>The Tempest</i>, by William Shakespeare</li> <li>● <i>Native Son</i>, by Richard Wright</li> <li>● <i>Translations</i>, by Brian Friel</li> <li>● <i>The Remains of the Day</i>, by Kazuo Ishiguro</li> </ul> <p>Additionally, teachers will draw on the following poetry and non-fiction resources as appropriate:</p>

	<ul style="list-style-type: none"> <li>● <i>Critical Perspectives: Approaches to the Analysis and Interpretation of Literature</i>, by Robert DiYanni</li> <li>● <i>Literary Theory Texts, such as Critical Theory Today: A User-Friendly Guide</i>, by Lois Tyson</li> <li>● <i>Perrine’s Sound and Sense</i>, by Laurence Perrine, Thomas A. Arp, and Greg Johnson</li> <li>● The Norton Introduction to Poetry, by J. Paul Hunter, Alison Booth, and Kelly J. Mays</li> </ul>
<b>Unit Overview:</b>	<p>“Context is everything.” So says Offred of Margaret Atwood’s <i>The Handmaid’s Tale</i>. Authors often confront audiences with villainous characters and scenes of violence in order to enhance the meaning of their works, but whether a character is a villain or a hero largely depends upon the point of view of the text in which he or she occurs. ConTEXT is everything, indeed. This unit of study looks at how perspective and context affect our understanding of villainy and victimization. It also considers how and why individuals internalize and/or rebel against oppression. During this unit, students will apply critical theory to the reading of literary texts and engage in numerous and varied writing activities, including the following assured composition experiences: multimodal performance, processed literary analysis essay, on-demand essay.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>This is a college-level course that adheres to the content, skills, and assessment requirements articulated by College Board (for the AP Literature and Composition aspect of the class) and the University of Connecticut (for the UCONN ECE English 1007: The Seminar and Studio in Writing &amp; Multimodal Composition aspect of the class).</p> <p>Please see the <a href="#">AP English Literature and Composition Course and Exam Description</a> and the <a href="#">Required Course Components for ENGL 1007</a>. All required components from BOTH courses are included in this document.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What are the root causes of the psychology of oppression, of "othering"?</li> <li>● What are the psychological, material, and cultural effects, past and present, on the oppressed and the oppressor?</li> <li>● How does the act of oppression dehumanize the oppressor(s) as well as the oppressed?</li> <li>● How is point of view critical in understanding oppression and identity?</li> </ul>

	<ul style="list-style-type: none"> <li>• How does the maxim "context is everything" allow readers to more complexly broaden and deepen their understanding of human dynamics?</li> </ul>
<b>Enduring Understanding(s):</b>	<p><b>UCONN ECE English 1007: The Seminar and Studio in Writing &amp; Multimodal Composition:</b></p> <ul style="list-style-type: none"> <li>• Students will understand and be able to communicate that there are various types and degrees of power (such as political, social, economic, and personal) that affect the behavior, development, and psychology of characters.</li> </ul> <p><b>AP Literature and Composition (taken directly from College Board):</b></p> <ul style="list-style-type: none"> <li>• CHARACTER (CHR) Enduring Understanding CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</li> <li>• SETTING (SET) Enduring Understanding SET-1: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</li> <li>• STRUCTURE (STR) Enduring Understanding STR-1: The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.</li> <li>• NARRATION (NAR) Enduring Understanding NAR-1: A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.</li> <li>• FIGURATIVE LANGUAGE (FIG) Enduring Understanding FIG-1: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</li> <li>• LITERARY ARGUMENTATION (LAN) Enduring Understanding LAN-1: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Power dynamics and their psychological implications</li> <li>• Critical Perspectives (such as historical, archetypal, sociological, psychological, feminist, economic, structuralist, deconstructive, queer, etc.)</li> <li>• The “Writing Moves” (collecting &amp; curating, engaging, contextualizing, theorizing, and</li> </ul>

- circulating)
- Multimodal composition techniques (such as employment of technology, field research,
  - Complex characters
  - Text structure
  - Narrative techniques
  - Figurative language (such as metaphor, personification, simile, etc.) and poetic devices (including metrics, caesura, enjambment, etc.).
  - Literary argumentation

**Skills:**

**UCONN ECE English 1007 Skills:**

- Articulate how situation and power dynamics affect identity.
- Interpret literature through multiple critical perspectives.
- Effectively employ the “Writing Moves,” multimodal composition techniques (including employment of technology and field research, when applicable) in the composition process.

**AP Literature and Composition Skills (taken directly from College Board):**

1. Explain the function of character.
  - a. Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.
  - b. Explain the function of a character changing or remaining unchanged.
  - c. Explain the function of contrasting characters.
  - d. Describe how textual details reveal nuances and complexities in characters’ relationships with one another.
  - e. Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
2. Explain the function of setting.
  - a. Identify and describe specific textual details that convey or reveal a setting.



- b. Explain the function of setting in a narrative.
  - c. Describe the relationship between a character and a setting. Units 4, 7
3. Explain the function of plot and structure.
- a. Identify and describe how plot orders events in a narrative.
  - b. Explain the function of a particular sequence of events in a plot.
  - c. Explain the function of structure in a text.
  - d. Explain the function of contrasts within a text.
  - e. Explain the function of a significant event or related set of significant events in a plot.
  - f. Explain the function of conflict in a text
4. Explain the function of the narrator or speaker.
- a. Identify and describe the narrator or speaker of a text.
  - b. Identify and explain the function of point of view in a narrative.
  - c. Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
  - d. Explain how a narrator's reliability affects a narrative.
5. Explain the function of word choice, imagery, and symbols.
- a. Distinguish between the literal and figurative meanings of words and phrases.
  - b. Explain the function of specific words and phrases in a text.
  - c. Identify and explain the function of a symbol.
  - d. Identify and explain the function of an image or imagery
6. Explain the function of comparison.
- a. Identify and explain the function of a simile.
  - b. Identify and explain the function of a metaphor.
  - c. Identify and explain the function of personification.
  - d. Identify and explain the function of an allusion
7. Develop textually substantiated arguments about interpretations of part or all of a text.

	<ol style="list-style-type: none"> <li>a. Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</li> <li>b. Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</li> <li>c. Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</li> <li>d. Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</li> <li>e. Demonstrate control over the elements of composition to communicate clearly.</li> </ol>
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<b>Unit Number and Title:</b>	Unit 2: The Metaphysically Present Past
<b>Duration:</b>	Approximately 10 weeks
<b>Resource(s):</b>	<p>Major texts to be selected from among the following:</p> <ul style="list-style-type: none"> <li>● <i>Beloved</i>, by Toni Morrison</li> <li>● <i>Wuthering Heights</i>, by Emily Brontë</li> <li>● <i>One Hundred Years of Solitude</i>, by Gabriel García Márquez</li> <li>● <i>Chronicle of Death Foretold</i>, by Garbriel García Márquez</li> <li>● <i>The Sound and the Fury</i>, by William Faulkner</li> <li>● <i>As I Lay Dying</i>, by William Faulkner</li> <li>● <i>Arcadia</i>, by Tom Stoppard</li> <li>● <i>Dubliners</i>, by James Joyce</li> <li>● <i>The House of Spirits</i>, by Isabel Allende</li> </ul> <p>Additionally, teachers will draw on the following poetry and non-fiction resources as appropriate:</p> <ul style="list-style-type: none"> <li>● <i>Critical Perspectives: Approaches to the Analysis and Interpretation of Literature</i>, by Robert DiYanni</li> <li>● <i>Literary Theory Texts, such as Critical Theory Today: A User-Friendly Guide</i>, by Lois Tyson</li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Perrine's Sound and Sense</i>, by Laurence Perrine, Thomas A. Arp, and Greg Johnson</li> <li>● The Norton Introduction to Poetry, by J. Paul Hunter, Alison Booth, and Kelly J. Mays</li> </ul>
<b>Unit Overview:</b>	<p>T.S. Eliot wrote, "Time present and time past/Are both perhaps present in time future/And time future contained in time past." This unit of study looks at the ways in which authors distort time and use supernatural events and characters to represent the ever present but enigmatic nature of the past. We will read books that portray characters struggling to remember, forget, recreate, or break free from their pasts, and we will discuss the deeper, thematic meanings embodied by the successes and failures these characters have in doing so. During this unit, students will engage in numerous and varied writing activities, including the following assured composition experiences: multimodal performance, personal narrative, on-demand essay, and seminar discussion.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>This is a college-level course that adheres to the content, skills, and assessment requirements articulated by College Board (for the AP Literature and Composition aspect of the class) and the University of Connecticut (for the UCONN ECE English 1007: The Seminar and Studio in Writing &amp; Multimodal Composition aspect of the class).</p> <p>Please see the <a href="#">AP English Literature and Composition Course and Exam Description</a> and the <a href="#">Required Course Components for ENGL 1007</a>. All required components from BOTH courses are included in this document.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do authors manipulate time and incorporate supernatural elements in their works in order to create meaning?</li> <li>● How can the past and a text be "deconstructed" in order to explore the complexity of individual and collective experience and memory?</li> <li>● Why is it essential to create new language in order to create new and liberatory meaning?</li> <li>● How can exploring the abstractions and paradoxes in a literary text lead to a complex and nuanced interpretation?</li> <li>● How does literature reveal recurring patterns within the human experience?</li> </ul>

<p><b>Enduring Understanding(s):</b></p>	<p><b>UCONN ECE English 1007: The Seminar and Studio in Writing &amp; Multimodal Composition:</b></p> <ul style="list-style-type: none"> <li>• Students will understand and be able to communicate how authors manipulate time and incorporate supernatural elements in their works in order to create meaning.</li> </ul> <p><b>AP Literature and Composition (taken directly from College Board):</b></p> <ul style="list-style-type: none"> <li>• CHARACTER (CHR) Enduring Understanding CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</li> <li>• SETTING (SET) Enduring Understanding SET-1: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</li> <li>• STRUCTURE (STR) Enduring Understanding STR-1: The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.</li> <li>• NARRATION (NAR) Enduring Understanding NAR-1: A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.</li> <li>• FIGURATIVE LANGUAGE (FIG) Enduring Understanding FIG-1: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</li> <li>• LITERARY ARGUMENTATION (LAN) Enduring Understanding LAN-1: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> </ul>
<p><b>Learning Goal(s):</b>  <i>Students will be able to use their learning to:</i>          (Content/ Skills)</p>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• The use of time as a literary technique</li> <li>• The “Writing Moves” (collecting &amp; curating, engaging, contextualizing, theorizing, and circulating)</li> <li>• Multimodal composition techniques</li> <li>• Complex characters</li> <li>• Text structure</li> <li>• Narrative techniques</li> </ul>

- Figurative language (such as metaphor, personification, simile, etc.) and poetic devices (including metrics, caesura, enjambment, etc.).
- Literary argumentation

**Skills:**

**UCONN ECE English 1007 Skills:**

- Articulate how authors manipulate time to create meaning.
- Effectively employ the “Writing Moves,” multimodal composition techniques (including employment of technology and field research, when applicable) in the composition process.

**AP Literature and Composition Skills (taken directly from College Board):**

1. Explain the function of character.
  - a. Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.
  - b. Explain the function of a character changing or remaining unchanged.
  - c. Explain the function of contrasting characters.
  - d. Describe how textual details reveal nuances and complexities in characters’ relationships with one another.
  - e. Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
2. Explain the function of setting.
  - a. Identify and describe specific textual details that convey or reveal a setting.
  - b. Explain the function of setting in a narrative.
  - c. Describe the relationship between a character and a setting. Units 4, 7
3. Explain the function of plot and structure.
  - a. Identify and describe how plot orders events in a narrative.
  - b. Explain the function of a particular sequence of events in a plot.

- c. Explain the function of structure in a text.
  - d. Explain the function of contrasts within a text.
  - e. Explain the function of a significant event or related set of significant events in a plot.
  - f. Explain the function of conflict in a text
4. Explain the function of the narrator or speaker.
    - a. Identify and describe the narrator or speaker of a text.
    - b. Identify and explain the function of point of view in a narrative.
    - c. Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
    - d. Explain how a narrator's reliability affects a narrative.
  5. Explain the function of word choice, imagery, and symbols.
    - a. Distinguish between the literal and figurative meanings of words and phrases.
    - b. Explain the function of specific words and phrases in a text.
    - c. Identify and explain the function of a symbol.
    - d. Identify and explain the function of an image or imagery
  6. Explain the function of comparison.
    - a. Identify and explain the function of a simile.
    - b. Identify and explain the function of a metaphor.
    - c. Identify and explain the function of personification.
    - d. Identify and explain the function of an allusion
  7. Develop textually substantiated arguments about interpretations of part or all of a text.
    - a. Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.
    - b. Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
    - c. Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

	<p>d. Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p> <p>e. Demonstrate control over the elements of composition to communicate clearly.</p>
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<b>Unit Number and Title:</b>	Unit 3. Tragedy, Comedy, and Meaning in the Human Experience
<b>Duration:</b>	Approximately 10 weeks
<b>Resource(s):</b>	<p>Major texts to be selected from among the following:</p> <ul style="list-style-type: none"> <li>● <i>Oedipus Rex</i>, by Sophocles</li> <li>● <i>Medea</i>, by Euripedes</li> <li>● <i>Hamlet</i>, by William Shakespeare</li> <li>● <i>Rosencrantz and Guildenstern are Dead</i>, by Tom Stoppard</li> <li>● <i>Sense and Sensibility</i>, <i>Emma</i>, <i>Pride and Prejudice</i>, <i>Mansfield Park</i>, <i>Northanger Abbey</i>, or <i>Persuasion</i>, by Jane Austen</li> <li>● <i>The Importance of Being Earnest</i>, by Oscar Wilde</li> <li>● <i>Waiting for Godot</i>, by Samuel Beckett</li> </ul> <p>Additionally, teachers will draw on the following poetry and non-fiction resources as appropriate:</p> <ul style="list-style-type: none"> <li>● <i>Critical Perspectives: Approaches to the Analysis and Interpretation of Literature</i>, by Robert DiYanni</li> <li>● <i>Literary Theory Texts, such as Critical Theory Today: A User-Friendly Guide</i>, by Lois Tyson</li> <li>● <i>Perrine’s Sound and Sense</i>, by Laurence Perrine, Thomas A. Arp, and Greg Johnson</li> <li>● The Norton Introduction to Poetry, by J. Paul Hunter, Alison Booth, and Kelly J. Mays</li> </ul>
<b>Unit Overview:</b>	<p>Archetypally, the rise and fall of tragedy follows the pattern of human life itself. Aristotle asserted that tragedy, paradoxically, validates human greatness and that comedy emphasizes human folly. This unit of study explores how comedy and tragedy express human experience and the extent to which they each capture and inform the meaningfulness of life. During this unit, students will engage in numerous and varied writing activities, including the following assured composition experiences: multimodal performance, processed literary analysis essay, on-demand essay.</p>



Learning Goals	
<b>Standard(s):</b>	<p>This is a college-level course that adheres to the content, skills, and assessment requirements articulated by College Board (for the AP Literature and Composition aspect of the class) and the University of Connecticut (for the UCONN ECE English 1007: The Seminar and Studio in Writing &amp; Multimodal Composition aspect of the class).</p> <p>Please see the <a href="#">AP English Literature and Composition Course and Exam Description</a> and the <a href="#">Required Course Components for ENGL 1007</a>. All required components from BOTH courses are included in this document.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What are the literary elements that define and distinguish tragedy and comedy? How does each express the human condition?</li> <li>● Is it true, as Aristotle asserted, that tragedy is not a sad or depressing genre because it emphasizes human greatness?</li> <li>● Where is the line between that which makes us smile at human folly and that which makes us laugh sardonically at the absurdity of life itself?</li> <li>● Does comedy (<i>can it?</i>) offer as much insight into human nature and experience as does tragedy?</li> <li>● Is life ultimately tragic or absurd – or neither?</li> </ul>
<b>Enduring Understanding(s):</b>	<p><b>UCONN ECE English 1007: The Seminar and Studio in Writing &amp; Multimodal Composition:</b></p> <ul style="list-style-type: none"> <li>● Students will understand and be able to communicate how comedy and tragedy speak to the meaningfulness and/or absurdity of the human condition.</li> </ul> <p><b>AP Literature and Composition (taken directly from College Board):</b></p> <ul style="list-style-type: none"> <li>● CHARACTER (CHR) Enduring Understanding CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</li> <li>● SETTING (SET) Enduring Understanding SET-1: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</li> </ul>



	<ul style="list-style-type: none"> <li>● <b>STRUCTURE (STR) Enduring Understanding STR-1:</b> The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.</li> <li>● <b>NARRATION (NAR) Enduring Understanding NAR-1:</b> A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.</li> <li>● <b>FIGURATIVE LANGUAGE (FIG) Enduring Understanding FIG-1:</b> Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</li> <li>● <b>LITERARY ARGUMENTATION (LAN) Enduring Understanding LAN-1:</b> Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> </ul>
<p><b>Learning Goal(s):</b>  <i>Students will be able to use their learning to:</i>          (Content/ Skills)</p>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>● The qualities of tragedy</li> <li>● The qualities of comedy and satire</li> <li>● The “Writing Moves” (collecting &amp; curating, engaging, contextualizing, theorizing, and circulating)</li> <li>● Multimodal composition techniques</li> <li>● Complex characters</li> <li>● Text structure</li> <li>● Narrative techniques</li> <li>● Figurative language (such as metaphor, personification, simile, etc.) and poetic devices (including metrics, caesura, enjambment, etc.).</li> <li>● Literary argumentation</li> </ul> <p><b>Skills:</b></p> <p><b>UCONN ECE English 1007 Skills:</b></p> <ul style="list-style-type: none"> <li>● Articulate how authors use tragedy and comedy to speak to the meaningfulness and/or absurdity of the human condition.</li> </ul>

- Effectively employ the “Writing Moves,” multimodal composition techniques (including employment of technology and field research, when applicable) in the composition process.

**AP Literature and Composition Skills (taken directly from College Board):**

1. Explain the function of character.
  - a. Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.
  - b. Explain the function of a character changing or remaining unchanged.
  - c. Explain the function of contrasting characters.
  - d. Describe how textual details reveal nuances and complexities in characters’ relationships with one another.
  - e. Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
2. Explain the function of setting.
  - a. Identify and describe specific textual details that convey or reveal a setting.
  - b. Explain the function of setting in a narrative.
  - c. Describe the relationship between a character and a setting. Units 4, 7
3. Explain the function of plot and structure.
  - a. Identify and describe how plot orders events in a narrative.
  - b. Explain the function of a particular sequence of events in a plot.
  - c. Explain the function of structure in a text.
  - d. Explain the function of contrasts within a text.
  - e. Explain the function of a significant event or related set of significant events in a plot.
  - f. Explain the function of conflict in a text
4. Explain the function of the narrator or speaker.
  - a. Identify and describe the narrator or speaker of a text.
  - b. Identify and explain the function of point of view in a narrative.

- c. Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.
  - d. Explain how a narrator’s reliability affects a narrative.
5. Explain the function of word choice, imagery, and symbols.
- a. Distinguish between the literal and figurative meanings of words and phrases.
  - b. Explain the function of specific words and phrases in a text.
  - c. Identify and explain the function of a symbol.
  - d. Identify and explain the function of an image or imagery
6. Explain the function of comparison.
- a. Identify and explain the function of a simile.
  - b. Identify and explain the function of a metaphor.
  - c. Identify and explain the function of personification.
  - d. Identify and explain the function of an allusion
7. Develop textually substantiated arguments about interpretations of part or all of a text.
- a. Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.
  - b. Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
  - c. Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
  - d. Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
  - e. Demonstrate control over the elements of composition to communicate clearly.

<b>Unit Number and Title:</b>	Unit 4. Art and Life
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<b>Duration:</b>	Approximately 10 weeks
<b>Resource(s):</b>	<p>Major texts to be selected from among the following:</p> <ul style="list-style-type: none"> <li>● <i>To the Lighthouse</i>, by Virginia Woolf</li> <li>● <i>A Portrait of the Artist as a Young Man</i>, by James Joyce</li> <li>● <i>A Visit from the Goon Squad</i>, by Jennifer Eagan</li> <li>● <i>Sunday in the Park with George</i>, by James Lapine</li> <li>● <i>Oranges are Not the Only Fruit</i>, by Jeanette Winterson</li> <li>● <i>Cat’s Eye</i>, by Margaret Atwood</li> <li>● <i>The Picture of Dorian Gray</i>, by Oscar Wilde</li> </ul> <p>Additionally, teachers will draw on the following poetry and non-fiction resources as appropriate:</p> <ul style="list-style-type: none"> <li>● <i>Critical Perspectives: Approaches to the Analysis and Interpretation of Literature</i>, by Robert DiYanni</li> <li>● <i>Literary Theory Texts, such as Critical Theory Today: A User-Friendly Guide</i>, by Lois Tyson</li> <li>● <i>Perrine’s Sound and Sense</i>, by Laurence Perrine, Thomas A. Arp, and Greg Johnson</li> <li>● The Norton Introduction to Poetry, by J. Paul Hunter, Alison Booth, and Kelly J. Mays</li> </ul>
<b>Unit Overview:</b>	<p>In “The Lady of Shalott,” the “fairy lady’s” mirror “crack[s] from side to side,” when she turns from it momentarily and gazes directly at Camelot. Read allegorically, the Lady of Shalott can represent the artist, the mirror her imagination, and Camelot the world. But <i>why</i> does her mirror crack? And why does she subsequently die? This unit of study examines the relationship between artist and subject, art and life. Additionally, it considers aesthetics and asks: What is Beauty? What is its relationship to truth? And how can one catch “her fair eternal form/spreadeagled in the empty air/of existence,” as Lawrence Ferlinghetti suggests artists risk death to do? During this unit, students will engage in numerous and varied writing activities, including the following assured composition experiences: on-demand essay, original poetry, multimodal performance: Layered Self-Portrait.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	This is a college-level course that adheres to the content, skills, and assessment requirements articulated

	<p>by College Board (for the AP Literature and Composition aspect of the class) and the University of Connecticut (for the UCONN ECE English 1007: The Seminar and Studio in Writing &amp; Multimodal Composition aspect of the class).</p> <p>Please see the <a href="#">AP English Literature and Composition Course and Exam Description</a> and the <a href="#">Required Course Components for ENGL 1007</a>. All required components from BOTH courses are included in this document.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is aesthetics? How does it contribute to an understanding of the human condition?</li> <li>● To what extent are beauty and truth objective? To what extent are they constructs?</li> <li>● What, if anything, is the relationship between beauty and truth?</li> <li>● What is the relationship between the artist and the world?</li> <li>● How does art reflect and inform human experience?</li> </ul>
<b>Enduring Understanding(s):</b>	<p><b>UCONN ECE English 1007: The Seminar and Studio in Writing &amp; Multimodal Composition:</b></p> <ul style="list-style-type: none"> <li>● Students will understand and be able to communicate how artists, particularly literary artists, employ aesthetics to reflect and inform human experience.</li> </ul> <p><b>AP Literature and Composition (taken directly from College Board):</b></p> <ul style="list-style-type: none"> <li>● CHARACTER (CHR) Enduring Understanding CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</li> <li>● SETTING (SET) Enduring Understanding SET-1: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</li> <li>● STRUCTURE (STR) Enduring Understanding STR-1: The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.</li> <li>● NARRATION (NAR) Enduring Understanding NAR-1: A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.</li> <li>● FIGURATIVE LANGUAGE (FIG) Enduring Understanding FIG-1: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite</li> </ul>

	<p>readers to interpret a text.</p> <ul style="list-style-type: none"> <li>● LITERARY ARGUMENTATION (LAN) Enduring Understanding LAN-1: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> </ul>
<p><b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)</p>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>● The definition of “aesthetics” and relevant aesthetic theory</li> <li>● The qualities of comedy and satire</li> <li>● The “Writing Moves” (collecting &amp; curating, engaging, contextualizing, theorizing, and circulating)</li> <li>● Multimodal composition techniques</li> <li>● Complex characters</li> <li>● Text structure</li> <li>● Narrative techniques</li> <li>● Figurative language (such as metaphor, personification, simile, etc.) and poetic devices (including metrics, caesura, enjambment, etc.).</li> <li>● Literary argumentation</li> </ul> <p><b>Skills:</b></p> <p><b>UCONN ECE English 1007 Skills:</b></p> <ul style="list-style-type: none"> <li>● Define “aesthetics” and explain how aesthetic theory relates to and informs the study of literature.</li> <li>● Apply an understanding of aesthetics to the interpretation of literature and explain how artists, particularly literary artists, employ aesthetics to reflect and inform human experience.</li> <li>● Effectively employ the “Writing Moves,” multimodal composition techniques (including employment of technology and field research, when applicable) in the composition process.</li> </ul> <p><b>AP Literature and Composition Skills (taken directly from College Board):</b></p> <ol style="list-style-type: none"> <li>1. Explain the function of character.</li> </ol>

- a. Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
  - b. Explain the function of a character changing or remaining unchanged.
  - c. Explain the function of contrasting characters.
  - d. Describe how textual details reveal nuances and complexities in characters' relationships with one another.
  - e. Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
2. Explain the function of setting.
- a. Identify and describe specific textual details that convey or reveal a setting.
  - b. Explain the function of setting in a narrative.
  - c. Describe the relationship between a character and a setting. Units 4, 7
3. Explain the function of plot and structure.
- a. Identify and describe how plot orders events in a narrative.
  - b. Explain the function of a particular sequence of events in a plot.
  - c. Explain the function of structure in a text.
  - d. Explain the function of contrasts within a text.
  - e. Explain the function of a significant event or related set of significant events in a plot.
  - f. Explain the function of conflict in a text
4. Explain the function of the narrator or speaker.
- a. Identify and describe the narrator or speaker of a text.
  - b. Identify and explain the function of point of view in a narrative.
  - c. Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
  - d. Explain how a narrator's reliability affects a narrative.
5. Explain the function of word choice, imagery, and symbols.
- a. Distinguish between the literal and figurative meanings of words and phrases.

- b. Explain the function of specific words and phrases in a text.
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  - e. Demonstrate control over the elements of composition to communicate clearly.



**Call of the Wild:  
Literature of the Natural World**

DRAFT

### Course Information

<b>Grade(s):</b>	10-12
<b>Discipline/Course:</b>	English / Semester Elective
<b>Course Title:</b>	Call of the Wild: Literature of the Natural World
<b>Prerequisite(s):</b>	Completion of English 9
<b>Course Description:</b> <i>Program of Studies</i>	Students will read literary depictions of the natural world from varied cultural and literary traditions, and across a wide range of genres. All reading and analysis for this course requires an introspective spirit and the ability to make productive connections among various texts to perceive and articulate common themes, ambiguities, and tensions. Call of the Wild challenges students to grow their own sensory awareness and deepen their relationships with nature. To this end, participation in some field experiences will be expected, both independently and as a class. Students will document their field experiences with field journal writing and develop some of these notes into more formal narrative reflections. Analytical and nature-writing skills will be developed and consistently required. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● What is a wild space, and why does it draw us away from our domestic lives?</li> <li>● Why have modern people grown detached from the basic influences and cycles of nature, and what means can be employed to recognize and reestablish them?</li> <li>● In what ways can our media technology alienate humanity from nature, and how can it be utilized to promote harmony with nature?</li> <li>● How can close examination of local natural flora and fauna reveal truths about our own psychology and values, and enhance our ability to lead satisfying lives?</li> <li>● What are the essential philosophical differences in viewing nature between mainstream Western and Indigenous attitudes, and how have those differences manifested themselves in the development of the modern world?</li> <li>● How can we enhance our appreciation of and respect for place?</li> </ul>

	<ul style="list-style-type: none"> <li>• What role should solitude and silence play in our lives?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• Language builds bridges between people, but it can also build walls; people need to recognize the power of words and act accordingly.</li> <li>• Wild spaces can exist almost anywhere and serve as a means of reconnecting with nature and the internal self, two needs that often go unmet in the domestic part of our lives.</li> <li>• Artificial pressures created by time, unrealistic goals, and conflicts in domestic life have pulled us away from nature, so crafting positive responses to these pressures and insisting on time for connection to nature are part of the remedy.</li> <li>• As the exponentially expanding powers of science and technology have become entwined with our relationship to nature, individuals must continually calibrate their awareness of and responses to this relationship.</li> <li>• Cultivating a dynamic sense of wonder and curiosity about the beauties and mysteries of the natural world offers continual material for the nature-writer, and opportunities for renewal in the stressful modern world.</li> <li>• Indigenous people’s attitudes and philosophies about nature are different from those of the European mindset, but they should also play a role in the continued development of the modern world.</li> <li>• By engaging with local ecological and human stories, a person develops a richer appreciation and respect for that place.</li> <li>• In today’s busy society, it is important to create time for silence and solitude in order to strengthen our bond with nature and enhance our relationships with one another.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	1 semester 0.5 credit
<b>Course Materials/Resources:</b>	<b>Core Texts:</b> <ul style="list-style-type: none"> <li>• <i>Into the Wild</i> by Jon Krakauer</li> <li>• <i>The Forest Unseen</i>, by David Haskell</li> <li>• <i>Braiding Sweetgrass</i> by Robin Wall Kimmerer</li> <li>• <i>The Earth is Enough</i> by Harry Middleton</li> <li>• <i>Mink River</i> by Brian Doyle</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>The Marrow Thieves</i>, by Cherie Dimaline</li> </ul> <p>Materials also include assorted short stories, book excerpts, myths, poetry, nonfiction essays, film, etc.</p> <p>Some commonly featured authors include: Henry David Thoreau, David Haskell, Annie Dillard, Sigurd Olson, Basho, Thich Nhat Hanh, Walt Whitman, Percy Shelley, Robin Wall Kimmerer, Brian Doyle, Michael Branch, Anthony Doerr, Tania James, Rachel Carson, Holly Morris, Mary Oliver, Robert Frost, Robert Macfarlane..</p>
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>• Synthesizing and Evaluating</li> <li>• Conveying Ideas</li> </ul>
<b>Semester at a Glance (Units):</b>	<ul style="list-style-type: none"> <li>• The Portfolio Unit <ul style="list-style-type: none"> <li>○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> </ul> </li> <li>• Unit 1: Narrative Journeys into the Wild</li> <li>• Unit 2: The Journey Home: Rewilding Ourselves</li> </ul>

### Units

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	<del>Whole Year</del> One Semester
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>

<b>Unit Overview:</b>	<p>The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading</b></p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>Writing</b></p> <p><b>W.11-12.2.b</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

	<p><b>Language</b></p> <p><b>L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.11-12.1.a</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>L. 11-12.1.b</b> Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> <p><b>L.11-12.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.11-12.2.a</b> Observe hyphenation conventions.</p> <p><b>L.11-12.2.b</b> Spell correctly.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one's own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian's Manual (research)</li> <li>● Spelling rules and tools</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian's Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> </ul>



	<ul style="list-style-type: none"> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Organize reflective thinking</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 1:</b> Narrative Journeys Into the Wild
<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <i>Into the Wild</i> by Jon Krakauer</li> <li>● varied short stories, essays, poetry, film, art, etc. featuring people deliberately engaging wild spaces.</li> </ul> <p>Some featured authors include: Henry David Thoreau, Walt Whitman, Mary Oliver, Sigurd Olson, Tania James, Annie Dillard, Anthony Doerr, Robert Frost, Andy Goldsworthy, Godfrey Reggio, David Haskell, Brian Doyle.</p>
<b>Unit Overview:</b>	<p>Students will establish a definition of “wild” spaces and consider why they draw us away from the domestic sphere. To that end, they will consider a broad range of literary journeys into wild spaces, and compare not only the exigencies provoking them, but also the texture and consequences of the journeys, as well.</p> <p>In addition, students will explore different literary and artistic depictions of various natural subjects, with particular attention to what is local and seasonal (changing foliage, snowfall, equinoxes/solstices..., migration, hibernation, spring ephemerals, etc). They will also mine psychological and philosophical approaches to enhance their understanding of these themes. Finally, they will be introduced to the process of learning how to observe and write as a naturalist.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>

**Learning Goals**

<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RI.11-12.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><b>RI.11.-12.6</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p><b>Writing</b></p> <p><b>W.11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.11-12.1a</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is a wild space, and why does it draw us away from our domestic lives?</li> <li>● Why have modern people grown detached from the basic influences and cycles of nature, and what means can be employed to recognize and reestablish them?</li> <li>● In what ways can our media technology alienate humanity from nature, and how can it be utilized to promote harmony with nature?</li> <li>● How can close examination of local natural flora and fauna reveal truths about our own psychology and values, and enhance our ability to lead satisfying lives?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Wild spaces can exist almost anywhere and serve as a means of reconnecting with nature and the internal self, two needs that often go unmet in the domestic part of our lives.</li> <li>● Artificial pressures created by time, unrealistic goals, and conflicts in domestic life have pulled us away from nature, so crafting positive responses to these pressures and insisting on time for</li> </ul>

	<p>connection to nature are part of the remedy.</p> <ul style="list-style-type: none"> <li>As the exponentially expanding powers of science and technology have become entwined with our relationship to nature, individuals must continually calibrate their awareness of and responses to this relationship.</li> <li>Cultivating a dynamic sense of wonder and curiosity about the beauties and mysteries of the natural world offers continual material for the nature-writer, and opportunities for renewal in the stressful modern world.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>The motif of the journey into the wild</li> <li>The term “exigency”</li> <li>Theoretical lenses (e.g., structuralist, ecocritical, postcolonial, feminist, archetypal, etc.)</li> <li>Several specific author’s craft techniques nature writers employ</li> <li>Dichotomies in literature (sentient vs non-sentient, aesthetic vs utilitarian, human vs animal, domestic vs wild, it vs thou...)</li> </ul>	<ul style="list-style-type: none"> <li>Use literary works as mentor texts to elevate powers of observation about the natural world and to understand the journey into the wild motif</li> <li>Determine and analyze themes and central ideas</li> <li>Identify author’s craft techniques used by nature writers</li> <li>Analyze the impact of the author’s craft choices</li> <li>Evaluate dichotomies in literature</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>A variety of author’s craft techniques</li> <li>Structure of field journal entries</li> <li>The process of capturing observations effectively</li> <li>Informative or explanatory text structure</li> </ul>	<ul style="list-style-type: none"> <li>Write field journal entries to capture experiences and observations using effective author’s craft techniques</li> <li>Write informative or explanatory texts that convey complex ideas about nature</li> </ul>

<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Active listening strategies</li> <li>● Effective discussion strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Engage with others in thoughtful discussions about the content of the unit</li> </ul>
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<b>Unit Number and Title:</b>	<b>Unit 2:</b> The Journey Home: Rewilding Ourselves	
<b>Duration:</b>	One marking period	
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <i>The Marrow Thieves</i> by Cherie Dimaline</li> <li>● <i>I Heard the Owl Call My Name</i> by Margaret Craven</li> <li>● <i>Mink River</i> by Brian Doyle</li> <li>● <i>The Earth is Enough</i> by Harry Middleton</li> <li>● <i>Braiding Sweetgrass</i>, by Robin Wall Kimmerer</li> </ul> <p>Film Choices: <i>Whalerider</i> or <i>Smoke Signals</i></p> <p>Varied essays, poetry, film, art, etc. offering guidance on deepening one's sense of place through close observation, and following curiosity into learning more about local flora/fauna.</p> <p>Varied forms and styles of poetry about animals to study as mentor texts.</p>	
<b>Unit Overview:</b>	<p>In this unit, students will build upon the naturalist writing and activities from the first unit to heighten their sense of wonder and connection to/knowledge of local ecosystems and wildlife. They will also explore indigenous perspectives on home spaces and wildlife in contrast with the traditional European mindset.</p>	

	<p>Students will continue to develop a critical stance and employ reading and writing strategies as well as experiences in nature to support that stance. The culminating project will involve research, guided creative writing, and literary explication.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>RL.11-12.5</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>Writing</b></p> <p><b>W. 11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>Speaking and Listening</b></p> <p><b>S. 11-12.1d</b> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What are the essential philosophical differences in viewing nature between mainstream Western and Indigenous attitudes, and how have those differences manifested themselves in the development of the modern world?</li> </ul>

	<ul style="list-style-type: none"> <li>● How can we enhance our appreciation of and respect for place?</li> <li>● What role should solitude and silence play in our lives?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Indigenous people’s attitudes and philosophies about nature are different from those of the European mindset, but they should also play a role in the continued development of the modern world.</li> <li>● By engaging with local ecological and human stories, a person develops a richer appreciation and respect for that place.</li> <li>● In today’s busy society, it is important to create time for silence and solitude in order to strengthen our bond with nature and enhance our relationships with one another.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Listening Points</li> <li>● Indigenous philosophies of nature</li> <li>● Close observation</li> <li>● Reflection</li> <li>● Ecosystems</li> <li>● Land trusts</li> <li>● Deep ecology</li> </ul>	<ul style="list-style-type: none"> <li>● Determine themes and central ideas, analyzing their development to produce a complex account</li> <li>● Analyze text structure</li> <li>● Analyze author’s choice</li> <li>● Explicate a poem</li> <li>● Conduct close observation</li> <li>● Reflect on experiences and reading</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Narrative structure</li> <li>● Development of ideas as a writing skill</li> <li>● Techniques of powerful narration</li> <li>● The process for sequencing events</li> <li>● Powerful details</li> </ul>	<ul style="list-style-type: none"> <li>● Write narratives</li> <li>● Develop real or imagined experiences</li> <li>● Use effective narrative technique</li> <li>● Structure events effectively</li> <li>● Choose powerful details to include</li> </ul>

<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Diverse perspectives</li> <li>● Synthesis of ideas</li> <li>● Focused research</li> </ul>	<ul style="list-style-type: none"> <li>● Respond thoughtful to diverse perspectives</li> <li>● Synthesize comments, claims, and evidence from all sides</li> <li>● Identify gaps in research and find the information necessary to complete the task</li> </ul>
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## **Contemporary Global Literature**

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**Course Information**

<b>Grade(s):</b>	10-12
<b>Discipline/Course:</b>	English/ Semester Elective
<b>Course Title:</b>	Contemporary Global Literature
<b>Prerequisite(s):</b>	Completion of English 9
<b>Course Description:</b> <i>Program of Studies</i>	Contemporary Global Literature is a semester English elective. This course aims to widen students’ knowledge and understanding of the ideas and perspectives of peoples and cultures that may have previously been kept out of the literary conversation. Students will respond to and analyze texts (fiction, non-fiction, documentaries, music, poetry, short stories) produced by and about people from subordinate nations and cultures. Students will write in a variety of genres with emphasis on expository writing. All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How does power play a role in our lives?</li> <li>● What are the dangers of a “single story”?</li> <li>● What shapes our identity and worldview?</li> <li>● How does language play a role in placing people and cultures “outside” or “on the margin”?</li> <li>● How do cultures intertwine and intermingle in order to create new definitions of national identity?</li> <li>● What are the commonalities that draw us together?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Power creates subordinate and dominant groups.</li> <li>● Stories have limitations, and the balance of stories helps us to see a broader scope of a culture, person, people, place, or event.</li> <li>● Stories offer new perspectives to see the world and ourselves with more nuance and complexity.</li> <li>● In a world divided, stories can help us to see each other more fully.</li> <li>● Reading and writing helps to shape our identity and allows us to see the questions, limits and possibilities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Language has the power to marginalize entire groups of people.</li> <li>• Literature can open us to new ideas and ways of seeing and help us to avoid stereotypes and biases created by accepting a single story.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	1 semester 0.5 credit
<b>Course Materials/Resources:</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <p><i>A Small Place</i>, by Jamaica Kincaid  <i>Translations</i>, by Brian Friel          TED Talks          Podcasts          Independent Reading (Guided Choice)          Poets (not an exhaustive list): Suheir Hammad, Rilke, Ilya Kaminsky, W.B. Yeats, Jamaica Kincaid Layli Longsolider, Nuala Ní Dhomhnaill, Pablo Neruda, Maya Angelou, Mahmoud Darwish, Angela C. Trudell Vasquez, Tracy K. Smith, Padraig O’Tuama, John O’Donohue, dg nanouk okpik, Rumi, Naomi Shihab Nye, Victoria Adukwei Bulley, Andrés N. Ordorica, David Whyte, M. Soledad Caballero, Lory Bedikian, Darrel Alejandro Holnes, Margaret Noodin, Jónína Kirton, Lorna Goodison, Zaffar Kunial, Roger Robinson</p> <p>Informational texts drawn from databases and other reputable sources for independent inquiry project</p>
<b>FPS Course Academic Expectation(s):</b>	Synthesizing and Evaluating Conveying Ideas
<b>Year at a Glance (Units):</b>	<ul style="list-style-type: none"> <li>• The Portfolio Unit             <ul style="list-style-type: none"> <li>○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Unit 1: Locale of Identity (Identity in the World)</li> <li>• Unit 2: Postcolonialism, After Postcolonialism (Globalization, Cosmopolitanism, Transnationalism) and Looking Toward a New (Individual and Collective) World Self</li> </ul>
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<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	<del>Whole Year</del> One Semester
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
<b>Learning Goals</b>	
<b>Standard(s):</b>	All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the

final metacognitive piece:

### **Reading**

**RL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

### **Writing**

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Language**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L. 11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

	<p><b>L.11-12.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.11-12.2.a</b> Observe hyphenation conventions.</p> <p><b>L.11-12.2.b</b> Spell correctly.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more</li> </ul>

	fluently share my thinking with more people and across all disciplines.	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>



<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure as a way of balancing writing and making it more sophisticated</li> <li>● Types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute)</li> <li>● Types of clauses (independent, dependent, noun, relative, adverbial)</li> <li>● Semicolon usage and rules</li> <li>● Conjunctive adverbs</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> <li>● Language functions in various contexts</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
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<b>Unit Number and Title:</b>	Unit 1: Locale of Identity (Identity in the World)
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<b>Duration:</b>	1 marking period
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <i>A Small Place</i>, by Jamaica Kincaid</li> <li>● <i>Translations</i>, by Brian Friel</li> <li>● Global Poetry</li> <li>● Global Short Stories</li> </ul>
<b>Unit Overview:</b>	<p>The purpose of this initial unit is to frame the foundational questions for the course. While the initial readings are suggested in order to frame these questions, teachers are also encouraged to have students generate questions they have about themselves and the world around them (and the world they may not be familiar with), and use these student-generated questions to perhaps suggest other literary texts to help students investigate their questions. Students will explore how language and place shape identity. Students will also write an initial personal essay and an academic response to literature.</p> <p>As they explore these concepts, students will develop their ability to determine two or more themes and track their development throughout a text as they analyze multiple interpretations of the same story. They will hone their narrative and informational writing skills and practice asking questions to further advance a discussion.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	

<b>Standard(s):</b>	<p><b>Reading</b>  <b>RL.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  <b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Contemporary Global Literature), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p><b>Writing</b>  <b>W. 11-12.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  <b>W. 11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p><b>Speaking and Listening</b>  <b>SL. 11-12.1c.</b> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What shapes our identity and worldview?</li> <li>● How does language play a role in placing people and cultures “outside” or “on the margin”?</li> <li>● What are the dangers of a “single story”?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Reading and writing helps to shape our identity and allows us to see the questions, limits and possibilities.</li> <li>● Language has the power to marginalize entire groups of people.</li> <li>● Literature can open us to new ideas and ways of seeing and help us to avoid stereotypes and biases created by accepting a single story.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Themes and central ideas</li> <li>● Text structure characteristics (story, drama, poem)</li> <li>● Traditional definitions of story and storytelling</li> <li>● The connection between language and meaning</li> <li>● Annotation strategies that will help process complex works of literature and assist in formulating questions and ideas about a text</li> <li>● Literary techniques and elements</li> <li>● Storytelling</li> </ul>	<ul style="list-style-type: none"> <li>● Explore the universal questions (themes/central ideas) raised by the literature</li> <li>● Describe and explore connections between the texts and personal experience</li> <li>● Deconstruct traditional definitions of story and storytelling</li> <li>● Identify how authors blend western and non-western literary forms</li> <li>● Analyze the use of literary techniques and elements and how they impact interpretation</li> <li>● Summarize a story objectively</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Literary analysis</li> <li>● Research skills</li> <li>● Analysis of literary tools</li> <li>● Annotation strategies</li> <li>● Narrative text structure and characteristics</li> <li>● Informative or explanatory text structure and characteristics</li> </ul>	<ul style="list-style-type: none"> <li>● Gather textual evidence to support an analysis.</li> <li>● Analyze the use of literary terms in literature</li> <li>● Annotate a text</li> <li>● Write narrative texts.</li> <li>● Develop real or imagined experiences</li> <li>● Write informative or explanatory texts to explore complex ideas</li> </ul>

<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Question-directed inquiry</li> <li>● Questions to dig deeper</li> <li>● Strategies for clarifying and verifying ideas (evaluation of sources, exploration of varying perspectives, in-depth discussion)</li> </ul>	<ul style="list-style-type: none"> <li>● Develop methods of inquiry that use questions as foundations for exploration</li> <li>● Probe reasoning and evidence</li> <li>● Clarify, verify, or challenge ideas</li> </ul>
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<b>Unit Number and Title:</b>	Unit 2: Postcolonialism, After Postcolonialism (Globalization, Cosmopolitanism, Transnationalism) - Looking Toward a New World Self; Independent Inquiry Project
<b>Duration:</b>	1 marking period
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <i>Life and Debt</i>, by Stephanie Black (1999)</li> <li>● Independent Reading (Guided choice, and motivated by Research Question)</li> <li>● Research Databases</li> </ul>
<b>Unit Overview:</b>	<p>The purpose of this unit is to explore the definitions of post-colonial/ postcolonial theory and the ways a literary text is analyzed through a post-colonial lens. We will then move beyond the definitions that Post-Colonial theory proposes and work toward embracing a new understanding of identity and place in the world. As a culminating project students will apply the knowledge and skills from the course and design their own, independent inquiry project.</p> <p>As students engage in inquiry, they will also be able to analyze text structures to determine their effectiveness and work successfully with information presented in a wide range of media. Students will practice synthesizing this information in both writing and speech.</p>

Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.

**Learning Goals**

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<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RI. 11-12.5:</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>RI. 11-12.7:</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>Writing</b></p> <p><b>W. 11-12.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>W. 11-12.8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>Speaking and Listening</b></p> <p><b>SL. 11-12.2</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>SL. 11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
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<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What does it mean to “reclaim a story”?</li> <li>● How does contemporary global literature attempt to offer another perspective to history?</li> <li>● What is the “new world self”? What does it look like? Who defines this? And who is not included in this new image?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Reclaiming stories can help create broader perspective</li> <li>● When the “story is told from the lion” and “not from the hunter” a new perspective of history, an event, or a way of being is revealed</li> <li>● Our questions help to guide us to important understanding about our new selves and the world</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Read various pieces and consider numerous perspectives on complex concepts such as postcolonialism, globalization, cosmopolitanism, and transnationalism</li> <li>● Allegory</li> <li>● Symbolism and color</li> <li>● Perspectives on current topics in global literature</li> <li>● Question Formulation Technique</li> </ul>	<ul style="list-style-type: none"> <li>● Define complex theories</li> <li>● Analyze the limitations of complex social theories such as post-colonial theory</li> <li>● Pose an evaluative question and explore it using examples and/or reasons</li> <li>● Analyze the use of symbolism, color, and allegory</li> <li>● Conduct literary research to explore current topics in global literature</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Prospectus</li> <li>● Independent inquiry steps</li> <li>● Writing process</li> <li>● Advanced searches</li> <li>● Credibility of sources</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a prospectus and follow steps to complete an independent inquiry project</li> <li>● Engage in both the inquiry and the writing process</li> <li>● Conduct advanced searches for a variety of sources to inform understanding</li> </ul>



		<ul style="list-style-type: none"> <li>● Evaluate the credibility of sources</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Presentation strategies</li> <li>● Effective choice of organization, development, and style to address a specific audience</li> <li>● Audience</li> <li>● Public speaking skills</li> <li>● Reflection</li> <li>● Technology platforms to effectively enhance the presentation of ideas</li> <li>● Technology tools to deepen and broaden inquiry efforts</li> </ul>	<ul style="list-style-type: none"> <li>● Present research to a broader audience</li> <li>● Articulate research findings</li> <li>● Reflect on how this independent study project has extended their thinking and learning</li> <li>● Reflect on how their work reflects who they are as human beings and academics in the world</li> <li>● Use technology to research, create, and produce a product or present their independent inquiry study</li> </ul>

## **Creative Writing Workshop**

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**Course Information**

<b>Grade(s):</b>	10-12
<b>Discipline/Course:</b>	English/Semester Elective
<b>Course Title:</b>	Creative Writing Workshop
<b>Prerequisite(s):</b>	Completion of English 9
<b>Course Description:</b> <i>Program of Studies</i>	In this course, students study the elements, crafts, and genres of creative writing. In each marking period, students explore multiple genres and also choose one from poetry, drama, memoir, short story, or creative nonfiction as a focus for their reading, revision, and major summative. Students read varied mentor texts, analyze different authors' style, and practice varied writing techniques. The course runs through a workshop format where students explore topics of interest and work collaboratively with their peer authors to draft, revise, edit, and publish original written works. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do writers generate and develop ideas for creative writing projects?</li> <li>● How do writers use reading to develop their craft?</li> <li>● What strategies can writers learn and practice to strengthen their work?</li> <li>● What is the role of genre in creating reader expectations, and how do writers use this to their advantage?</li> <li>● How do writers create a strong sense of voice in their writing?</li> <li>● How does a workshop model of feedback and revision support the writing process?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Writers draw on real life experience to feed the imagination, using what they know to invent writing that is, as E. M. Forster explains, surprising yet convincing.</li> <li>● Writers read widely and actively, using the work of other writers both as inspiration and as models to learn effective strategies they can apply in their own work.</li> <li>● Writing strategies related to character, setting, structure, narration, and figurative language can be deployed to clarify and construct meaning in any genre.</li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge of genre conventions and the role they play in creating reader expectations can help writers draw on literary tradition as well as transcend traditional genre boundaries.</li> <li>• Developing a strong sense of voice is an ongoing process—involving authentic engagement with one’s content and deliberate choices about language—that requires self-reflection, practice, and a commitment to one’s craft.</li> <li>• The workshop model of feedback and revision fosters the creative writing process by providing writers with constructive criticism; facilitating collaborative learning; and encouraging reflection, revision, and growth as writers.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	1 semester 0.5 credit
<b>Course Materials/Resources:</b>	<b>Core Texts:</b> <ul style="list-style-type: none"> <li>• <i>Method and Madness: The Making of a Story</i> by Alice LaPlante</li> <li>• <i>The Making of a Poem: A Norton Anthology of Poetic Forms</i> by Eavan Boland and Mark Strand</li> <li>• <i>The Practice of Creative Writing: A Guide for Students</i> by Heather Sellers</li> </ul> <p>See also the appendix of available texts by grade level. In addition, various poetry, short stories, nonfiction, film, art, and other supplemental materials are incorporated to ensure a rich variety of text types relevant to students-selected projects.</p>
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>• Conveying Ideas</li> <li>• Creating and Constructing</li> </ul>
<b>Semester at a Glance (Units):</b>	<ul style="list-style-type: none"> <li>• The Portfolio Unit           <ol style="list-style-type: none"> <li>a) The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> </ol> </li> <li>• Unit 1: Intro and Exploration of Genres &amp; Strategies</li> <li>• Unit 2: Further Exploration of Genres &amp; Strategies</li> </ul>

### Units

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	<del>Whole Year</del> One Semester
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading:</b></p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of</p>

grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**Writing:**

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Language**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L. 11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**L.11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

	<b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>



<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and</li> </ul>

		<p>add variety and interest to writing or presentations.</p> <ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
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<b>Unit Number and Title:</b>	<b>Unit 1:</b> Intro and Exploration of Genres & Strategies
<b>Duration:</b>	One Marking Period
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <i>Method and Madness: The Making of a Story</i> by Alice LaPlante</li> <li>● <i>The Making of a Poem: A Norton Anthology of Poetic Forms</i> by Eavan Boland and Mark Strand</li> <li>● <i>The Practice of Creative Writing: A Guide for Students</i> by Heather Sellers</li> <li>● Student-selected texts</li> </ul>
<b>Unit Overview:</b>	The semester begins with a focus on essential content knowledge and essential processes. Students learn the key conventions of broad genres including short stories, poetry, drama, and creative nonfiction and practice drafting in a variety of forms and genres. Students are introduced to writerly habits and a

	<p>variety of strategies for generating ideas. Workshop groups are established, and students learn feedback protocols that they will use throughout the semester. Students select one genre to focus on, engage in independent reading in that genre, and work through multiple drafts and revisions of a major piece in that genre.</p> <p>Being adept at analyzing author choices regarding structure, plot, characterization, and aesthetic impact will allow students to transfer that learning to their own creative writing pieces. Students will continue to strengthen their writing skills through application of various strategies and by evaluating and utilizing peer and teacher feedback.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way. Additionally, students will employ content information in the shaping of their own stories.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.11-12.5</b> - Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RL.11-12.6-</b> - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>Writing</b></p> <p><b>W.11-12.3</b> - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

	<p><b>W.11-12.5</b> - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Speaking and Listening</b></p> <p><b>SL. 11-12.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How do writers generate and develop ideas for creative writing projects?</li> <li>● How do writers use reading to develop their craft?</li> <li>● What strategies can writers learn and practice to strengthen their work?</li> </ul>	
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● Writers draw on real life experience to feed the imagination, using what they know to invent writing that is, as E. M. Forster explains, surprising yet convincing.</li> <li>● Writers read widely and actively, using the work of other writers both as inspiration and as models to learn effective strategies they can apply in their own work.</li> <li>● Writing strategies related to character, setting, structure, narration, and figurative language can be deployed to clarify and construct meaning in any genre.</li> </ul>	
<p><b>Learning Goals:</b></p>	<p><b>Content:</b> Students will know...</p>	<p><b>Skills:</b> Students will be able to...</p>

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Definitions and conventions of major genres</li> <li>● Multiple idea-generating strategies</li> <li>● Relevance of reading pursuits</li> <li>● Key concepts and terms that apply across genres, including voice, character, setting, structure, narration, and figurative language</li> <li>● Author's choices and connection to structure and meaning</li> <li>● Point of view</li> </ul>	<ul style="list-style-type: none"> <li>● Identify genres and genre conventions in new readings</li> <li>● Apply strategies to generate ideas for multiple creative writing exercises</li> <li>● Select and engage with readings relevant to their own writing pursuits</li> <li>● Demonstrate understanding of key concepts and terms that apply across genres</li> <li>● Analyze author's choices</li> <li>● Distinguish between literal and figurative meaning and how it connects to point of view</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Narrative characteristics</li> <li>● Development of real or imagined experiences in writing</li> <li>● Narrative techniques, choice of details, and event sequence structure</li> <li>● The writing process</li> </ul>	<ul style="list-style-type: none"> <li>● Write narratives</li> <li>● Develop real or imagined experiences</li> <li>● Use effective techniques, well-chosen details, and well-structured event sequences</li> <li>● Plan, revise, edit, and rewrite pieces</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Discussion protocols</li> <li>● Feedback protocols</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss and engage in close reading of model texts</li> <li>● Provide feedback on peer work</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2:</b> Application and Use of Genres and Strategies
<b>Duration:</b>	One Marking Period
<b>Resource(s):</b>	The following books are core texts to which all teachers have access and which are recommended

	choices for this unit: <ul style="list-style-type: none"> <li>● <i>Method and Madness: The Making of a Story</i> by Alice LaPlante</li> <li>● <i>The Making of a Poem: A Norton Anthology of Poetic Forms</i> by Eavan Boland and Mark Strand</li> <li>● <i>The Practice of Creative Writing: A Guide for Students</i> by Heather Sellers</li> <li>● Student-selected texts</li> </ul>
<b>Unit Overview:</b>	<p>The second quarter builds on initial encounters with genres and strategies and deepens students' understanding of essential processes. Lessons focus on elements that cut across genres, including character, setting, structure, narration, and figurative language. Students continue to practice strategies for generating new ideas in order to produce multiple initial drafts. Students continue to use the feedback protocol to give and receive feedback in their workshop groups. Students select a second genre to focus on, engage in independent reading in that genre, and work through multiple drafts and revisions of a major piece in this second genre.</p> <p>Throughout this course, students will continue to refine their use of language to achieve a specific impact. They will write numerous narrative texts, including fiction, narrative nonfiction, and poetry, and they will engage in the workshop process to give and receive critical feedback aimed at assisting with revision.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way. Additionally, students will employ content information in the shaping of their own stories.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<b>Reading</b>

	<p><b>RL.11-12.1 &amp; RI.11-12.1</b> - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.4 &amp; RI.11-12.4</b> - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p><b>Writing</b></p> <p><b>W.11-12.3</b> - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W.11-12.4</b> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.11-12.6</b> - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>Speaking and Listening</p> <p><b>SL11-12.1</b> - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● What is the role of genre in creating reader expectations, and how do writers use this to their advantage?</li> <li>● How do writers create a strong sense of voice in their writing?</li> <li>● How does a workshop model of feedback and revision support the writing process?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● Knowledge of genre conventions and the role they play in creating reader expectations can help writers draw on literary tradition as well as transcend traditional genre boundaries.</li> <li>● Developing a strong sense of voice is an ongoing process—involving authentic engagement with one’s content and deliberate choices about language—that requires self-reflection,</li> </ul>

	<p>practice, and a commitment to one’s craft.</p> <ul style="list-style-type: none"> <li>• The workshop model of feedback and revision fosters the creative writing process by providing writers with constructive criticism; facilitating collaborative learning; and encouraging reflection, revision, and growth as writers.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Key concepts and terms essential to their selected genre, including <ul style="list-style-type: none"> <li>○ <u>Poetry</u>: tone and speaker, stanza, line, tone,</li> <li>○ <u>Short Stories</u>: narration and point of view, character development, plot structure</li> <li>○ <u>Drama</u>: mood, character roles, monologue, soliloquy, scene structure, script format, stage direction, audience appeal</li> <li>○ <u>Creative Nonfiction</u>: narration and point of view, research, reflection</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate key concepts and terms used in the selected genre (see list under reading content)</li> <li>• Determine the meaning of words and phrases as they are used, particularly figurative language and connotative meaning</li> <li>• Analyze the impact of word choice on the meaning of a text</li> <li>• Cite textual evidence to support analysis, paying particular attention to the key concepts of the genre</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Key concepts of and terms used in the selected genre (see list under reading content)</li> <li>• The writing process</li> <li>• Self-assessment</li> <li>• Narrative text structure (specific to the selected genre)</li> <li>• Technology for production and publishing</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate key writing concepts into their own creative writing</li> <li>• Develop and revise a major piece through multiple drafts based on peer and teacher feedback</li> <li>• Engage in self-assessment to reveal both mastery of writing standards and engagement in the creative writing process and workshop experience</li> </ul>



		<ul style="list-style-type: none"> <li>• Write narratives</li> <li>• Use technology for production and publishing of writing</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• The purpose and steps of the Connecticut Writing Project Feedback Protocol</li> </ul>	<ul style="list-style-type: none"> <li>• Give and receive constructive feedback on drafts using the Feedback Protocol</li> </ul>

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## **Dark Chronicles: The Literature of True Crimes and Mysteries**

**Course Information**

<b>Grade(s):</b>	10-12
<b>Discipline/Course:</b>	English/Semester Elective
<b>Course Title:</b>	Dark Chronicles: The Literature of True Crimes and Mysteries
<b>Prerequisite(s):</b>	English 9
<b>Course Description:</b> <i>Program of Studies</i>	This course explores the writing about crimes and the criminal mind, an area of morbid fascination in modern society. Students will look at some of the more gruesome crimes that have been captured in literary works, including such classics as Truman Capote’s <i>In Cold Blood</i> . They will also use their analytical skills to evaluate and piece together evidence in their role as citizen detectives when listening to podcasts like <i>Serial</i> and <i>My Favorite Murder</i> . In addition, students will explore detective mysteries by the likes of Agatha Christie, Sir Arthur Conan Doyle, Walter Mosley, Stephen King and other detective writers. Students will also try their hand at writing about a real crime using the strategies and structures of true crime literature.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● What steps does a detective follow to solve a mystery? What skills are needed?</li> <li>● What influence did real crimes and criminals have on the detective/mystery story?</li> <li>● Why is it important to understand the criminal mind?</li> <li>● What effect does violent trauma have on a community and the individuals that make up that community?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Though mysteries can be winding, following a plan of steps and using such skills as reflection and critical thinking are key to solving any crime.</li> <li>● Real crime and criminals sometimes inspired mysteries, but sometimes, potential criminals were inspired by the mysteries they read.</li> <li>● To catch a criminal and prevent further violence, a detective must first understand how the criminal mind works.</li> </ul>

	<ul style="list-style-type: none"> <li>● Violence can both polarize and unify a community, and it can have similar effects on each individual.</li> </ul>
<b>Duration:</b>	One semester
<b>Course Materials/Resources:</b>	<ul style="list-style-type: none"> <li>● <b>“The Murders in the Rue Morgue” by Edgar Allan Poe</b></li> <li>● <i>In Cold Blood</i> by Truman Capote</li> <li>● <i>The Executioner’s Song</i> by Norman Mailer</li> <li>● <i>Serial</i></li> <li>● <i>My Favorite Murder</i></li> <li>● <a href="#">“Grisly Murders and Serial Killers? Ooh, Tell Me More”</a></li> <li>● <a href="#">“The Bloody History of the True Crime Genre”</a></li> <li>● <i>I’ll Be Gone in the Dark</i></li> <li>● <i>Devil in the White City</i> by Erik Larson</li> <li>● <i>Killers of the Flower Moon: The Osage Murders and the Birth of the FBI</i> by David Grann</li> <li>● Various works by Christie, Conan Doyle, and other detective writers</li> <li>● <i>Devil in the Blue Dress</i> by Walter Mosley</li> <li>● <i>Holly</i> or <i>Mr. Mercedes</i> by Stephen King</li> <li>● Current crime articles</li> </ul>
<b>FPS Course Academic Expectation(s):</b>	Synthesizing and Evaluating Conveying Ideas
<b>Year at a Glance (Units)</b>	<ul style="list-style-type: none"> <li>● The Portfolio <ul style="list-style-type: none"> <li>○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> </ul> </li> <li>● Unit 1: It’s Elementary: The Art of the Detective Story</li> <li>● Unit 2: The Criminal Mind</li> </ul>

### Units

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	<del>Whole Year</del> One Semester
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading:</b></p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>

**RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**Writing:**

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in

standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Language:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L. 11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**L.11-12.3** Apply knowledge of language to understand how language functions in different contexts, to

	<p>make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>	
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<p><b>Learning Goals:</b></p>	<p><b>Content:</b> Students will know...</p>	<p><b>Skills:</b> Students will be able to...</p>



<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and</li> </ul>

		<p>add variety and interest to writing or presentations.</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>• Use a colon to introduce a list or quotation.</li> <li>• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
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<b>Unit Number and Title:</b>	<b>Unit 1:</b> It’s Elementary: The Art of the Detective Story
<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<p><del>Students will read or view one or more of the following texts:</del>  The following are core texts to which all teachers have access:</p> <ul style="list-style-type: none"> <li>• “The Murders in the Rue Morgue” by Edgar Allan Poe</li> <li>• <i>Murder on the Orient Express</i> by Agatha Christie</li> <li>• <i>The Hound of the Baskervilles</i> by Sir Arthur Conan Doyle</li> <li>• <i>The Maltese Falcon</i> by Dashiell Hammett</li> <li>• <i>In the Woods</i> by Tana French</li> <li>• <i>The Silence of the Lambs</i> by Thomas Harris</li> <li>• <i>Devil in the Blue Dress</i> by Walter Mosley</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Holly</i> or <i>Mr. Mercedes</i> by Stephen King</li> <li>• Series by mystery writers</li> </ul>
<b>Unit Overview:</b>	<p>In this first unit, students will become acquainted with the structure and characteristics of mystery writing. They will explore the patterns writers use and consider the development of characters, both criminal and victims. Real-life crime stories like those of Lizzie Borden and Jack the Ripper will be discussed for the role they may have played in inspiring the works of Conan Doyle and others.</p> <p>Students will read and view several works of both classic and contemporary mystery writing with a critical eye, following typically winding plots and evaluating evidence and clues throughout the story in an effort to solve the crime. Students will also engage in discussions as they collaborate with their peers on the solving of mysteries. They will have an opportunity to apply their knowledge of the genre by creating their own mystery stories.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text</p> <p><b>RL.11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)</p> <p><b>Writing</b></p> <p><b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique,</p>

	<p>well-chosen details, and well-structured event sequences</p> <p><b>W.11-12.3a</b> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>Speaking and Listening</b></p> <p><b>SL.11-12.1c</b> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives</p> <p><b>SL.11-12.1d</b> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What steps does a detective follow to solve a mystery? What skills are needed?</li> <li>• What influence did real crimes and criminals have on the detective/mystery story?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Though mysteries can be winding, following a plan of steps and using such skills as reflection and critical thinking are key to solving any crime.</li> <li>• Real crime and criminals sometimes inspired mysteries, but sometimes, potential criminals were inspired by the mysteries they read.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Theme or central idea</li> <li>• Credibility of evidence</li> <li>• Literary elements, including setting, plot,</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the development of a theme or central idea through the course of a text</li> <li>• Critically evaluate evidence offered and</li> </ul>

	and characters	declarations made in a story <ul style="list-style-type: none"> <li>Evaluate author’s choices regarding setting, plot, and character development</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Characteristics and structure of narrative writing, particularly for the mystery genre</li> <li>Audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Write mysteries that follow the expectations for the genre</li> <li>Write for a specific task and audience</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>Synthesis</li> <li>Question formulation strategies</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize comments, claims, and evidence into a coherent understanding</li> <li>Probe reason and evidence with questions</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2:</b> The Criminal Mind
<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<p><del>Students will read, listen to, or view one or more of the following texts:</del>  <b>The following are core texts to which all teachers have access:</b></p> <ul style="list-style-type: none"> <li><i>In Cold Blood</i> by Truman Capote</li> <li><i>The Executioner’s Song</i> by Norman Mailer</li> <li><i>Devil in the White City</i> by Erik Larson</li> <li><i>Killers of the Flower Moon: The Osage Murders and the Birth of the FBI</i> by David Grann</li> <li><i>Serial</i></li> <li><i>My Favorite Murder</i></li> <li><a href="#"><i>“Grisly Murders and Serial Killers? Ooh, Tell Me More”</i></a></li> <li><a href="#"><i>“The Bloody History of the True Crime Genre”</i></a></li> <li><i>I’ll Be Gone in the Dark</i></li> <li>Current crime articles</li> </ul>

<b>Unit Overview:</b>	<p>In this second unit, students will turn their focus to the even more alarming body of true crime literature, both fiction and nonfiction. Students will examine how accomplished writers like Truman Capote and Norman Mailer captivated the reading world with their accounts of real murderers and started a national fascination with the macabre. They will also explore the role digital media, particularly podcasts and docuseries, has played a role in expanding the audience for the underbelly of society.</p> <p>Students will develop their ability to analyze sets of complex ideas and events and articulate how they fit together. They will also look more closely at the structure of texts and the impact that has on the story. As they explore true crime cases, they will practice integrating information from multiple sources into their discussions and writing.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RI.11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text</p> <p><b>RI.11-12.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging</p> <p><b>RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p><b>Writing</b></p>

	<p><b>W.11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p><b>W.11-12.3c</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</p> <p><b>Speaking and Listening</b></p> <p><b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• Why is it important to understand the criminal mind?</li> <li>• What effect does violent trauma have on a community and the individuals that make up that community?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• To catch a criminal and prevent further violence, a detective must first understand how the criminal mind works.</li> <li>• Violence can both polarize and unify a community, and it can have similar effects on each individual.</li> </ul>	
<b>Learning Goal:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Interactions between individuals, ideas, and events</li> <li>• Structure of a true crime narrative</li> <li>• Information from a variety of media and platforms</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the interactions between individuals, ideas, and events in a true crime work</li> <li>• Analyze the structure of a true crime narrative</li> <li>• Integrate information from a variety of media and platforms</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>• Characteristics and structure of informational text</li> <li>• Sequence and tone appropriate for true crime works</li> </ul>	<ul style="list-style-type: none"> <li>• Write informative pieces as a way of examining complex ideas</li> <li>• Write original texts about a true crime using appropriate sequence and tone</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Present findings and assertions in a clear and convincing manner</li> </ul>

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## **English 9 College Prep**

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**Course Information**

<b>Grade(s):</b>	9
<b>Discipline/Course:</b>	English
<b>Course Title:</b>	English 9
<b>Prerequisite(s):</b>	Grade 8 ELA
<b>Course Description:</b> <i>Program of Studies</i>	<p>Students in both 9CP and 9H will read a myriad of texts that span multiple genres. In 9CP, students will read at least five full-length works at grade level. They will be encouraged to choose at least one of these books from the above grade-level list. In addition, students will read a number of shorter texts that include short stories, poems, essays, articles, personal narratives, songs, epic poems, nonfiction treatises, and philosophical allegories. With each reading experience, students will engage with a mix of support and increasing independence in a deep analysis, for example, of complex characters and how they develop throughout a story, interact with other characters, move the plot forward, and develop the theme. All students in grade 9 will read <i>The Tragedy of Romeo and Juliet</i> by William Shakespeare.</p> <p>Students will engage in a number of writing experiences throughout the year. These experiences include: frequent informal writing assignments, on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections.</p> <p>All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio. Because grammar and usage development in children rarely follows a linear path, students will experience both structured mini-lessons on identified grammatical concepts and an opportunity to apply these concepts consistently and repeatedly in their own authentic writing.</p>

	<p>Students will hone their listening and speaking skills as they engage in a variety of formal and informal discussions, including Socratic Seminar, fishbowls, trio talk, and partnerships. They will also create and deliver formal presentations using digital media as support.</p> <p>Students will set both writing and reading goals, collect and review their own data, and use this information to advance as readers and writers. One of their goals will be focused on shaping communication for specific audiences. Students will also begin to synthesize information and establish sound practices for evaluating credibility of sources. Collaboration with peers will continue to be an expectation.</p> <p><del>Students in English 9 will engage in myriad texts ranging in complexity and genre while responding to texts through developmentally appropriate writing including literary analysis, narrative, research, and multimodal projects. The course will foster students' ability to set goals, collaborate with peers, convey ideas to a specific audience, and begin synthesizing and evaluating source material. In addition to frequent informal writing assignments, students will produce on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, graded discussions (Socratic seminar, fishbowl, etc.) and written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</del></p> <p><del>Students in English 09CP will read at least five books on the list of resources.</del></p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear, and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How do stories tell us about what a culture values?</li> <li>● How is conflict essential to our growth?</li> <li>● How does language work?</li> <li>● How do I develop my writer's voice?</li> </ul>

	<ul style="list-style-type: none"> <li>• What do <del>good</del> <b>skilled</b> readers do?</li> <li>• How do I participate in collaborative conversations to deepen my understanding?</li> <li>• How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• By using literature as a mirror, I am also defining who I am as a reader, writer, and thinker.</li> <li>• By applying different strategies, I can change my writer’s voice and develop a new approach to writing.</li> <li>• In order to understand the challenges of others, we must also understand the impact their environment is having on them.</li> <li>• Developing a critical stance and using my reading and thinking skills will allow me to discern truth from opinion and fiction.</li> <li>• Compelling literature often focuses on human relationships and helps us to understand why it’s so important to develop positive connections.</li> <li>• Expanding our point of view helps us to become members of many communities and to understand each other better.</li> <li>• Stories are handed down over time to communicate the values of a culture.</li> <li>• Embracing conflict, taking a risk, and pushing against authority allows the opportunity to enact change.</li> <li>• Language is power, so it must be used responsibly.</li> <li>• Finding one’s own path to a community of readers, writers and thinkers helps support the development of a personal writing voice.</li> <li>• There are habits of practice that are useful to help individuals define themselves as readers, writers, and thinkers.</li> <li>• When engaged in discussion with my peers, I need to qualify or justify my own views and understanding and make new connections in light of the evidence and reasoning presented.</li> <li>• I will use evidence, reasoning, and analysis to support my assertions and present them in creative, thoughtful, and authentic ways.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	One year 1 credit

<b>Course Materials/Resources:</b>	See the list of resources below. Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students will also engage in independent reading, book clubs, and reading experiences across the curriculum.
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Conveying Ideas</li> <li>● Synthesizing and Evaluating</li> </ul>
<b>Year at a Glance (Units)</b>	<ul style="list-style-type: none"> <li>● The Portfolio Unit             <ul style="list-style-type: none"> <li>○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> </ul> </li> <li>● Unit 1: Identity - <i>Using Literature as Mirrors</i></li> <li>● Unit 2: Patterns and Perspectives - <i>Expanding Point of View</i></li> <li>● Unit 3: Tradition - <i>Looking Back and Exploring Origins &amp; History Looking Forward</i></li> <li>● Unit 4: Being Critical and Strengthening My Voice - <i>Using-Developing my Talents, Skills, and Wisdom</i></li> </ul>

**Resources:**

Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students may also engage in independent reading, book clubs, and reading experiences across the curriculum.

<b>Challenging Texts</b>
<p><i>A Midsummer Night’s Dream</i> by William Shakespeare  <i>Antigone</i>, by Sophocles  <i>Circe</i>, by Madeline Miller  <i>Mythology</i>, by Edith Hamilton  <i>To Kill a Mockingbird</i>, by Harper Lee</p>

*The Kite Runner*, by Khaled Hosseini  
*The Odyssey*, by Homer  
*The Oedipus Cycle*, by Sophocles  
*The Penelopiad*, by Margaret Atwood  
*The Tragedy of Romeo and Juliet*, by William Shakespeare

### Grade-Level Texts

*Anthem*, by Ayn Rand  
*Burial at Thebes: A Version of Sophocles' Antigone*, by Seamus Heaney  
*A Thousand Ships*, by Natalie Hayes  
*Flowers for Algernon*, by Daniel Keyes  
*Heroes, Gods and Monsters of the Greek Myths*, by Bernard Evslin  
*Of Mice and Men*, by John Steinbeck  
*Persepolis*, by Marjane Satrapi  
*When I was Puerto Rican*, by Esmeralda Santiago  
*The Alchemist*, by Paulo Coelho  
*The Hobbit*, by J.R.R. Tolkien  
*The House in the Cerulean Sea*, by TJ Klune  
*The Little Prince*, by Antoine de Saint-Exupery  
*A Long Way Gone*, by Ishmael Beah  
*Far Far Away*, by Tom McNeal  
*Keesha's House* by Helen Frost  
*Legend*, by Marie Lu  
*Monster*, by Walter Dean Myers  
~~*Star-Girl*, by Jerry Spinelli~~  
*The Curious Incident of the Dog in the Night-Time*, by Mark Haddon  
*The Fault in Our Stars*, by John Green  
*The Five People You Meet in Heaven*, by Mitch Albom  
*The House on Mango Street*, by Sandra Cisneros

Students will be asked to engage with a variety of informational texts in all their classes, including English classes. The varied purposes for this type of reading experience will influence the source of these texts, but, for English class at least, the following is a list of reputable sources from which these texts will typically be drawn:

- ProQuest CultureGrams
- ABC-CLIO
- Britannica
- Gale Databases
- Gale eBooks
- JSTOR
- ProQuest (includes access to *The New York Times*, *The Washington Post*, *The Wall Street Journal*, and *The Hartford Courant*)
- InfoBase
- Classroom Video
- Library and textbooks
- Credible online sources such as PBS, NPR, *National Geographic*

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	Whole Year
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.

## Learning Goals

**Standard(s):**

All of the Connecticut Common Core Standards 9-10 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:

**Reading**

**RL.9-10.10** By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9–10 text complexity band independently and proficiently.

**RI.9-10.10** By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.

**Writing**

**W.9-10.2.b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

**W.9-10.2.c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.9-10.3.a** Engage and orient the reader by setting out a problem, situation, or observation, establishing a clear point of view and distinct personal voice.



**W.9-10.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**W.9-10.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

**W.9-10.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1– 3 on up to and including Grades 9-10 page 55.)

**W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically

**W.9.10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Language**

**L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-101.a** Use parallel structure.

	<p><b>CC.9-10.L.1.b</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.9-10.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.9-10.2.a</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>L.9-10.2.b</b> Use a colon to introduce a list or quotation.</p> <p><b>L.9-10.2.c</b> Spell correctly.</p> <p><b>L.9-10.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>CC.9-10.L.3.a</b> Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I’ve achieved with each</li> </ul>

	<p>piece.</p> <ul style="list-style-type: none"> <li>• When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>• Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>
<b>Learning Goals:</b>	<p><b>Content:</b> Students will know...</p> <p><b>Skills:</b> Students will be able to...</p>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>• Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul> <ul style="list-style-type: none"> <li>• Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 9-10 text band.</li> <li>• Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>• Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>• MLA style (humanities)</li> <li>• APA style (sciences)</li> <li>• Turabian’s Manual (research)</li> <li>• Spelling rules and tools</li> <li>• Metacognition</li> <li>• Organizational structures</li> </ul> <ul style="list-style-type: none"> <li>• Use technology appropriately</li> <li>• Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>• Spell correctly.</li> <li>• Write metacognitive reflections.</li> <li>• Employ personal voice.</li> <li>• Organize reflective thinking</li> </ul>

<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>● Edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> </ul>
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<b>Unit Number and Title:</b>	<b>Unit 1:</b> Identity - Using Literature as Mirrors
<b>Duration:</b>	Approximately 10 Weeks
<b>Resource(s):</b>	<p>See the list of resources above for all available book selections. The following books are core texts to which all teachers have access <del>and which are recommended choices for this unit:</del></p> <ul style="list-style-type: none"> <li>● <i>Antigone</i>, by Sophocles</li> <li>● <i>When I was Puerto Rican</i>, by Esmeralda Santiago</li> <li>● <i>To Kill a Mockingbird</i>, by Harper Lee</li> <li>● <i>The House in the Cerulean Sea</i>, by TJ Klune</li> <li>● <i>Anthem</i>, by Ayn Rand</li> <li>● <i>Keesha's House</i> by Helen Frost</li> <li>● <i>Of Mice and Men</i>, by John Steinbeck</li> </ul>
<b>Unit Overview:</b>	<p>As students enter high school they will continue to develop their own identity as a reader, writer, and thinker. This unit provides an opportunity to introduce independent reading books, journals, and short stories that reflect students' emerging and unique identities. The overarching goal of this unit is to encourage student voice and to build community through reading literature through shared experiences and individual choices, and to build student voice through narrative writing.</p> <p><del>In this unit students will build on the final unit of their eighth grade year by increasing the complexity and breadth of their reading experiences, including</del></p> <p><b>Students will read</b> shorter works that address elements of identity and personal reflection as shared texts, one longer text that is chosen as a shared experience, and independent reading that honors student choice and connection to their own preferences and pushes their capacity as readers. Students will begin to develop their ability to share their voice in class through small group, whole class discussions, both teacher-driven and student-driven. They will also apply their new understandings of the structure of narrative and the development of their voice to the writing of their own narrative essay.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the</p>

	<p>arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p><b>RI.9-10.3</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p><b>RL.9-10.6</b> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</p> <p><b>Writing</b></p> <p><b>W.9-10.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p><b>Speaking</b></p> <p><b>SL.9-10.1b</b> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do I define who I am as a reader, writer and thinker?</li> <li>● What voices do I identify with?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do I develop my writer’s voice?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• There are habits of practice that are useful to help individuals define themselves as readers, writers, and thinkers.</li> <li>• Literature reflects and expresses individual voices within a culture.</li> <li>• Finding one’s own path to a community of readers, writers and thinkers helps support the development of a personal writing voice.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Types of annotations</li> <li>• Elements of plot structure</li> <li>• Methods of characterization</li> <li>• Literary devices/figurative language</li> <li>• Theme or central idea</li> <li>• Author’s purpose and point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect upon a student’s proficiency as a reader, writer, and thinker</li> <li>• Make connections to characters and conflicts</li> <li>• Establish reading goals for the year</li> <li>• Identify author’s craft</li> <li>• Draw inferences</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Characteristics and structure of personal narrative and voice</li> <li>• Development of plot</li> <li>• Structure and organization</li> </ul>	<ul style="list-style-type: none"> <li>• Write narratives that demonstrate the development of a personal writer’s voice</li> <li>• Develop real or imagined experiences</li> <li>• Structure event sequences logically</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Goal-setting structure</li> <li>• Discussion protocols and expectations</li> <li>• Characteristics of discussion participation</li> </ul>	<ul style="list-style-type: none"> <li>• Set goals</li> <li>• Establish rules and roles</li> <li>• Participate fully in collegial discussions</li> </ul>
<b>Unit Number and Title:</b>	<b>Unit 2:</b> Patterns and Perspectives - Expanding Point of View	

<b>Duration:</b>	Approximately 10 Weeks
<b>Resource(s):</b>	<p>See the list of resources above for all available book selections. The following books are core texts to which all teachers have access. <del>and which are recommended choices for this unit:</del></p> <ul style="list-style-type: none"> <li>● <i>The Odyssey</i>, by Homer</li> <li>● <i>Circe</i>, by Madeline Miller</li> <li>● <i>A Thousand Ships</i>, by Natalie Hayes</li> <li>● <i>Heroes, Gods and Monsters of the Greek Myths</i>, by Bernard Evslin</li> <li>● <i>The Alchemist</i>, by Paulo Coelho</li> <li>● <i>To Kill a Mockingbird</i>, by Harper Lee</li> </ul>
<b>Unit Overview:</b>	<p>This unit pushes out from the individual (self) perspective to address, understand and challenge the perspectives of others. <del>This unit</del> Students will <del>focus on either a whole-class common text or engage in a book club-structure</del> to offer students the opportunity to dive deeply into various texts. Students will be introduced to the idea of “challenged” texts, including literary works that are non-traditional and non-canonical. Patterns and perspectives will be explored while also incorporating multiple genres based on a single theme, including studying and challenging the concept of the Hero’s Journey.</p> <p>As students explore this concept, they will set out on their own journey to understand how the author’s point of view or purpose can impact the text overall as well as how an author uses rhetorical strategies and structures to advance that purpose or point of view. They will demonstrate this understanding through a number of writing experiences that focus on the student’s ability to produce clear and coherent writing that is appropriate to the audience, task, and purpose.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	



<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p><b>RL.9-10.6</b> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</p> <p><b>RI.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone</p> <p><b>Writing</b></p> <p><b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>Speaking</b></p> <p><b>SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What thematic and narrative patterns can be found in literature?</li> <li>● How are those patterns reflective of the human experience?</li> <li>● How do stories tell us about what a culture values?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● There are commonalities in structure and archetypes that reflect the universal human experience.</li> <li>● Literature contains patterns of characters people can identify with and/or find conflict with in order to better understand their own values.</li> </ul>

	<ul style="list-style-type: none"> <li>• Stories are handed down over time to communicate the values of a culture.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Archetype (definition of, examples of)</li> <li>• Development of characters</li> <li>• Meaning and tone</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze how an author advances a point of view</li> <li>• Identify patterns across texts</li> <li>• Trace the development of a character over the course of a text</li> <li>• Analyze impact of word choice on meaning and tone</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Characteristics of a thesis statement</li> <li>• Effective supporting evidence</li> <li>• Development, organization, and style</li> <li>• Audience, task, and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Craft a thesis statement</li> <li>• Analyze and choose effective evidence to support a thesis</li> <li>• Align development, organization, and style to meet the needs of the audience, task, and purpose</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Discussion protocols and expectations</li> <li>• Idea extension and development</li> <li>• Clarity and persuasion in speech</li> </ul>	<ul style="list-style-type: none"> <li>• Participate fully in a range of collaborative discussions</li> <li>• Build off of peers' ideas</li> <li>• Express ideas clearly and persuasively</li> </ul>

<b>Unit Number and Title:</b>	Unit 3: Tradition- Looking Back and <del>Exploring Origins &amp; History</del> Looking Forward
<b>Duration:</b>	Approximately 10 weeks

<b>Resource(s):</b>	<p>See the list of resources above for all available book selections. The following books are core texts to which all teachers have access. <del>and which are recommended choices for this unit:</del></p> <ul style="list-style-type: none"> <li>● <i>The Tragedy of Romeo and Juliet</i>, by William Shakespeare</li> <li>● <i>Persepolis</i>, by Marjane Satrapi (paired with <i>Antigone</i> for comparative analysis)</li> <li>● <i>Antigone</i>, by Sophocles</li> <li>● <del><i>Heroes, Gods and Monsters of the Greek Myths</i>, by Bernard Evslin</del></li> <li>● <del><i>Of Mice and Men</i>, by John Steinbeck</del></li> <li>● <del><i>A Long Way Gone</i>, by Ishmael Beah</del></li> </ul>
<b>Unit Overview:</b>	<p>In this unit students will engage with more “traditional” texts to establish why they have endured over time and how a text may be changed or adapted to be valuable within another culture and time period. Building connections to these texts is an essential part of encouraging students to read works that are more challenging, helping students to see the timeless nature of literature across cultures and time periods.</p> <p>As students continue to develop their reading prowess, they will begin to analyze a point of view or cultural experience reflected in a work of literature from outside of the United States, thus further developing as global citizens. In addition, students will write informative or explanatory texts and make use of digital media in order to present their new understandings about literature and the world around them.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RL.9-10.5</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise</p>

	<p><b>RL.9-10.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature</p> <p><b>RL.9-10.9</b> Analyze how an author draws on and transforms source material in a specific work</p> <p><b>Writing</b>  <b>W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p><b>W.9-10.9</b> Draw evidence from literary and/or informational texts to support analysis, reflection, and research</p> <p><b>Speaking</b>  <b>SL. 9-10.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• Why do texts endure?</li> <li>• What makes literature compelling?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Certain texts have the ability to transcend time and culture through the universality of the human experience.</li> <li>• Complexity and variety of language enriches the experience of communicating.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Characteristics of traditional and contemporary texts</li> </ul>	<ul style="list-style-type: none"> <li>• Draw connections between traditional texts and contemporary texts/experiences</li> </ul>

	<ul style="list-style-type: none"> <li>● Text structure, pacing, and setting</li> <li>● Mystery, tension, surprise</li> <li>● Cultural aspects and point of view of a particular selection of world literature</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze how authors manipulate structure, pacing, and setting to achieve mystery, tension, or surprise</li> <li>● Analyze point of view and cultural experience in a piece of world literature</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Characteristics and structure of informational or explanatory writing</li> <li>● Research process</li> <li>● Reflective writing expectations</li> </ul>	<ul style="list-style-type: none"> <li>● Write informative or explanatory texts to share literary analysis</li> <li>● Conduct research on, analyze, and reflect in writing on various works of literature</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Digital media</li> <li>● Presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>● Use digital media strategically to enhance presentation</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 4: Being Critical and Strengthening My Voice- <del>Using</del> Developing my Talents, Skills, and Wisdom</b>
<b>Duration:</b>	Approximately 10 Weeks
<b>Resource(s):</b>	<p>See the list of resources above for all available book selections. The following books are core texts to which all teachers have access <del>and which are recommended choices for this unit:</del></p> <ul style="list-style-type: none"> <li>● <i>Flowers for Algernon</i>, by Daniel Keyes</li> <li>● <i>The Curious Incident of the Dog in the Night-Time</i>, by Mark Haddon</li> <li>● <i>The Kite Runner</i>, by Khaled Hosseini</li> </ul>
<b>Unit Overview:</b>	<p>This unit includes a focus on the research process which will be connected to reading a choice book independently. Students will pose research questions and make use of various databases to develop and write about a critical stance that more deeply explores their selected text. In addition, students will engage in formal presentations to share their new understanding of a text and the critical stance they decided to take and support. They will also continue their ongoing development as critical readers.</p>

	<p>After spending significant time reading and analyzing their work of choice, students will then gather information from a variety of credible sources, specifically those in databases, and use that information to create a critical stance that will guide their research paper. Students will include both informative and argumentative writing in their final piece. They will also respond thoughtfully to diverse perspectives and make new connections in light of evidence and reasoning presented.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way. <b>Finally, students will engage in a formal Socratic seminar to find, explore, and deepen connections, information, and themes across texts. Preparation for this seminar will follow the presentations and include small-group work to tease out these connections and formulate potential questions to drive discussion.</b></p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b> <b>RI.9-10.3</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p><b>RI.9-10.7</b> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p> <p><b>Writing</b> <b>W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p><b>W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>

	<p><b>W.9-10.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation</p> <p><b>Speaking</b></p> <p><b>SL.9-10.1d</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented</p> <p><b>SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● <del>What makes literature controversial?</del> What happens when we read a book through a critical lens?</li> <li>● <del>What happens when we push against authority?</del> How do different texts push against authority?</li> <li>● How do perspective and bias affect the way texts are interpreted and received?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Reading through a lens provides insight into how and why a text is reflective of the time in which it was produced and what might make it controversial.</li> <li>● Taking a risk and pushing against authority allows the opportunity to enact change.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Characteristics and structure of informational or explanatory text</li> <li>● Characteristics and structure of argument text</li> </ul>	<ul style="list-style-type: none"> <li>● Explore an author’s unfolding of ideas in informational text</li> <li>● Explore an author’s unfolding of ideas in argument text</li> </ul>

	<ul style="list-style-type: none"> <li>• Comparison and contrast of specific details from different versions of a story or topic</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze various accounts of the same story or information through different mediums</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Research and inquiry processes and strategies</li> <li>• Synthesis of ideas</li> <li>• Credibility characteristics</li> <li>• MLA citation</li> <li>• Characteristics and structure of argument writing</li> </ul>	<ul style="list-style-type: none"> <li>• Research varying perspectives and opinions about a text and identify how and why different audiences respond differently to the same text</li> <li>• Synthesize information from varying sources to create an original evaluation of the assigned text</li> <li>• Find and use credible sources to evaluate a text</li> <li>• Properly cite and format a research-based paper</li> <li>• Write well-researched argument papers</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Seminar discussion protocols and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for seminar discussion</li> <li>• Participate fully in seminar discussion</li> </ul>



## **English 9 Honors**

**Course Information**

<b>Grade(s):</b>	9
<b>Discipline/Course:</b>	English
<b>Course Title:</b>	English 9 Honors
<b>Prerequisite(s):</b>	Grade 8 ELA
<b>Course Description:</b> <i>Program of Studies</i>	<p>Students in both 9CP and 9H will read a myriad of texts that span multiple genres. In 9H, students will read at least six full-length works, 4 at grade level and at least 2 above grade level. In addition, students will read a number of shorter texts that include short stories, poems, essays, articles, personal narratives, songs, epic poems, nonfiction treatises, and philosophical allegories. With each reading experience, students will engage with increasing independence in a deep analysis, for example, of complex characters and how they develop throughout a story, interact with other characters, move the plot forward, and develop the theme. Additionally, students in 9H will conduct analysis across texts and genres, synthesizing their ideas where appropriate. All students in grade 9 will read <i>The Tragedy of Romeo and Juliet</i> by William Shakespeare.</p> <p>Students will engage in a number of writing experiences, all with interest and attention and many independently, throughout the year. These experiences include: frequent informal writing assignments, on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections.</p> <p>All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio. Because grammar and usage development in children rarely follows a linear path, students will experience both structured mini-lessons on identified grammatical concepts and an opportunity to apply these concepts consistently and repeatedly in their own</p>

authentic writing.

Students will hone their listening and speaking skills as they engage in a variety of formal and informal discussions, including Socratic Seminar, fishbowls, trio talk, and partnerships. They will also create and deliver formal presentations using digital media as support.

Students will set writing, reading, and discussion goals, collect and review their own data, and use this information to advance as readers and writers. One of their goals will be focused on shaping communication for specific audiences. Students will also begin to synthesize information and establish sound practices for evaluating credibility of sources. Collaboration with peers will continue to be an expectation.

Honors-Level courses are similar to College Preparatory courses by design, yet require students to explore topics and concepts more deeply and analyze texts and information that are beyond grade level expectations. Students in Honors classes are expected to read and analyze complex texts and information independently, without significant scaffolding, and at a much quicker pace. Students should also be capable of independently expressing their thoughts and understandings through a variety of written formats with sophistication and in order to meet the needs of both task and audience. The expectations for skill demonstration, content mastery, and work habits are above grade level.

~~Students in English 9 Honors will engage in myriad texts ranging in complexity and genre while responding to texts through developmentally appropriate writing including literary analysis, narrative, research, and multimodal projects. The course will foster students' ability to set goals, collaborate with peers, convey ideas to a specific audience, and begin synthesizing and evaluating source material. In addition to frequent informal writing assignments, students will produce on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, graded discussions (Socratic seminar, fishbowl, etc.) and written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.~~  
**Honors Level English courses are similar to College Preparatory courses by design, but provide further opportunities for students to work independently, to explore topics and concepts more**

	<p><del>deeply, and to analyze texts that are above grade level. Students in Honors English read across genres and are expected to read and analyze complex texts independently, which enables students to read a greater number of texts. In addition, reading and writing units move at a much quicker pace. Students in an honors English course write for a variety of purposes and audiences independently and are assessed on the depth of analysis across varied texts and across multiple genres. The sophistication of their writing style, and the complexity of their critical thinking drive thoughtful responses that enhance their understanding of the subject of English and strengthen their skills as readers, writers, listeners and speakers. Students are expected to sustain both the reading and writing processes with interest and attention. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</del></p> <p><del>Students in English 9H will read at least six books on the list of resources, and at least one of these texts will be used in each of the four thematic units. At least four of the six required texts will be from the challenging text band.</del></p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear, and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How do stories tell us about what a culture values?</li> <li>● How is conflict essential to our growth?</li> <li>● How does language work?</li> <li>● How do I develop my writer's voice?</li> <li>● What do <b>good skilled</b> readers do?</li> <li>● How do I participate in collaborative conversations to deepen my understanding?</li> <li>● How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● By using literature as a mirror, I am also defining who I am as a reader, writer, and thinker.</li> </ul>

	<ul style="list-style-type: none"> <li>● By applying different strategies, I can change my writer’s voice and develop a new approach to writing.</li> <li>● In order to understand the challenges of others, we must also understand the impact their environment is having on them.</li> <li>● Developing a critical stance and using my reading and thinking skills will allow me to discern truth from opinion and fiction.</li> <li>● Compelling literature often focuses on human relationships and helps us to understand why it’s so important to develop positive connections.</li> <li>● Expanding our point of view helps us to become members of many communities and to understand each other better.</li> <li>● Stories are handed down over time to communicate the values of a culture.</li> <li>● Embracing conflict, taking a risk, and pushing against authority allows the opportunity to enact change.</li> <li>● Language is power, so it must be used responsibly.</li> <li>● Finding one’s own path to a community of readers, writers and thinkers helps support the development of a personal writing voice.</li> <li>● There are habits of practice that are useful to help individuals define themselves as readers, writers, and thinkers.</li> <li>● When engaged in discussion with my peers, I need to qualify or justify my own views and understanding and make new connections in light of the evidence and reasoning presented.</li> <li>● I will use evidence, reasoning, and analysis to support my assertions and present them in creative, thoughtful, and authentic ways.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	One year 1 credit
<b>Course Materials/Resources:</b>	See the list of resources below. Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students will also engage in independent reading, book clubs, and reading experiences across the curriculum.

<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Conveying Ideas</li> <li>● Synthesizing and Evaluating</li> </ul>
<b>Year at a Glance (Units)</b>	<ul style="list-style-type: none"> <li>● The Portfolio Unit           <ul style="list-style-type: none"> <li>○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> </ul> </li> <li>● Unit 1: Identity - <i>Using Literature as Mirrors</i></li> <li>● Unit 2: Patterns and Perspectives - <i>Expanding Point of View</i></li> <li>● Unit 3: Tradition - <i>Looking Back and Exploring Origins &amp; History Looking Forward</i></li> <li>● Unit 4: Being Critical and Strengthening My Voice - <i>Using Developing my Talents, Skills, and Wisdom</i></li> </ul>

**Resources:**

Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students may also engage in independent reading, book clubs, and reading experiences across the curriculum.

**Challenging Texts**

*A Midsummer Night’s Dream* by William Shakespeare  
*Antigone*, by Sophocles  
*Circe*, by Madeline Miller  
*Mythology*, by Edith Hamilton  
*To Kill a Mockingbird*, by Harper Lee  
*The Kite Runner*, by Khaled Hosseini  
*The Odyssey*, by Homer  
*The Oedipus Cycle*, by Sophocles

*The Penelopiad*, by Margaret Atwood  
*The Tragedy of Romeo and Juliet*, by William Shakespeare

### Grade-Level Texts

*Anthem*, by Ayn Rand  
*Burial at Thebes: A Version of Sophocles' Antigone*, by Seamus Heaney  
*A Thousand Ships*, by Natalie Hayes  
*Flowers for Algernon*, by Daniel Keyes  
*Heroes, Gods and Monsters of the Greek Myths*, by Bernard Evslin  
*Of Mice and Men*, by John Steinbeck  
*Persepolis*, by Marjane Satrapi  
*When I was Puerto Rican*, by Esmeralda Santiago  
*The Alchemist*, by Paulo Coelho  
*The Hobbit*, by J.R.R. Tolkien  
*The House in the Cerulean Sea*, by TJ Klune  
*The Little Prince*, by Antoine de Saint-Exupery  
*A Long Way Gone*, by Ishmael Beah  
*Far Far Away*, by Tom McNeal  
*Keesha's House* by Helen Frost  
*Legend*, by Marie Lu  
*Monster*, by Walter Dean Myers  
~~*Star Girl*, by Jerry Spinelli~~  
*The Curious Incident of the Dog in the Night-Time*, by Mark Haddon  
*The Fault in Our Stars*, by John Green  
*The Five People You Meet in Heaven*, by Mitch Albom  
*The House on Mango Street*, by Sandra Cisneros

Students will be asked to engage with a variety of informational texts in all their classes, including English classes. The varied purposes for this type of reading experience will influence the source of these texts, but, for English class at least, the following is a list of reputable sources from which these texts will typically be drawn:

- ProQuest CultureGrams
- ABC-CLIO
- Britannica
- Gale Databases
- Gale eBooks
- JSTOR
- ProQuest (includes access to *The New York Times*, *The Washington Post*, *The Wall Street Journal*, and *The Hartford Courant*)
- InfoBase
- Classroom Video
- Library and textbooks
- Credible online sources such as PBS, NPR, *National Geographic*

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	Whole Year
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.



## Learning Goals

**Standard(s):**

All of the Connecticut Common Core Standards 9-10 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:

**Reading**

**RL.9-10.10** By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9–10 text complexity band independently and proficiently.

**RI.9-10.10** By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.

**Writing**

**W.9-10.2.b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

**W.9-10.2.c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.9-10.3.a** Engage and orient the reader by setting out a problem, situation, or observation, establishing a clear point of view and distinct personal voice.

**W.9-10.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**W.9-10.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

**W.9-10.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1– 3 on up to and including Grades 9-10 page 55.)

**W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically

**W.9.10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Language**

**L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-101.a** Use parallel structure.

	<p><b>CC.9-10.L.1.b</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.9-10.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.9-10.2.a</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>L.9-10.2.b</b> Use a colon to introduce a list or quotation.</p> <p><b>L.9-10.2.c</b> Spell correctly.</p> <p><b>L.9-10.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>CC.9-10.L.3.a</b> Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the</li> </ul>

	<p>individual works, try new strategies, and consider the level of success I’ve achieved with each piece.</p> <ul style="list-style-type: none"> <li>• When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>• Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>• Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 9-10 text band.</li> <li>• Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>• Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>• MLA style (humanities)</li> <li>• APA style (sciences)</li> <li>• Turabian’s Manual (research)</li> <li>• Spelling rules and tools</li> <li>• Metacognition</li> <li>• Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology appropriately</li> <li>• Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>• Spell correctly.</li> <li>• Write metacognitive reflections.</li> <li>• Employ personal voice.</li> <li>• Organize reflective thinking</li> </ul>

<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>● Edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> </ul>
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<b>Unit Number and Title:</b>	<b>Unit 1:</b> - Using Literature as Mirrors
<b>Duration:</b>	Approximately 10 Weeks
<b>Resource(s):</b>	<p>See the list of resources above for all available book selections. The following books are core texts to which all teachers have access <del>and which are recommended choices for this unit:</del></p> <ul style="list-style-type: none"> <li>● <i>Antigone</i>, by Sophocles</li> <li>● <i>A Midsummer Night’s Dream</i> by William Shakespeare</li> <li>● <i>When I was Puerto Rican</i>, by Esmeralda Santiago</li> <li>● <i>To Kill a Mockingbird</i>, by Harper Lee</li> <li>● <i>The House in the Cerulean Sea</i>, by TJ Klune</li> <li>● <i>Of Mice and Men</i>, by John Steinbeck</li> </ul>
<b>Unit Overview:</b>	<p>As students enter high school they will continue to develop their own identity as a reader, writer, and thinker. This unit provides an opportunity to introduce independent reading books, journals, and short stories that reflect students’ emerging and unique identities. The overarching goal of this unit is to encourage student voice and to build community through reading literature through shared experiences and individual choices, and to build student voice through narrative writing.</p> <p><del>In this unit students will build on the final unit of their eighth grade year by increasing the complexity and breadth of their reading experiences, including</del> Students will read shorter works that address elements of identity and personal reflection as shared texts, one longer text that is chosen as a shared experience, and independent reading that honors student choice and connection to their own preferences and pushes their capacity as readers. Students will begin to develop their ability to share their voice in class through small group, whole class discussions, both teacher-driven and student-driven. They will also apply their new understandings of the structure of narrative and the development of their voice to the writing of their own narrative essay.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building</p>

	background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p><b>RI.9-10.3</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p><b>RL.9-10.6</b> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</p> <p><b>Writing</b></p> <p><b>W.9-10.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p><b>Speaking</b></p> <p><b>SL.9-10.1b</b> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do I define who I am as a reader, writer and thinker?</li> <li>● What voices do I identify with?</li> <li>● How do I develop my writer’s voice?</li> </ul>

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• There are habits of practice that are useful to help individuals define themselves as readers, writers, and thinkers.</li> <li>• Literature reflects and expresses individual voices within a culture.</li> <li>• Finding one’s own path to a community of readers, writers and thinkers helps support the development of a personal writing voice.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Types of annotations</li> <li>• Elements of plot structure</li> <li>• Methods of characterization</li> <li>• Literary devices/figurative language</li> <li>• Theme or central idea</li> <li>• Author’s purpose and point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect upon a student’s proficiency as a reader, writer, and thinker</li> <li>• Make connections to characters and conflicts</li> <li>• Establish reading goals for the year</li> <li>• Identify author’s craft</li> <li>• Draw inferences</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Characteristics and structure of personal narrative and voice</li> <li>• Development of plot</li> <li>• Structure and organization</li> </ul>	<ul style="list-style-type: none"> <li>• Write narratives that demonstrate the development of a personal writer’s voice</li> <li>• Develop real or imagined experiences</li> <li>• Structure event sequences logically</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Goal-setting structure</li> <li>• Discussion protocols and expectations</li> <li>• Characteristics of discussion participation</li> </ul>	<ul style="list-style-type: none"> <li>• Set goals</li> <li>• Establish rules and roles</li> <li>• Participate fully in collegial discussions</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2:</b> Patterns and Perspectives - Expanding Point of View
<b>Duration:</b>	Approximately 10 Weeks



<b>Resource(s):</b>	<p>See the list of resources above for all available book selections. The following books are core texts to which all teachers have access <del>and which are recommended choices for this unit:</del></p> <ul style="list-style-type: none"> <li>● <i>The Odyssey</i>, by Homer</li> <li>● <i>Circe</i>, by Madeline Miller</li> <li>● <i>A Thousand Ships</i>, by Natalie Hayes</li> <li>● <i>Heroes, Gods and Monsters of the Greek Myths</i>, by Bernard Evslin</li> <li>● <i>The Alchemist</i>, by Paulo Coelho</li> <li>● <i>To Kill a Mockingbird</i>, by Harper Lee</li> </ul>
<b>Unit Overview:</b>	<p>This unit pushes out from the individual (self) perspective to address, understand and challenge the perspectives of others. <del>This unit Students will focus on either a whole-class common text or engage in a book club structure</del> to offer students the opportunity to dive deeply into various texts. Students will be introduced to the idea of “challenged” texts, including literary works that are non-traditional and non-canonical. Patterns and perspectives will be explored while also incorporating multiple genres based on a single theme, including studying and challenging the concept of the Hero’s Journey.</p> <p>As students explore this concept, they will set out on their own journey to understand how the author’s point of view or purpose can impact the text overall as well as how an author uses rhetorical strategies and structures to advance that purpose or point of view. They will demonstrate this understanding through a number of writing experiences that focus on the student’s ability to produce clear and coherent writing that is appropriate to the audience, task, and purpose.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<b>Reading</b>

	<p><b>RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p><b>RL.9-10.6</b> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</p> <p><b>RI.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone</p> <p><b>Writing</b>  <b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>Speaking</b>  <b>SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● What thematic and narrative patterns can be found in literature?</li> <li>● How are those patterns reflective of the human experience?</li> <li>● How do stories tell us about what a culture values?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● There are commonalities in structure and archetypes that reflect the universal human experience.</li> <li>● Literature contains patterns of characters people can identify with and/or find conflict with in order to better understand their own values.</li> <li>● Stories are handed down over time to communicate the values of a culture.</li> </ul>

<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Point of view</li> <li>● Archetype (definition of, examples of)</li> <li>● Development of characters</li> <li>● Meaning and tone</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze how an author advances a point of view</li> <li>● Identify patterns across texts</li> <li>● Trace the development of a character over the course of a text</li> <li>● Analyze impact of word choice on meaning and tone</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Characteristics of a thesis statement</li> <li>● Effective supporting evidence</li> <li>● Development, organization, and style</li> <li>● Audience, task, and purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Craft a thesis statement</li> <li>● Analyze and choose effective evidence to support a thesis</li> <li>● Align development, organization, and style to meet the needs of the audience, task, and purpose</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Discussion protocols and expectations</li> <li>● Idea extension and development</li> <li>● Clarity and persuasion in speech</li> </ul>	<ul style="list-style-type: none"> <li>● Participate fully in a range of collaborative discussions</li> <li>● Build off of peers' ideas</li> <li>● Express ideas clearly and persuasively</li> </ul>

<b>Unit Number and Title:</b>	Unit 3: Tradition- Looking Back and <del>Exploring Origins &amp; History</del> Looking Forward
<b>Duration:</b>	Approximately 10 weeks
<b>Resource(s):</b>	See the list of resources above for all available book selections. The following books are core texts to

	<p>which all teachers have access <del>and which are recommended choices for this unit:</del></p> <ul style="list-style-type: none"> <li>● <i>The Tragedy of Romeo and Juliet</i>, by William Shakespeare</li> <li>● <i>Persepolis</i>, by Marjane Satrapi (paired with <i>Antigone</i> for comparative analysis)</li> <li>● <i>Antigone</i>, by Sophocles</li> <li>● <del><i>Heroes, Gods and Monsters of the Greek Myths</i>, by Bernard Evslin</del></li> <li>● <del><i>Of Mice and Men</i>, by John Steinbeck</del></li> <li>● <del><i>A Long Way Gone</i>, by Ishmael Beah</del></li> </ul>
<p><b>Unit Overview:</b></p>	<p>In this unit students will engage with more “traditional” texts to establish why they have endured over time and how a text may be changed or adapted to be valuable within another culture and time period. Building connections to these texts is an essential part of encouraging students to read works that are more challenging, helping students to see the timeless nature of literature across cultures and time periods.</p> <p>As students continue to develop their reading prowess, they will begin to analyze a point of view or cultural experience reflected in a work of literature from outside of the United States, thus further developing as global citizens. In addition, students will write informative or explanatory texts and make use of digital media in order to present their new understandings about literature and the world around them.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<p><b>Learning Goals</b></p>	
<p><b>Standard(s):</b></p>	<p><b>Reading</b>  <b>RL.9-10.5</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise</p>

	<p><b>RL.9-10.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature</p> <p><b>RL.9-10.9</b> Analyze how an author draws on and transforms source material in a specific work</p> <p><b>Writing</b>  <b>W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p><b>W.9-10.9</b> Draw evidence from literary and/or informational texts to support analysis, reflection, and research</p> <p><b>Speaking</b>  <b>SL. 9-10.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• Why do texts endure?</li> <li>• What makes literature compelling?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Certain texts have the ability to transcend time and culture through the universality of the human experience.</li> <li>• Complexity and variety of language enriches the experience of communicating.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Characteristics of traditional and contemporary texts</li> </ul>	<ul style="list-style-type: none"> <li>• Draw connections between traditional texts and contemporary texts/experiences</li> </ul>

	<ul style="list-style-type: none"> <li>● Text structure, pacing, and setting</li> <li>● Mystery, tension, surprise</li> <li>● Cultural aspects and point of view of a particular selection of world literature</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze how authors manipulate structure, pacing, and setting to achieve mystery, tension, or surprise</li> <li>● Analyze point of view and cultural experience in a piece of world literature</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Characteristics and structure of informational or explanatory writing</li> <li>● Research process</li> <li>● Reflective writing expectations</li> </ul>	<ul style="list-style-type: none"> <li>● Write informative or explanatory texts to share literary analysis</li> <li>● Conduct research on, analyze, and reflect in writing on various works of literature</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Digital media</li> <li>● Presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>● Use digital media strategically to enhance presentation</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 4: Being Critical and Strengthening My Voice- <del>Using</del> Developing my Talents, Skills, and Wisdom</b>
<b>Duration:</b>	Approximately 10 Weeks
<b>Resource(s):</b>	<p>See the list of resources above for all available book selections. The following books are core texts to which all teachers have access <del>and which are recommended choices for this unit:</del></p> <ul style="list-style-type: none"> <li>● <i>Antigone</i>, by Sophocles</li> <li>● <i>Circe</i>, by Madeline Miller</li> <li>● <i>To Kill a Mockingbird</i>, by Harper Lee</li> <li>● <i>The Kite Runner</i>, by Khaled Hosseini</li> <li>● <i>The Odyssey</i>, by Homer</li> <li>● <i>The Oedipus Cycle</i>, by Sophocles</li> <li>● <i>The Penelopiad</i>, by Margaret Atwood</li> </ul>
<b>Unit Overview:</b>	This unit includes a focus on the research process which will be connected to reading a choice book

independently. Students will pose research questions and make use of various databases to develop and write about a critical stance that more deeply explores their selected text. In addition, students will engage in formal presentations to share their new understanding of a text and the critical stance they decided to take and support. They will also continue their ongoing development as critical readers.

After spending significant time reading and analyzing their work of choice, students will then gather information from a variety of credible sources, specifically those in databases, and use that information to create a critical stance that will guide their research paper. Students will include both informative and argumentative writing in their final piece. They will also respond thoughtfully to diverse perspectives and make new connections in light of evidence and reasoning presented.

Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way. **Finally, students will engage in a formal Socratic seminar to find, explore, and deepen connections, information, and themes across texts. Preparation for this seminar will follow the presentations and include small-group work to tease out these connections and formulate potential questions to drive discussion.**

### Learning Goals

#### Standard(s):

#### **ReadingRI.9-10.3**

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them

**RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account

#### **Writing**

**W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid

	<p>reasoning and relevant and sufficient evidence</p> <p><b>W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p><b>W.9-10.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation</p> <p><b>Speaking</b></p> <p><b>SL.9-10.1d</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented</p> <p><b>SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● <del>What makes literature controversial?</del> What happens when we read a book through a critical lens?</li> <li>● <del>What happens when we push against authority?</del> How do different texts push against authority?</li> <li>● How do perspective and bias affect the way texts are interpreted and received?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Reading through a lens provides insight into how and why a text is reflective of the time in which it was produced and what might make it controversial.</li> <li>● Taking a risk and pushing against authority allows the opportunity to enact change.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...



<b>Reading</b>	<ul style="list-style-type: none"> <li>● Characteristics and structure of informational or explanatory text</li> <li>● Characteristics and structure of argument text</li> <li>● Comparison and contrast of specific details from different versions of a story or topic</li> </ul>	<ul style="list-style-type: none"> <li>● Explore an author’s unfolding of ideas in informational text</li> <li>● Explore an author’s unfolding of ideas in argument text</li> <li>● Analyze various accounts of the same story or information through different mediums</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Research and inquiry processes and strategies</li> <li>● Synthesis of ideas</li> <li>● Credibility characteristics</li> <li>● MLA citation</li> <li>● Characteristics and structure of argument writing</li> </ul>	<ul style="list-style-type: none"> <li>● Research varying perspectives and opinions about a text and identify how and why different audiences respond differently to the same text</li> <li>● Synthesize information from varying sources to create an original evaluation of the assigned text</li> <li>● Find and use credible sources to evaluate a text</li> <li>● Properly cite and format a research-based paper</li> <li>● Write well-researched argument papers</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Seminar discussion protocols and expectations</li> </ul>	<ul style="list-style-type: none"> <li>● Prepare for seminar discussion</li> <li>● Participate fully in seminar discussion</li> </ul>

## **English 10 College Prep**

**Course Information**

<b>Grade(s):</b>	10
<b>Discipline/Course:</b>	English
<b>Course Title:</b>	English 10 College Prep
<b>Prerequisite(s):</b>	English 9 <b>College Prep or 9 Honors</b>
<b>Course Description:</b> <i>Program of Studies</i>	<p>English 10 will extend students' analysis of texts by examining literary craft. Students will evaluate the use of literary devices in drama, fiction, non-fiction, and poetry in order to build their knowledge about literature and develop thoughtful critical stances about literature. Students will strengthen their ability to use textual evidence to support claims and illustrate their points. In addition to frequent informal writing assignments, students will produce on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, graded discussions (Socratic seminar, fishbowl, etc.) and written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</p> <p>Students in EN10 CP will read at least five of the books on the list of resources, <b>one of which will be <i>Macbeth</i> by William Shakespeare.</b></p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear, and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How do stories tell us about what a culture values?</li> <li>● How is conflict essential to our growth?</li> <li>● How does language work?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do I develop my writer’s voice?</li> <li>• What do <del>good</del> <b>skilled</b> readers do?</li> <li>• How do I participate in collaborative conversations to deepen my understanding?</li> <li>• How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• By using literature as a mirror, I am also defining who I am as a reader, writer, and thinker.</li> <li>• By applying different strategies, I can change my writer’s voice and develop a new approach to writing.</li> <li>• In order to understand the challenges of others, we must also understand the impact their environment is having on them.</li> <li>• Developing a critical stance and using my reading and thinking skills will allow me to discern truth from opinion and fiction.</li> <li>• Compelling literature often focuses on human relationships and helps us to understand why it’s so important to develop positive connections.</li> <li>• Expanding our point of view helps us to become members of many communities and to understand each other better.</li> <li>• Stories are handed down over time to communicate the values of a culture.</li> <li>• Embracing conflict, taking a risk, and pushing against authority allows the opportunity to enact change.</li> <li>• Language is power, so it must be used responsibly.</li> <li>• Finding one’s own path to a community of readers, writers and thinkers helps support the development of a personal writing voice.</li> <li>• There are habits of practice that are useful to help individuals define themselves as readers, writers, and thinkers.</li> <li>• When engaged in discussion with my peers, I need to qualify or justify my own views and understanding and make new connections in light of the evidence and reasoning presented.</li> <li>• I will use evidence, reasoning, and analysis to support my assertions and present them in creative, thoughtful, and authentic ways.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	<b>One <del>Whole</del></b> year 1 credit

<b>Course Materials/Resources:</b>	See the list of core texts below. Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students will also engage in independent reading, book clubs, and reading experiences across the curriculum.
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Synthesizing and Evaluating</li> <li>● Conveying Ideas</li> </ul>
<b>Year at a Glance (Units)</b>	<ul style="list-style-type: none"> <li>● The Portfolio Unit             <ul style="list-style-type: none"> <li>○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> </ul> </li> <li>● Unit 1: The Relationship between the Acquisition of Knowledge and the Loss of Innocence</li> <li>● Unit 2: Reconciling Personal Desire and Social or Family Responsibility</li> <li>● Unit 3: The Ideal Society</li> <li>● Unit 4: Defining Humanity</li> </ul>

**Core Texts:**

Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students will also engage in independent reading, book clubs, and reading experiences across the curriculum.

<b>Challenging Texts</b>
<p><i>1984</i>, by George Orwell (20th century British dystopian novel)  <i>The Age of Innocence</i>, by Edith Wharton (early 20th century American novel of manners)  <i>Brave New World</i>, by Adolus Huxley (20th century British dystopian novel)  <i>The Color Purple</i>, by Alice Walker (20th century Black American epistolary novel)</p>

*The Glass Menagerie* by Tennessee Williams (20th century American drama)  
*The Handmaid's Tale*, by Margaret Atwood (20th century Canadian dystopian novel)  
*The Joy Luck Club*, by Amy Tan (20th century Asian-American novel)  
*Life of Pi*, by Yann Martel (21st century Canadian novel)  
*Macbeth*, by William Shakespeare (17th century British drama)  
*Never Let Me Go*, by Kazuo Ishiguro (21st century Japanese British dystopian novel)  
*Oryx and Crake*, by Margaret Atwood (21st century Canadian dystopian novel)  
*Pride and Prejudice*, by Jane Austen (18th century British novel of manners)  
*A Raisin in the Sun* by Lorraine Hansberry (20th century Black American drama)  
*The Round House*, by Louise Erdrich  
*Things Fall Apart*, by Chinua Achebe (20th century African novel)

### Grade-level Texts

*A Separate Peace*, by John Knowles (20th century American novel)  
*Brighton Beach Memoirs*, by Neil Simon (20th century American drama)  
*Bless Me, Ultima*, by Rudolpho Anaya (20th century Mexican American novel)  
*Feed*, by M.T. Anderson (21st century American dystopian novel)  
*Half of a Yellow Sun*, by Chimamanda Ngozi Adichie (21st century novel)  
*In the Time of the Butterflies*, by Julia Alvarez (20th century Dominican American novel)  
*Lord of the Flies*, by William Golding (20th century British dystopian novel)  
*The Book of Lost Things*, by John Connolly (21st century Irish young adult novel)  
*The Parable of the Sower*, by Octavia Butler (20th century dystopian novel)  
*The Pearl*, by John Steinbeck (20th century American novel)  
*The Road*, by Cormac McCarthy (21st century American dystopian novel)  
*The Secret Life of Bees*, by Sue Monk Kidd (21st century American novel)  
*This Boy's Life*, by Tobias Wolf (20th century American memoir)  
~~*The Glass Menagerie*, by Tennessee Williams (20th century American drama)~~  
~~*Life of Pi*, by Yann Martel (21st century Canadian novel)~~  
~~*Never Let Me Go*, by Kazuo Ishiguro (21st century Japanese British dystopian novel)~~  
~~*A Raisin in the Sun*, by Lorraine Hansberry (20th century Black American drama)~~  
~~*Things Fall Apart*, by Chinua Achebe (20th century African novel)~~

Students will be asked to engage with a variety of informational texts in all their classes, including English classes. The varied purposes for this type of reading experience will influence the source of these texts, but, for English class at least, the following is a list of reputable sources from which these texts will typically be drawn:

- ProQuest CultureGrams
- ABC-CLIO
- Britannica
- Gale Databases
- Gale eBooks
- JSTOR
- ProQuest (includes access to *The New York Times*, *The Washington Post*, *The Wall Street Journal*, and *The Hartford Courant*)
- InfoBase
- Classroom Video
- Library and textbooks
- Credible online sources such as PBS, NPR, *National Geographic*

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	One <del>Whole</del> Year
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students' acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student's achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.

### Learning Goals

**Standard(s):**

All of the Connecticut Common Core Standards 9-10 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:

**Reading**

**RL.9-10.10** By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9–10 text complexity band independently and proficiently.

**RI.9-10.10** By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.

**Writing**

**W.9-10.2.b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

**W.9-10.2.c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.9-10.3.a** Engage and orient the reader by setting out a problem, situation, or observation, establishing a clear point of view and distinct personal voice.



**W.9-10.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**W.9-10.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

**W.9-10.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1– 3 on up to and including Grades 9-10 page 55.)

**W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically

**W.9.10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Language**

**L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-101.a** Use parallel structure.

	<p><b>CC.9-10.L.1.b</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.9-10.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.9-10.2.a</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>L.9-10.2.b</b> Use a colon to introduce a list or quotation.</p> <p><b>L.9-10.2.c</b> Spell correctly.</p> <p><b>L.9-10.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>CC.9-10.L.3.a</b> Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I’ve achieved with each</li> </ul>

	<p>piece.</p> <ul style="list-style-type: none"> <li>• When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>• Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>• Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 9-10 text band.</li> <li>• Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>• Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>• MLA style (humanities)</li> <li>• APA style (sciences)</li> <li>• Turabian’s Manual (research)</li> <li>• Spelling rules and tools</li> <li>• Metacognition</li> <li>• Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology appropriately</li> <li>• Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>• Spell correctly.</li> <li>• Write metacognitive reflections.</li> <li>• Employ personal voice.</li> <li>• Organize reflective thinking</li> </ul>

<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>● Edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> </ul>
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<b>Unit Number and Title:</b>	Unit 1: The Relationship between the Acquisition of Knowledge and the Loss of Innocence
<b>Duration:</b>	Approximately 10 weeks
<b>Resource(s):</b>	<p><b>Core Texts:</b>          See the list of resources above for all available book selections. The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <i>A Separate Peace</i>, by John Knowles</li> <li>● <i>The Book of Lost Things</i>, by John Connolly</li> <li>● <i>Bless Me, Ultima</i>, by Rudolpho Anaya</li> <li>● <i>The Pearl</i>, by John Steinbeck</li> <li>● <i>The Round House</i>, by Louise Erdrich</li> <li>● <i>The Secret Life of Bees</i>, by Sue Monk Kidd</li> <li>● <i>This Boy's Life</i>, by Tobias Wolf</li> </ul>
<b>Unit Overview:</b>	<p>This unit explores the relationship between the acquisition of knowledge and the loss of innocence as presented in a novel and/or memoir, among other supplemental texts. Students will consider the paradoxical effects of the acquisition of knowledge, which leads both to the death of ignorance and innocence and the birth of enlightenment and adulthood. During this unit, students will engage in numerous and varied writing activities, including an assured narrative writing experience.</p> <p>As students engage with the bigger concepts, they will also have numerous opportunities to develop their skills, particularly with narrative writing. In particular, students will spend time evaluating and applying such skills as writing realistic dialogue, using effective pacing, creating vivid descriptions, including reflection as a way of adding deeper meaning, and managing multiple plot lines, to develop experiences, events, and/or characters. Students will also further hone their ability to critically read works of literature to determine theme or central idea and how it is developed over the course of a text.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the</p>

	<p>arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RL &amp; RI.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.9</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p><b>Writing</b>  <b>W.9-10.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>Speaking and Listening</b>  <b>SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is the relationship between the acquisition of knowledge and the loss of innocence?</li> <li>● What leads to and comprises knowledge?</li> <li>● To what extent is the loss of innocence essential for maturation?</li> </ul>

	<ul style="list-style-type: none"> <li>● How is knowledge both disillusioning and empowering?</li> <li>● How does an awareness of grief, death, loss writ large, etc., shape human experience?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● There is an inverse relationship between the acquisition of knowledge and loss of innocence.</li> <li>● Experiences lead to knowledge, that which we know to be true and real.</li> <li>● In order to mature, a person must shed his innocence and see the harsh realities of the world.</li> <li>● Knowledge gives a person power by removing illusions to reveal reality.</li> <li>● When a person begins to understand death, deciding what is important and how to live also changes.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● The inverse relationship between the acquisition of knowledge and loss of innocence</li> <li>● Theme</li> <li>● Tone</li> <li>● Narrative techniques (such as dialogue, point of view, pacing, description, reflection, and multiple plot lines)</li> <li>● Figurative language (such as metaphor, simile, personification, etc.) and allusions</li> <li>● Language functions</li> </ul>	<ul style="list-style-type: none"> <li>● Define the relationship between knowledge and loss of innocence</li> <li>● Identify and explore theme and tone in a work of literature</li> <li>● Analyze narrative techniques</li> <li>● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>○ a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text</li> <li>○ b. Analyze nuances in the meaning of words with similar denotations</li> </ul> </li> <li>● Apply knowledge of language to understand how language functions in different contexts to comprehend more fully when reading</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>• Thematic meanings in writing</li> <li>• Connections between writing and life</li> <li>• Characteristics and structure of narrative text</li> <li>• Language functions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify thematic meanings</li> <li>• Make connections among and between various writing pieces and personal experience</li> <li>• Employ narrative techniques to write compelling, well organized narratives.</li> <li>• Apply knowledge of language to understand how language functions in different contexts in order to make effective choices for meaning or style</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Language functions</li> <li>• Discussion protocols and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge of language to understand how language functions in different contexts, to comprehend more fully when listening</li> <li>• Participate fully in collaborative discussions with peers</li> </ul>

<b>Unit Number and Title:</b>	Unit 2: Reconciling Personal Desire and Social or Family Responsibility
<b>Duration:</b>	Approximately 10 weeks
<b>Resource(s):</b>	<p>One of the following works of American drama is required for this unit:</p> <ul style="list-style-type: none"> <li>• <i>Brighton Beach Memoirs</i>, by Neil Simon</li> <li>• <i>The Glass Menagerie</i>, by Tennessee Williams</li> <li>• <i>A Raisin in the Sun</i>, by Lorraine Hansberry</li> </ul> <p>See the list of core texts above for all available additional book selections.</p>



<b>Unit Overview:</b>	<p>This unit explores the tension between personal desire and social/familial responsibility, as presented in a major work of American drama. Students will encounter, analyze, and critique characters who must navigate this tension and choose between their responsibilities and desires. Students will consider the role this tension plays in forging social bonds and forming a cohesive sense of self. During this unit, students will engage in numerous and varied writing, speaking, and/or multimodal activities, including an assured analytic writing assignment.</p> <p>Throughout this unit, students will explore the characteristics of effective argument in speech and writing. They will learn how to apply their knowledge to the creation of their own argument text, paying close attention to the use of textual evidence to support claims and counterclaims. Students will also develop their ability to write more sophisticated informative or explanatory texts as they express their learning and share it with others. While reading, students will also be asked to analyze the author’s choice regarding structure, pacing, and word choice.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>R.L.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and</p>

	<p>tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.5</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>RI.9-10.9</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts</p> <p><b>Writing</b></p> <p><b>W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p><b>W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p><b>Speaking and Listening</b></p> <p><b>SL.9-10.1.c</b> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● (How) can one reconcile personal desire with social and family responsibility, especially when these things are in conflict?</li> <li>● How are an individual’s values affected by the families and societies that produced them?</li> <li>● What, if anything, do individuals owe to their families and societies?</li> <li>● What is the relationship between freedom and responsibility?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● There are consequences that result when individual desire is in conflict with family and/or social responsibilities.</li> <li>● Individual values are shaped by family and society.</li> <li>● If a person has been nurtured and supported, he usually feels he owes a debt to his family and/or</li> </ul>

	society. <ul style="list-style-type: none"> <li>With freedom comes great responsibility.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>The conflict between personal desire and family and/or social responsibility</li> <li>Complex characters</li> <li>Conventions specific to drama, including dramatic dialogue, stage directions, and extra-literary devices (lighting, sound effects, music, props, etc.)</li> <li>Relevant US document of historical and literary significance.</li> <li>Text structure</li> <li>Connotation</li> <li>Allusions (literary, religious, historical, scientific, etc.)</li> <li>Literary devices (such as symbol, motif, metaphor)</li> </ul>	<ul style="list-style-type: none"> <li>Identify and interpret the significance of conflicts</li> <li>Apply an understanding of dramatic techniques to an interpretation of an American drama</li> <li>Apply understanding of text structure, connotative meanings, allusions, and literary devices to an interpretation of literature</li> <li>Analyze at least one seminal US document of historical and literary significance</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Thesis</li> <li>Claim and evidence</li> <li>Literary analysis</li> <li>Organizational strategies</li> <li>Formal academic tone</li> <li>Conventions of standard English</li> </ul>	<ul style="list-style-type: none"> <li>Write a thesis-driven, comparative literary analysis essay:             <ul style="list-style-type: none"> <li>Compose reasonable claims and supporting claims based on evidence.</li> <li>Select appropriate textual evidence to support claims and supporting claims.</li> <li>Organize ideas clearly and effectively both within and between</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ paragraphs</li> <li>○ Employ a formal, academic tone using domain specific vocabulary and precise language</li> <li>○ Provide an effective conclusion</li> <li>○ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Question formulation strategies (like QFT)</li> <li>● The protocols and expectations for civil, inclusive discourse</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions to deepen understanding</li> <li>● Bring peers into the discussion</li> <li>● Clarify, verify, or challenge ideas</li> </ul>

<b>Unit Number and Title:</b>	Unit 3: The Ideal Society
<b>Duration:</b>	Approximately 10 weeks
<b>Resource(s):</b>	<p>See the list of core texts above for all available book selections. The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <i>Never Let Me Go</i>, by Kazuo Ishiguro</li> <li>● <i>The Lord of the Flies</i>, by William Golding</li> <li>● <i>The Parable of the Sower</i>, by Octavia Butler</li> <li>● <i>The Road</i>, by Cormac McCarthy</li> <li>● <i>In the Time of the Butterflies</i>, by Julia Alvarez</li> </ul>
<b>Unit Overview:</b>	<p>This unit considers the desire to establish ideal societies and the extent to which this is possible. Students will read novels that present dystopian worlds, each beginning with a utopian impulse.</p>

	<p>Additionally, they will read supplemental informational texts as they probe the conflict between individual freedom and governmental control or even tyranny. During this unit, students will engage in numerous and varied writing activities, including an assured seminar discussion experience.</p> <p>As students continue to understand how to use and cite strong and thorough textual evidence to support assertions in their writing, they will also expand this knowledge and apply it to their ability to participate fully and effectively in collaborative discussions, including Socratic seminars as well as other types of formal discussion.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>RI.9-10.3</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p><b>RI.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)</p> <p><b>RI.9-10.5</b></p>

Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)

**RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

**RI.9-10.8**

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning

**Writing:**

**W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research

**W.9-10.9.b** Apply Grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”)

**Speaking and Listening**

**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

**SL.9-10.1.a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**SL.9-10.1.b** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed

	<p><b>SL.9-10.1.d</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented</p> <p><b>SL.9-10.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is Utopia? Is it possible to achieve an ideal society?</li> <li>● How do utopian societies reflect humanity’s hopes and dreams?</li> <li>● What is dystopia? Is it inevitable?</li> <li>● How do fictional dystopias reflect real historical situations?</li> <li>● Is the conflict between individual freedom and governmental order reconcilable?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● A perfect society is just not possible.</li> <li>● Perfection might not be possible, but it helps to inspire hopes and dreams.</li> <li>● Dystopia can be avoided if people are reasonable and work together.</li> <li>● Fictional dystopias are often a mirror reflecting real-life situations.</li> <li>● Freedom and control may seem like opposites but can actually work together.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Definitions of “utopia” and “dystopia”</li> <li>● Conventions of utopian and dystopian literature</li> <li>● Conventions of literary nonfiction and informational texts</li> <li>● The relationship between dystopian literature and historical situations</li> <li>● Figures of speech and rhetorical devices, such as satire and sarcasm</li> <li>● Qualities of fallacious reasoning, such as distortion and exaggeration of facts or</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze how authors use structure and language (including diction, figures of speech, tone and rhetorical strategies) and structure to develop arguments</li> <li>● Interpret and evaluate the effectiveness of arguments and specific claims in informational texts Identify fallacious arguments</li> <li>● Effectively employ reference materials to support understanding and arguments</li> <li>● Apply an understanding of utopia and</li> </ul>

	<p>evidence</p> <ul style="list-style-type: none"> <li>Usefulness of reference materials, both print and digital, such as dictionaries, glossaries, thesauruses, etc.</li> </ul>	<p>dystopia to an interpretation of literature</p> <ul style="list-style-type: none"> <li>Make connections between and among fiction and nonfiction (including historical events and nonfiction texts)</li> <li></li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Literary and informational text evidence</li> <li>Reading standards</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence from literary and informational to support analysis</li> <li>Apply reading standards to writing</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>Seminar discussion techniques</li> </ul>	<ul style="list-style-type: none"> <li>Prepare for and productively participate in seminar discussion</li> <li>Collaborate with peers</li> <li>Evaluate a speaker’s rhetoric and assertions</li> </ul>

<b>Unit Number and Title:</b>	Unit 4: Defining Humanity
<b>Duration:</b>	Approximately 10 weeks
<b>Resource(s):</b>	<p>The following 17th century British drama must be taught during this unit:</p> <ul style="list-style-type: none"> <li><i>Macbeth</i>, by William Shakespeare</li> </ul> <p>See the list of core texts above for all available book selections. The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li><i>Half of a Yellow Sun</i>, by Chimamanda Ngozi Adichie (21st century novel)</li> <li><i>Things Fall Apart</i>, by Chinua Achebe</li> <li><i>The Color Purple</i>, by Alice Walker</li> </ul>
<b>Unit Overview:</b>	This unit investigates what it means to be human. Students will question and consider the special



	<p>qualities we ascribe to humanity that separate us from beasts. Additionally, students will read works that explore the relationship between gender and humanity. During this unit, students will engage in numerous and varied writing activities, including an assured multimodal presentation.</p> <p>In this final unit of the year, students return again to character development as they immerse themselves in the craft used by the Bard to create some of the most memorable characters of all time. To do this, they will examine conflicting motivations of characters and how those characters are developed over the course of a text. Students will also create multimodal presentations that draw on all their writing and speaking knowledge while also incorporating the digital media most appropriate for the task at hand.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p><b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p><b>RL.9-10.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature</p>

**RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus)

**RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account

**Writing**

**W.9-10.2.a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful for aiding comprehension

**W.9-10.9.a** Apply Grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”)

**Speaking and Listening**

**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grades 9-10 Language standards 1 and 3 for specific expectations.)

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What defines humanity? What does it mean, ultimately, to be human?</li> <li>• What, if anything, separates humans from beasts?</li> <li>• What qualities do we associate with masculinity and femininity?</li> <li>• How do these gender associations complicate and/or enhance our understanding of humanity?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Being human involves the capacity to empathize.</li> <li>• Language and compassion separate humans from beasts.</li> <li>• The qualities of masculinity and femininity have changed over time and continue to shift.</li> <li>• Gender associations can both complicate and enhance our understanding of humanity.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Shakespearean tragedy and the academic language associated with tragedy, such as hubris, hamartia, and catastrophe</li> <li>• Iambic pentameter as the standard poetic form of Elizabethan drama and verse</li> <li>• The significance of variations in standard metrical patterns</li> <li>• Literary terms associated with the study of drama and common in Shakespearean plays, such as pun, soliloquy, and aside</li> <li>• Archaic language</li> <li>• The definition of empathy and how it helps to understand humanity</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend Shakespeare’s <i>Macbeth</i> by reading independently</li> <li>• Analyze how an author/director draws on and transforms source material in a specific work (<i>Macbeth</i>)</li> <li>• Apply an understanding of tragedy as a genre to an interpretation of <i>Macbeth</i></li> <li>• Identify iambic pentameter and significant moments of its variation in <i>Macbeth</i></li> <li>• Analyze and interpret the significance of language in <i>Macbeth</i> (including metrics, figurative language, and dramatic techniques)</li> <li>• Define “archaic language”</li> <li>• Define “empathy”</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>• Topics for writing</li> <li>• Organizational strategies</li> <li>• Formatting, graphics, multimedia appropriate to audience, purpose, and task</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and present an engaging, substantive, well organized multimodal present using a style appropriate to purpose, audience, and task</li> <li>• Employ technology strategically and effectively</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Multimodal presentation techniques</li> <li>• Digital media strategies</li> <li>• Discussion protocols and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Use multimodal presentation techniques and digital media strategies to share new understandings</li> <li>• Comprehend Shakespeare’s <i>Macbeth</i> by collaborating with peers and engaging in teacher-led discussions</li> </ul>

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## **English 10 Honors**

**Course Information**

<b>Grade(s):</b>	10
<b>Discipline/Course:</b>	English
<b>Course Title:</b>	English 10 Honors
<b>Prerequisite(s):</b>	English 9 <b>College Prep or 9 Honors</b>
<b>Course Description:</b> <i>Program of Studies</i>	<p>English 10 Honors will extend students' analysis of texts by examining literary craft. Students will evaluate the use of literary devices in drama, fiction, non-fiction, and poetry in order to build their knowledge about literature and develop thoughtful critical stances about literature. Students will strengthen their ability to use textual evidence to support claims and illustrate their points. In addition to frequent informal writing assignments, students will produce on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, graded discussions (Socratic seminar, fishbowl, etc.) and written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</p> <p><b>Honors-Level courses are similar to College Preparatory courses by design, yet require students to explore topics and concepts more deeply and analyze texts and information that are beyond grade level expectations. Students in Honors classes are expected to read and analyze complex texts and information independently, without significant scaffolding, and at a much quicker pace. Students should also be capable of independently expressing their thoughts and understandings through a variety of written formats with sophistication and in order to meet the needs of both task and audience. The expectations for skill demonstration, content mastery, and work habits are above grade level.</b></p> <p><del><b>Honors-Level English courses are similar to College Preparatory courses by design, but provide further opportunities for students to work independently, to explore topics and concepts more deeply, and to analyze texts that are above grade level. Students in Honors English read across</b></del></p>

	<p><del>genres and are expected to read and analyze complex texts independently, which enables students to read a greater number of texts. In addition, reading and writing units move at a much quicker pace. Students in an honors English course write for a variety of purposes and audiences independently and are assessed on the depth of analysis across varied texts and across multiple genres. The sophistication of their writing style, and the complexity of their critical thinking drive thoughtful responses that enhance their understanding of the subject of English and strengthen their skills as readers, writers, listeners and speakers. Students are expected to sustain both the reading and writing processes with interest and attention. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</del></p> <p>Students in EN10 Honors will read at least six of the books on the list of resources, and at least one of these texts will be used in each of the four thematic units. At least four of the six required texts will be from the challenging text band, <i>one of which will be Macbeth by William Shakespeare.</i></p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear, and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How do stories tell us about what a culture values?</li> <li>● How is conflict essential to our growth?</li> <li>● How does language work?</li> <li>● How do I develop my writer's voice?</li> <li>● What do <b>good skilled</b> readers do?</li> <li>● How do I participate in collaborative conversations to deepen my understanding?</li> <li>● How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring</b>	<ul style="list-style-type: none"> <li>● By using literature as a mirror, I am also defining who I am as a reader, writer, and thinker.</li> </ul>

<b>Understandings:</b>	<ul style="list-style-type: none"> <li>● By applying different strategies, I can change my writer’s voice and develop a new approach to writing.</li> <li>● In order to understand the challenges of others, we must also understand the impact their environment is having on them.</li> <li>● Developing a critical stance and using my reading and thinking skills will allow me to discern truth from opinion and fiction.</li> <li>● Compelling literature often focuses on human relationships and helps us to understand why it’s so important to develop positive connections.</li> <li>● Expanding our point of view helps us to become members of many communities and to understand each other better.</li> <li>● Stories are handed down over time to communicate the values of a culture.</li> <li>● Embracing conflict, taking a risk, and pushing against authority allows the opportunity to enact change.</li> <li>● Language is power, so it must be used responsibly.</li> <li>● Finding one’s own path to a community of readers, writers and thinkers helps support the development of a personal writing voice.</li> <li>● There are habits of practice that are useful to help individuals define themselves as readers, writers, and thinkers.</li> <li>● When engaged in discussion with my peers, I need to qualify or justify my own views and understanding and make new connections in light of the evidence and reasoning presented.</li> <li>● I will use evidence, reasoning, and analysis to support my assertions and present them in creative, thoughtful, and authentic ways.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	<b>One <del>Whole</del></b> year 1 credit
<b>Course Materials/Resources:</b>	See the list of core texts below. Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students will also engage in independent reading, book clubs, and reading experiences across the curriculum.
<b>FPS Course</b>	<ul style="list-style-type: none"> <li>● Synthesizing and Evaluating</li> </ul>



<b>Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Conveying Ideas</li> </ul>
<b>Year at a Glance (Units)</b>	<ul style="list-style-type: none"> <li>● The Portfolio Unit             <ul style="list-style-type: none"> <li>○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> </ul> </li> <li>● Unit 1: The Relationship between the Acquisition of Knowledge and the Loss of Innocence</li> <li>● Unit 2: Reconciling Personal Desire and Social or Family Responsibility</li> <li>● Unit 3: The Ideal Society</li> <li>● Unit 4: Defining Humanity</li> </ul>

**Core Texts:**

Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students will also engage in independent reading, book clubs, and reading experiences across the curriculum.

<b>Challenging Texts</b>
<p><i>1984</i>, by George Orwell (20th century British dystopian novel)  <i>The Age of Innocence</i>, by Edith Wharton (early 20th century American novel of manners)  <i>Brave New World</i>, by Adolus Huxley (20th century British dystopian novel)  <i>The Color Purple</i>, by Alice Walker (20th century Black American epistolary novel)  <i>The Glass Menagerie</i> by Tennessee Williams (20th century American drama)  <i>The Handmaid’s Tale</i>, by Margaret Atwood (20th century Canadian dystopian novel)  <i>The Joy Luck Club</i>, by Amy Tan (20th century Asian-American novel)  <i>Life of Pi</i>, by Yann Martel (21st century Canadian novel)  <i>Macbeth</i>, by William Shakespeare (17th century British drama)  <i>Never Let Me Go</i>, by Kazuo Ishiguro (21st century Japanese British dystopian novel)</p>

*Oryx and Crake*, by Margaret Atwood (21st century Canadian dystopian novel)  
*Pride and Prejudice*, by Jane Austen (18th century British novel of manners)  
*A Raisin in the Sun* by Lorraine Hansberry (20th century Black American drama)  
*The Round House*, by Louise Erdrich  
*Things Fall Apart*, by Chinua Achebe (20th century African novel)

### Grade-level Texts

~~*A Raisin in the Sun*, by Lorraine Hansberry (20th century Black American drama)~~  
*A Separate Peace*, by John Knowles (20th century American novel)  
*Brighton Beach Memoirs*, by Neil Simon (20th century American drama)  
*Bless Me, Ultima*, by Rudolpho Anaya (20th century Mexican American novel)  
*Feed*, by M.T. Anderson (21st century American dystopian novel)  
*Half of a Yellow Sun*, by Chimamanda Ngozi Adichie (21st century novel)  
*In the Time of the Butterflies*, by Julia Alvarez (20th century Dominican American novel)  
~~*Life of Pi*, by Yann Martel (21st century Canadian novel)~~  
*Lord of the Flies*, by William Golding (20th century British dystopian novel)  
~~*Never Let Me Go*, by Kazuo Ishiguro (21st century Japanese-British dystopian novel)~~  
*The Book of Lost Things*, by John Connolly (21st century Irish young adult novel)  
~~*The Glass Menagerie*, by Tennessee Williams (20th century American drama)~~  
*The Parable of the Sower*, by Octavia Butler (20th century dystopian novel)  
*The Pearl*, by John Steinbeck (20th century American novel)  
*The Road*, by Cormac McCarthy (21st century American dystopian novel)  
*The Secret Life of Bees*, by Sue Monk Kidd (21st century American novel)  
~~*Things Fall Apart*, by Chinua Achebe (20th century African novel)~~  
*This Boy's Life*, by Tobias Wolf (20th century American memoir)

Students will be asked to engage with a variety of informational texts in all their classes, including English classes. The varied purposes for this type of reading experience will influence the source of these texts, but, for English class at least, the following is a list of reputable sources from which these texts will typically be drawn:

- ProQuest CultureGrams
- ABC-CLIO
- Britannica
- Gale Databases
- Gale eBooks
- JSTOR
- ProQuest (includes access to *The New York Times*, *The Washington Post*, *The Wall Street Journal*, and *The Hartford Courant*)
- InfoBase
- Classroom Video
- Library and textbooks
- Credible online sources such as PBS, NPR, *National Geographic*

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	One <del>Whole</del> Year
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students' acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student's achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
<b>Learning Goals</b>	
<b>Standard(s):</b>	All of the Connecticut Common Core Standards 9-10 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the

final metacognitive piece:

**Reading**

**RL.9-10.10** By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9–10 text complexity band independently and proficiently.

**RI.9-10.10** By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.

**Writing**

**W.9-10.2.b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

**W.9-10.2.c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.9-10.3.a** Engage and orient the reader by setting out a problem, situation, or observation, establishing a clear point of view and distinct personal voice.

**W.9-10.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**W.9-10.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

**W.9-10.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1– 3 on up to and including Grades 9-10 page 55.)

**W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically

**W.9.10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Language**

**L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-10.1.a** Use parallel structure.

**CC.9-10.L.1.b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	<p><b>L.9-10.2.a</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>L.9-10.2.b</b> Use a colon to introduce a list or quotation.</p> <p><b>L.9-10.2.c</b> Spell correctly.</p> <p><b>L.9-10.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>CC.9-10.L.3.a</b> Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I’ve achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>

<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 9-10 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>

<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>● Edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> </ul>
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<b>Unit Number and Title:</b>	Unit 1: The Relationship between the Acquisition of Knowledge and the Loss of Innocence
<b>Duration:</b>	Approximately 10 weeks
<b>Resource(s):</b>	<p><b>Core Texts:</b>          See the list of resources above for all available book selections. The following books are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <i>A Separate Peace</i>, by John Knowles</li> <li>● <i>The Book of Lost Things</i>, by John Connolly</li> <li>● <i>The Joy Luck Club</i>, by Amy Tan</li> <li>● <i>Letters to a Young Poet</i>, by Rainer Maria Rilke</li> <li>● <i>Life of Pi</i>, by Yann Martel</li> <li>● <i>Bless Me, Ultima</i>, by Rudolpho Anaya</li> <li>● <i>The Round House</i>, by Louise Erdrich</li> <li>● <i>This Boy's Life</i>, by Tobias Wolf</li> </ul>
<b>Unit Overview:</b>	<p>This unit explores the relationship between the acquisition of knowledge and the loss of innocence as presented in a novel and/or memoir, among other supplemental texts. Students will consider the paradoxical effects of the acquisition of knowledge, which leads both to the death of ignorance and innocence and the birth of enlightenment and adulthood. During this unit, students will engage in numerous and varied writing activities, including an assured narrative writing experience.</p> <p>As students engage with the bigger concepts, they will also have numerous opportunities to develop their skills, particularly with narrative writing. In particular, students will spend time evaluating and applying such skills as writing realistic dialogue, using effective pacing, creating vivid descriptions, including reflection as a way of adding deeper meaning, and managing multiple plot lines, to develop experiences, events, and/or characters. Students will also further hone their ability to critically read works of literature to determine theme or central idea and how it is developed over the course of a text.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the</p>

	<p>arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RL &amp; RI.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.9</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p><b>Writing</b>  <b>W.9-10.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>Speaking and Listening</b>  <b>SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is the relationship between the acquisition of knowledge and the loss of innocence?</li> <li>● What leads to and comprises knowledge?</li> <li>● To what extent is the loss of innocence essential for maturation?</li> </ul>

	<ul style="list-style-type: none"> <li>● How is knowledge both disillusioning and empowering?</li> <li>● How does an awareness of grief, death, loss writ large, etc., shape human experience?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● There is an inverse relationship between the acquisition of knowledge and loss of innocence.</li> <li>● Experiences lead to knowledge, that which we know to be true and real.</li> <li>● In order to mature, a person must shed his innocence and see the harsh realities of the world.</li> <li>● Knowledge gives a person power by removing illusions to reveal reality.</li> <li>● When a person begins to understand death, deciding what is important and how to live also changes.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● The inverse relationship between the acquisition of knowledge and loss of innocence</li> <li>● Theme</li> <li>● Tone</li> <li>● Narrative techniques (such as dialogue, point of view, pacing, description, reflection, and multiple plot lines)</li> <li>● Figurative language (such as metaphor, simile, personification, etc.) and allusions</li> <li>● Language functions</li> </ul>	<ul style="list-style-type: none"> <li>● Define the relationship between knowledge and loss of innocence</li> <li>● Identify and explore theme and tone in a work of literature</li> <li>● Analyze narrative techniques</li> <li>● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>○ a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text</li> <li>○ b. Analyze nuances in the meaning of words with similar denotations</li> </ul> </li> <li>● Apply knowledge of language to understand how language functions in different contexts to comprehend more fully when reading</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>• Thematic meanings in writing</li> <li>• Connections between writing and life</li> <li>• Characteristics and structure of narrative text</li> <li>• Language functions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify thematic meanings</li> <li>• Make connections among and between various writing pieces and personal experience</li> <li>• Employ narrative techniques to write compelling, well organized narratives.</li> <li>• Apply knowledge of language to understand how language functions in different contexts in order to make effective choices for meaning or style</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Language functions</li> <li>• Discussion protocols and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge of language to understand how language functions in different contexts, to comprehend more fully when listening</li> <li>• Participate fully in collaborative discussions with peers</li> </ul>

<b>Unit Number and Title:</b>	Unit 2: Reconciling Personal Desire and Social or Family Responsibility
<b>Duration:</b>	Approximately 10 weeks
<b>Resource(s):</b>	<p>One of the following works of American drama is required for this unit:</p> <ul style="list-style-type: none"> <li>• <i>Brighton Beach Memoirs</i>, by Neil Simon</li> <li>• <i>The Glass Menagerie</i>, by Tennessee Williams</li> <li>• <i>A Raisin in the Sun</i>, by Lorraine Hansberry</li> </ul> <p>The following novels are additional recommended texts for this unit:</p> <ul style="list-style-type: none"> <li>• <i>The Age of Innocence</i>, by Edith Wharton</li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Pride and Prejudice</i>, by Jane Austen</li> </ul> <p>See the list of resources above for all available book selections.</p>
<b>Unit Overview:</b>	<p>This unit explores the tension between personal desire and social/familial responsibility, as presented in a major work of American drama. Students will encounter, analyze, and critique characters who must navigate this tension and choose between their responsibilities and desires. Students will consider the role this tension plays in forging social bonds and forming a cohesive sense of self. During this unit, students will engage in numerous and varied writing, speaking, and/or multimodal activities, including an assured analytic writing assignment.</p> <p>Throughout this unit, students will explore the characteristics of effective argument in speech and writing. They will learn how to apply their knowledge to the creation of their own argument text, paying close attention to the use of textual evidence to support claims and counterclaims. Students will also develop their ability to write more sophisticated informative or explanatory texts as they express their learning and share it with others. While reading, students will also be asked to analyze the author’s choice regarding structure, pacing, and word choice.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>

	<p><b>R.L.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.5</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>RI.9-10.9</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts</p> <p><b>Writing</b></p> <p><b>W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p><b>Speaking and Listening</b></p> <p><b>SL.9-10.1.c</b> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● (How) can one reconcile personal desire with social and family responsibility, especially when these things are in conflict?</li> <li>● How are an individual's values affected by the families and societies that produced them?</li> <li>● What, if anything, do individuals owe to their families and societies?</li> <li>● What is the relationship between freedom and responsibility?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● There are consequences that result when individual desire is in conflict with family and/or social responsibilities.</li> </ul>

	<ul style="list-style-type: none"> <li>● Individual values are shaped by family and society.</li> <li>● If a person has been nurtured and supported, he usually feels he owes a debt to his family and/or society.</li> <li>● With freedom comes great responsibility.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● The conflict between personal desire and family and/or social responsibility</li> <li>● Complex characters</li> <li>● Conventions specific to drama, including dramatic dialogue, stage directions, and extra-literary devices (lighting, sound effects, music, props, etc.)</li> <li>● Relevant US document of historical and literary significance.</li> <li>● Text structure</li> <li>● Connotation</li> <li>● Allusions (literary, religious, historical, scientific, etc.)</li> <li>● Literary devices (such as symbol, motif, metaphor)</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and interpret the significance of conflicts</li> <li>● Apply an understanding of dramatic techniques to an interpretation of an American drama</li> <li>● Apply understanding of text structure, connotative meanings, allusions, and literary devices to an interpretation of literature</li> <li>● Analyze at least one seminal US document of historical and literary significance</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Thesis</li> <li>● Claim and evidence</li> <li>● Literary analysis</li> <li>● Organizational strategies</li> <li>● Formal academic tone</li> <li>● Conventions of standard English</li> </ul>	<ul style="list-style-type: none"> <li>● Write a thesis-driven, comparative literary analysis essay:             <ul style="list-style-type: none"> <li>○ Compose reasonable claims and supporting claims based on evidence.</li> <li>○ Select appropriate textual evidence to support claims and supporting claims.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Organize ideas clearly and effectively both within and between paragraphs</li> <li>○ Employ a formal, academic tone using domain specific vocabulary and precise language</li> <li>○ Provide an effective conclusion</li> <li>○ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Question formulation strategies (like QFT)</li> <li>● The protocols and expectations for civil, inclusive discourse</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions to deepen understanding</li> <li>● Bring peers into the discussion</li> <li>● Clarify, verify, or challenge ideas</li> </ul>

<b>Unit Number and Title:</b>	Unit 3: The Ideal Society
<b>Duration:</b>	Approximately 10 weeks
<b>Resource(s):</b>	<p>See the list of resources above for all available book selections. The following books are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <i>1984</i>, by George Orwell</li> <li>● <i>Brave New World</i>, by Aldous Huxley</li> <li>● <i>The Handmaid's Tale</i>, by Margaret Atwood</li> <li>● <i>Lord of the Flies</i>, by William Golding</li> <li>● <i>In the Time of the Butterflies</i>, by Julia Alvarez</li> <li>● <i>Never Let Me Go</i>, by Kazuo Ishiguro</li> <li>● <i>Oryx and Crake</i>, by Margaret Atwood</li> </ul>



	<ul style="list-style-type: none"> <li>• <i>The Parable of the Sower</i>, by Octavia Butler</li> <li>• <i>The Road</i>, by Cormac McCarthy</li> </ul>
<b>Unit Overview:</b>	<p>This unit considers the desire to establish ideal societies and the extent to which this is possible. Students will read novels that present dystopian worlds, each beginning with a utopian impulse. Additionally, they will read supplemental informational texts as they probe the conflict between individual freedom and governmental control or even tyranny. During this unit, students will engage in numerous and varied writing activities, including an assured seminar discussion experience.</p> <p>As students continue to understand how to use and cite strong and thorough textual evidence to support assertions in their writing, they will also expand this knowledge and apply it to their ability to participate fully and effectively in collaborative discussions, including Socratic seminars as well as other types of formal discussion.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>RI.9-10.3</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p><b>RI.9-10.4</b></p>

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)

**RI.9-10.5**

Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)

**RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

**RI.9-10.8**

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning

**Writing:**

**W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research

**W.9-10.9.b** Apply Grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”)

**Speaking and Listening**

**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

**SL.9-10.1.a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

	<p><b>SL.9-10.1.b</b> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed</p> <p><b>SL.9-10.1.d</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented</p> <p><b>SL.9-10.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is Utopia? Is it possible to achieve an ideal society?</li> <li>● How do utopian societies reflect humanity’s hopes and dreams?</li> <li>● What is dystopia? Is it inevitable?</li> <li>● How do fictional dystopias reflect real historical situations?</li> <li>● Is the conflict between individual freedom and governmental order reconcilable?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● A perfect society is just not possible.</li> <li>● Perfection might not be possible, but it helps to inspire hopes and dreams.</li> <li>● Dystopia can be avoided if people are reasonable and work together.</li> <li>● Fictional dystopias are often a mirror reflecting real-life situations.</li> <li>● Freedom and control may seem like opposites but can actually work together.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Definitions of “utopia” and “dystopia”</li> <li>● Conventions of utopian and dystopian literature</li> <li>● Conventions of literary nonfiction and informational texts</li> <li>● The relationship between dystopian literature and historical situations</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze how authors use structure and language (including diction, figures of speech, tone and rhetorical strategies) and structure to develop arguments</li> <li>● Interpret and evaluate the effectiveness of arguments and specific claims in informational texts Identify fallacious</li> </ul>

	<ul style="list-style-type: none"> <li>• Figures of speech and rhetorical devices, such as satire and sarcasm</li> <li>• Qualities of fallacious reasoning, such as distortion and exaggeration of facts or evidence</li> <li>• Usefulness of reference materials, both print and digital, such as dictionaries, glossaries, thesauruses, etc.</li> </ul>	<p>arguments</p> <ul style="list-style-type: none"> <li>• Effectively employ reference materials to support understanding and arguments</li> <li>• Apply an understanding of utopia and dystopia to an interpretation of literature</li> <li>• Make connections between and among fiction and nonfiction (including historical events and nonfiction texts)</li> <li>•</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Literary and informational text evidence</li> <li>• Reading standards</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence from literary and informational to support analysis</li> <li>• Apply reading standards to writing</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Seminar discussion techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for and productively participate in seminar discussion</li> <li>• Collaborate with peers</li> <li>• Evaluate a speaker’s rhetoric and assertions</li> </ul>

<b>Unit Number and Title:</b>	Unit 4: Defining Humanity
<b>Duration:</b>	Approximately 10 weeks

<b>Resource(s):</b>	<p>The following 17th century British drama must be taught during this unit:</p> <ul style="list-style-type: none"> <li>• <i>Macbeth</i>, by William Shakespeare</li> </ul> <p>See the list of core texts above for all available book selections. The following books are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>• <i>Things Fall Apart</i>, by Chinua Achebe</li> <li>• <i>The Color Purple</i>, by Alice Walker</li> </ul>
<b>Unit Overview:</b>	<p>This unit investigates what it means to be human. Students will question and consider the special qualities we ascribe to humanity that separate us from beasts. Additionally, students will read works that explore the relationship between gender and humanity. During this unit, students will engage in numerous and varied writing activities, including an assured multimodal presentation.</p> <p>In this final unit of the year, students return again to character development as they immerse themselves in the craft used by the Bard to create some of the most memorable characters of all time. To do this, they will examine conflicting motivations of characters and how those characters are developed over the course of a text. Students will also create multimodal presentations that draw on all their writing and speaking knowledge while also incorporating the digital media most appropriate for the task at hand.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p>

**RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)

**RL.9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

**RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus)

**RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account

### **Writing**

**W.9-10.2.a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful for aiding comprehension

**W.9-10.9.a** Apply Grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”)

### **Speaking and Listening**

**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

	<p><b>SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>SL.9-10.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grades 9-10 Language standards 1 and 3 for specific expectations.)</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What defines humanity? What does it mean, ultimately, to be human?</li> <li>● What, if anything, separates humans from beasts?</li> <li>● What qualities do we associate with masculinity and femininity?</li> <li>● How do these gender associations complicate and/or enhance our understanding of humanity?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Being human involves the capacity to empathize.</li> <li>● Language and compassion separate humans from beasts.</li> <li>● The qualities of masculinity and femininity have changed over time and continue to shift.</li> <li>● Gender associations can both complicate and enhance our understanding of humanity.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Shakespearean tragedy and the academic language associated with tragedy, such as hubris, hamartia, and catastrophe</li> <li>● Iambic pentameter as the standard poetic form of Elizabethan drama and verse</li> <li>● The significance of variations in standard metrical patterns</li> <li>● Literary terms associated with the study of</li> </ul>	<ul style="list-style-type: none"> <li>● Comprehend Shakespeare’s <i>Macbeth</i> by reading independently</li> <li>● Analyze how an author/director draws on and transforms source material in a specific work (<i>Macbeth</i>)</li> <li>● Apply an understanding of tragedy as a genre to an interpretation of <i>Macbeth</i></li> <li>● Identify iambic pentameter and significant</li> </ul>

	<p>drama and common in Shakespearean plays, such as pun, soliloquy, and aside</p> <ul style="list-style-type: none"> <li>● Archaic language</li> <li>● The definition of empathy and how it helps to understand humanity</li> </ul>	<p>moments of its variation in <i>Macbeth</i></p> <ul style="list-style-type: none"> <li>● Analyze and interpret the significance of language in <i>Macbeth</i> (including metrics, figurative language, and dramatic techniques)</li> <li>● Define “archaic language”</li> <li>● Define “empathy”</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Topics for writing</li> <li>● Organizational strategies</li> <li>● Formatting, graphics, multimedia appropriate to audience, purpose, and task</li> </ul>	<ul style="list-style-type: none"> <li>● Compose and present an engaging, substantive, well organized multimodal present using a style appropriate to purpose, audience, and task</li> <li>● Employ technology strategically and effectively</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Multimodal presentation techniques</li> <li>● Digital media strategies</li> <li>● Discussion protocols and expectations</li> </ul>	<ul style="list-style-type: none"> <li>● Use multimodal presentation techniques and digital media strategies to share new understandings</li> <li>● Comprehend Shakespeare’s <i>Macbeth</i> by collaborating with peers and engaging in teacher-led discussions</li> </ul>



**English 11 College Prep**

**Course Information**

<b>Grade(s):</b>	<b>11</b>
<b>Discipline/Course:</b>	<b>English</b>
<b>Course Title:</b>	<b>English 11 <del>College Prep</del></b>
<b>Prerequisite(s):</b>	<b>English 10 <del>College Prep or 10 Honors</del></b>
<b>Course Description:</b> <i>Program of Studies</i>	<p>English 11 will provide students opportunities to study American literature and consider how lives have been shaped by the American experience. Students will apply varied strategies including inquiry, collaboration, and analysis to interpret, evaluate, and synthesize ideas across increasingly sophisticated texts. <del>One such text which all students in this course will read is <i>The Great Gatsby</i> by F. Scott Fitzgerald.</del> This course focuses on deepening students' <del>personal-academic</del> responses to texts while considering the perspectives of history and culture as they consider the assumptions within texts and within their own thinking. Students will engage in varied performance tasks including seminar discussions. In addition to frequent informal writing assignments, students will produce on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, graded discussions (Socratic seminar, fishbowl, etc.) and written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</p> <p>For each of the units in English 11, students will read at least one of the books on the list <del>at the end of this document</del> for a total of four assured major reading experiences. <del>At least three of these texts will be from the accessible or challenging text bands.</del></p>

<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear, and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How do stories tell us about what a culture values?</li> <li>● How is conflict essential to our growth?</li> <li>● How does language work?</li> <li>● How do I develop my writer’s voice?</li> <li>● What do <b>good-skilled</b> readers do?</li> <li>● How do I participate in collaborative conversations to deepen my understanding?</li> <li>● How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● I shape and define my identity through interactions with others as well as the stories and artifacts of society.</li> <li>● Change is the only way to progress.</li> <li>● Our environment is intricately connected to happiness and well-being; without a stable and healthy environment, an individual will suffer and fail to progress.</li> <li>● When I read, hear, or view content presented in the world, I must do so with a critical mind and a set of skills that will help me determine the credibility of the information.</li> <li>● Human relationships are what keep us tethered to the world and encourage us to abide by the social contract.</li> <li>● People need a community to feel safe and happy; communities are essential for human progress.</li> <li>● Stories contain all of human endeavors and challenges; they reveal what is important to a group or community.</li> <li>● If we never experience conflict, there is nothing to overcome; conflict is essential for reflecting and growing.</li> <li>● Language builds bridges between people, but it can also build walls; people need to recognize the power of words and act accordingly.</li> <li>● To develop my own unique writer’s voice, I will need to engage consistently in authentic writing</li> </ul>

	<p>experiences and experiment with various strategies until I find what works for me.</p> <ul style="list-style-type: none"> <li>• skilled readers challenge themselves with increasingly more complicated texts while also adopting active strategies that will allow them to attend fully to the text at hand.</li> <li>• Collaborative conversations require agreed-upon protocols, a willingness to set aside preconceived notions and biases, and a commitment to respecting every individual participant.</li> <li>• I will present my findings and conclusions using the format, tools, and structure that most respond to the needs of the audience.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	One Year 1 credit
<b>Course Materials/Resources:</b>	See the list of resources below. Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students may also engage in independent reading, book clubs, and reading experiences across the curriculum. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>• Synthesizing and Evaluating</li> <li>• Conveying Ideas</li> </ul>
<b>Year at a Glance (Units)</b>	<ul style="list-style-type: none"> <li>• The Portfolio Unit             <ul style="list-style-type: none"> <li>○ How has my writing voice grown, evolved, and developed?</li> <li>○ How has my reading interpretive ability grown, evolved, and developed?</li> <li>○ How have I grown, evolved, and developed in my ability to collaborate in discussion to deepen my understanding?</li> </ul> </li> <li>• Unit 1: What is American Culture?</li> <li>• Unit 2: What is the balance between individual freedom and social responsibility in America?</li> <li>• Unit 3: <del>Do we find truth in a divided America?</del> How is writing used to challenge or reinforce societal values, particularly those related to our founding principles of freedom and equality?</li> <li>• Unit 4: <del>What has become of the American Dream?</del> How has the idea of the American Dream evolved over time, and how has it shaped our society?</li> </ul>

**Resources:**

Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students may also engage in independent reading, book clubs, and reading experiences across the curriculum.

**Challenging Texts**

- Between the World and Me*, by Ta Naehsi Coates (20th century American memoir)
- Caste: The Origins of Our Discontents*, by Isabel Wilkerson (21st century American non-fiction)
- Evicted: Poverty and Profit in the American City*, by Matthew Desmond (21st century American non-fiction)
- Huckleberry Finn*, by Mark Twain (19th century American novel)
- The Woman Warrior*, by Maxine Hong Kingston (20th century American novel)
- Narrative of a Slave*, by Frederick Douglass (19th century American memoir)
- Reservation Blues*, by Sherman Alexie (20th century American novel)
- Slouching Toward Bethlehem*, by Joan Didion (20th century American non-fiction)
- Sula*, by Toni Morrison (20th century American novel)
- The Awakening*, by Kate Chopin (19th century American novel)
- The Bluest Eye*, by Toni Morrison (20th century American novel)
- The Catcher in the Rye*, by J. D. Salinger (20th century American novel)
- The Great Gatsby*, by F. Scott Fitzgerald (20th century American novel)
- The Scarlet Letter*, by Nathaniel Hawthorne (19th century American novel)

**Grade-Level Texts**

- A Streetcar Named Desire*, by Tennessee Williams (20th century American drama)
- Death of a Salesman*, by Arthur Miller (20th century American drama)
- Dreaming in Indian: Contemporary Native American Voices*, edited by Lisa Charleyboy and Mary Beth Leatherdale (20th century American anthology)

*Educated*, by Tara Westover (21st century American memoir)  
*Fences*, by August Wilson (20th century American drama)  
*Interpreter of Maladies*, by Jhumpa Lahiri (20th century American novel)  
*Kindred*, by Octavia Butler (20th century American novel)  
*Passing*, by Nella Larsen (20th century American novel)  
*The Crucible*, by Arthur Miller (20th century American drama)  
*The Hate U Give*, by Angie Thomas (21st century American novel)  
*The Glass Castle*, by Jeannette Walls (21st century American memoir)  
*The Nickel Boys*, by Colson Whitehead (20th century American novel)  
*The Things They Carried*, by Tim O'Brien (20th century American novel)  
*The Underground Railroad*, by Colson Whitehead (21st century American novel)  
*A Yellow Raft in Blue Water*, by Michael Dorris (20th century American novel)  
*When the Emperor was Divine*, by Julie Otsuka (20th century American novel)  
*The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie (21st century Native American novel)

### Text Types

The following are text expectations from the grades 11-12 CCR text complexity band of the Common Core State Standards:

- 18th-century American literature
- 19th-century American fiction
- 20th-century American fiction
- 20th-century American drama
- high-quality contemporary work
- seminal U.S. documents
- texts from historically marginalized perspectives
- novels
- short fiction
- poetry
- nonfiction (informational texts, literary criticism, and literary nonfiction)
- audio/visual texts

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Students will be asked to engage with a variety of informational texts in all their classes, including English classes. The varied purposes for this type of reading experience will influence the source of these texts, but, for English class at least, the following is a list of reputable sources from which these texts will typically be drawn:

- ProQuest CultureGrams
- ABC-CLIO
- Britannica
- Gale Databases
- Gale eBooks
- JSTOR
- ProQuest (includes access to *The New York Times*, *The Washington Post*, *The Wall Street Journal*, and *The Hartford Courant*)
- InfoBase
- Classroom Video
- Library and textbooks
- Credible online sources such as PBS, NPR, *National Geographic*

**Units**

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	Whole Year
<b>Resource(s):</b>	<u>English Portfolio Directions</u>

<b>Unit Overview:</b>	<p>The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.</p>
<b>Standard(s):</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading</b></p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>Writing</b></p> <p><b>W.11-12.2.b</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>W.11-12.2.c</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>



**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Language**

	<p><b>L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.11-12.1.a</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>L. 11-12.1.b</b> Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> <p><b>L.11-12.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.11-12.2.a</b> Observe hyphenation conventions.</p> <p><b>L.11-12.2.b</b> Spell correctly.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> </ul>

	<ul style="list-style-type: none"> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>
<b>Learning Goals:</b>	<p><b>Content:</b> Students will know...</p> <p><b>Skills:</b> Students will be able to...</p>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>
	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>

<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
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<b>Unit Number and Title:</b>	<b>Unit 1:</b> What is American Culture?
<b>Duration:</b>	One Quarter

<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access <del>and which are recommended choices for this unit:</del></p> <ul style="list-style-type: none"> <li>● <i>Educated</i>, by Tara Westover</li> <li>● <i>Kindred</i>, by Octavia Butler</li> <li>● <i>Fences</i>, by August Wilson</li> <li>● <b>additional short texts of various Text Types</b></li> </ul>
<b>Unit Overview:</b>	<p>This unit explores the concept that students are both shaped by American culture and possess the power to influence and change it. Through collaboration, discussion, debate, small group activities, active reading, cultural analysis, and writing in different forms, students will investigate the possibilities and perils of the American paradox while understanding the uniqueness of the American experiment. Over the duration of this unit, students will explore the phenomenon that American culture is not one thing, nor is it static. Rather, American culture is a dynamic, evolving manifestation of the diversity and background of the millions of people living in the country.</p> <p>Students will be exposed to a wide variety of different American voices, perspectives, and types of texts in order to experience the rich diversity and complexity of the American experience, and they will conduct research using reputable sources about American current events to add depth and breadth to their scholarship. Students will independently and collaboratively read, critically analyze, and synthesize complex American texts, both literary and informational, and examine and reconcile the contradictions found. Students will encounter literature, short fiction, essays, poems, visual texts, and other artifacts on their initial journey exploring what it means to live in the United States of America today.</p> <p>During this unit, students will engage in varied writing and multimodal opportunities, employ the writing process, and create at least two pieces of writing/multimodal projects that could be used as components of their portfolios. Students will use their writing experiences to reflect upon and analyze the complexity of contradictory nature of American culture. In their writing and creations, students will synthesize the multiple text sources they encounter in order to develop and express their own opinions about the American experience today.</p>

**Standards:****Reading**

**RL & RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

**RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact

**RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)

**Writing**

**W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

**W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

**Speaking and Listening**

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in

	<p>groups, and teacher-led) with diverse partners on Grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL.11-12.1.b</b> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>SL.11-12.2</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is American culture?</li> <li>● In a culture where we are bombarded with media that cultivates unrealistic expectations, how does a person form an identity that remains true and authentic for themselves?</li> <li>● How is our understanding of American culture and society constructed through and by language and images?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● American culture is complex, diverse, and paradoxical.</li> <li>● Individuals must critically navigate the societal pressures of mass media and pursue self-reliance.</li> <li>● American culture is constructed, in part, through language and images disseminated through mass-media, social media, and socialization.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Multiple themes</li> <li>● Common understanding and definition of American culture</li> <li>● Literary elements and techniques</li> <li>● Figurative language (e.g., satire, sarcasm, irony, or understatement)</li> <li>● Paradox</li> </ul>	<ul style="list-style-type: none"> <li>● Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed</li> <li>● Interpret information that is implied in a text</li> </ul>

		<ul style="list-style-type: none"> <li>● Select and organize relevant information from text to summarize</li> <li>● Analyze and evaluate themes and connections that cross cultures</li> <li>● Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● The concept of synthesis</li> <li>● The importance of developing and strengthening writing through process</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce and organize complex ideas, concepts, and information.</li> <li>● Adapt expression to a variety of contexts and tasks.</li> <li>● Use technology appropriately for research.</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Presentation skills</li> <li>● Technology to enhance presentations</li> <li>● Audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Present information, findings, and supporting evidence.</li> <li>● Make strategic use of digital media in presentations.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2:</b> What is the Relationship Between Individual Freedom and Social Responsibility in America?
<b>Duration:</b>	One Quarter
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access <del>and which are recommended choices for this unit:</del></p> <ul style="list-style-type: none"> <li>● <i>The Glass Castle</i>, by Jeannette Walls</li> <li>● <i>The Crucible</i>, by Arthur Miller</li> <li>● <i>The Scarlet Letter</i>, by Nathaniel Hawthorne</li> </ul>



	<ul style="list-style-type: none"> <li>● <i>The Things They Carried</i>, by Tim O’Brien</li> <li>● <i>Kindred</i>, by Octavia Butler</li> <li>● <i>A Streetcar Named Desire</i>, by Tennessee Williams</li> <li>● <b>additional short texts of various Text Types</b></li> </ul>
<b>Unit Overview:</b>	<p>In this unit, students will explore the complicated, variable relationship between individual freedom and social responsibility in the United States. Students will explore and analyze the concept of an “individual” as both an ideal lived experience informed by their observations, interactions, and their practical knowledge of living in this country. Students, through collaboration, discussion, and debate, will consider how individuals can reconcile being both independent and contributing members of American society alongside hundreds of millions of other individuals trying to do the same. The idealized promise of American individuality with the pragmatic necessity of a successful American community.</p> <p>Students will critically analyze a wide variety of diverse American texts, both literary and informational, to compare and examine the different ways to define what it means to be an individual in the United States and to what extent those individuals are beholden to the larger American community. By the end of the unit, students will be able to articulate their understanding of the paradox of the idealized promise of American individuality and the pragmatic necessity of adhering to American cultural norms.</p> <p>Students will engage in a variety of writing opportunities including a timed writing experience, in this unit. Students will create at least two pieces of writing/multimodal projects that could be used as components in their portfolios. Students will use their writing experiences to synthesize the various perspectives of the relationship between individual freedoms and social responsibilities in order to form, refine, and argue their own perspective. In their writing, students will develop, argue, and support their claims by synthesizing the multiple texts from varying perspectives they encountered in the unit of study.</p>

**Standard(s):****Reading**

**RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text

**Writing**

**W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	<p><b>Speaking and Listening</b></p> <p><b>SL.11-12.1</b> Initiate and effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</p> <p><b>SL.11-12.1d</b> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task</p> <p><b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>SL.11-12.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● What is the relationship between individual freedom and social responsibility in America?</li> <li>● What are the complexities of individualism and community in a diverse culture?</li> <li>● What are our individual and societal responsibilities to future American generations?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● The relationship between individuality and social responsibility varies depending upon whether or not each individual’s beliefs are aligned with the dominant values of society.</li> <li>● American individualism, community, and culture are complex and paradoxical due to the diversity of the American people and the unique freedoms afforded to each person.</li> <li>● Individuals and American society are responsible for supporting and shaping future American generations because their decisions and actions directly impact subsequent generations.</li> </ul>

<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Individual freedom</li> <li>● Social responsibility</li> <li>● Multiple themes</li> <li>● Rhetoric</li> <li>● Alternative or opposing perspectives</li> <li>● Foundational U.S. documents and seminal U.S. texts</li> <li>● Figures of speech (e.g., hyperbole, paradox)</li> <li>● Individualism</li> <li>● <b>The Puritans</b></li> </ul>	<ul style="list-style-type: none"> <li>● Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.</li> <li>● Develop a critical stance and cite evidence to support the stance</li> <li>● Evaluate the validity of primary and secondary sources of information to authenticate research</li> <li>● Make, support, and defend judgments about texts</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Research and evaluation skills</li> <li>● Characteristics and structure of informative or explanatory writing</li> <li>● Steps in the writing process</li> <li>● Evaluation of textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>● Create a compelling, informative opening</li> <li>● Use varied and appropriate words, phrases, clauses, and syntax.</li> <li>● Synthesize comments, claims, and evidence made on all sides of an issue</li> <li>● Develop a thesis with distinct supporting ideas</li> <li>● Evaluate supporting evidence (both quality and quantity; block quotations)</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Presentation skills</li> <li>● Technology to enhance presentations</li> <li>● Audience and purpose</li> <li>● Socratic method</li> <li>● Active listening strategies</li> <li>● Civil discourse strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborate in groups</li> <li>● Actively listen to one another to participate with thoughtful, original, reasoned comments</li> <li>● Communicate verbally effectively and positively</li> </ul>

		<ul style="list-style-type: none"> <li>● Demonstrate the respect for discussion as collaboration and the balanced exchange of ideas</li> <li>● Integrate multiple modalities to convey information in an original way</li> </ul>
<p>Students will read at least one of the required texts and produce at least two portfolio pieces for this unit of study. These pieces will be assessed using common rubrics aligned with the Connecticut Common Core Writing Standards. For this unit, students will read at least one fiction work written by an American author and shorter contemporary and classic texts.</p>		

<b>Unit Number and Title:</b>	Unit 3: <del>How Do We Find Truth in a Divided America?</del> How is writing used to challenge or reinforce societal values, particularly those related to our founding principles of freedom and equality?
<b>Duration:</b>	One Quarter
<b>Resources:</b>	<p>The following books are core texts to which all teachers have access <del>and which are recommended choices for this unit:</del></p> <ul style="list-style-type: none"> <li>● <i>Walden and Civil Disobedience</i>, by Henry David Thoreau</li> <li>● <i>The Awakening</i>, by Kate Chopin</li> <li>● <i>Narrative of a Slave</i>, by Frederick Douglass</li> <li>● <i>The Adventures of Huckleberry Finn</i>, by Mark Twain</li> <li>● <i>When the Emperor was Divine</i>, by Julie Otsuka (20th century American novel)</li> <li>● <i>The Things They Carried</i>, by Tim O’Brien (20th century American novel)</li> <li>● <i>Death of a Salesman</i>, by Arthur Miller (20th century American drama)</li> <li>● <i>The Catcher in the Rye</i>, by J. D. Salinger (20th century American novel)</li> <li>● <i>Educated</i>, by Tara Westover (21st century American memoir)</li> <li>● <i>Fences</i>, by August Wilson (20th century American drama)</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie</li> <li>• <b>additional short texts of various Text Types</b></li> </ul>
<b>Unit Overview:</b>	<p>This unit explores how truth can be found in a divided America. In the age of “news you can choose,” “alternative facts,” and “truth is not truth,” what <i>is</i> truth and how does analyzing this question help Americans understand their world, their country, and themselves? Students will learn how bias and rhetoric affect their understanding of the world and how media, particularly social media, works to affect their perception and reality. They will also explore how people’s susceptibility to disinformation and misinformation, and how resistance to uncomfortable truths affects the individual, culture, and the country as a whole.</p> <p>Students will be exposed to a variety of supplemental materials in order to explore the question of truth in America, and they will conduct research using valid sources about American current events to add depth and breadth to their scholarship. Students will independently and collaboratively read, critically analyze, and synthesize complex American texts, both literary and informational, to examine and reconcile the contradictions found in American society.</p> <p>During this unit, students will engage in varied writing and multimodal activities, including at least two that may be used as components of their portfolios. Students will be learning foundational rhetoric skills of persuasive writing, including appeals to ethos, logos, and pathos, as well as developing a strategy considering audience, purpose, and context. Students will learn how author’s craft, and devices like diction, syntax, imagery, and figurative language, help a writer more effectively argue their claims. They will apply this to their writing to develop, argue, and support a claim by synthesizing multiple texts from varying sources and persuading their audience.</p>
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RL.11-12.9</b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>

**RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

**Writing**

**W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

**W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



	<p><b>Speaking and Listening</b></p> <p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL.11-12.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do we find truth in a divided America?</li> <li>● Who or what determines truth in America?</li> <li>● What impact do conflict and time have on our understanding of truth?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● We understand truth through cultural, societal, and individual experiences and connections, including the study of American literature.</li> <li>● “Truth” is determined by individuals, institutions, collective memory, and those who are in power.</li> <li>● The understanding of truth is often impacted by the historical amnesia experienced by the majority due to America’s propensity to strive for a better tomorrow over remembering the past.</li> </ul>	
<b>Learning Goals:</b>	<p><b>Content:</b> <b>Students will know...</b></p>	<p><b>Skills:</b> <b>Students will be able to...</b></p>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Relevant facts</li> <li>● Points of view</li> <li>● Precise language</li> <li>● Literary devices</li> <li>● Well-chosen details</li> <li>● Rhetoric</li> <li>● Conflict</li> <li>● Audience</li> <li>● <b>Historical context</b></li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the rhetoric of a text.</li> <li>● Distinguish between fact and opinion.</li> <li>● Analyze literary conventions and devices an author uses and how they contribute meaning and appeal.</li> <li>● Evaluate the impact of language as related to audience and purpose.</li> <li>● Analyze the meaning of words and phrases in context.</li> </ul>



		<ul style="list-style-type: none"> <li>Analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Characteristics and structure of argument writing</li> <li>Tone and style to meet audience and purpose</li> <li>Claims and counterclaims</li> <li>Textual evidence</li> <li>Citation expectations</li> </ul>	<ul style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters</li> <li>Use a tone and style appropriate to the audience and purpose of assignment</li> <li>Develop claim(s) and counterclaims fairly and thoroughly</li> <li>Develop a topic thoroughly by selecting the most significant and relevant textual evidence</li> <li>Determine what additional information or research is required to deepen the investigation or complete the task</li> <li>Cite textual evidence as support of an assertion</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Discussion protocols and expectations</li> <li>Expansion of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Participate in collaborative discussions with peers</li> <li>Build on each other's ideas</li> </ul>

<b>Unit 4 Title:</b>	<b>Unit 4: <del>What has Become of the American Dream?</del> How has the idea of the American Dream evolved over time, and how has it shaped our society?</b>
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<b>Duration:</b>	One Quarter
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access <del>and which are recommended choices for this unit:</del></p> <ul style="list-style-type: none"> <li>● <i>The Absolutely True Diary of a Part-Time Indian</i>, by Sherman Alexie</li> <li>● <i>The Great Gatsby</i>, by F. Scott Fitzgerald</li> <li>● <i>The Glass Castle</i>, by Jeannette Walls</li> <li>● <i>Death of a Salesman</i>, by Arthur Miller</li> <li>● <b>additional short texts of various Text Types</b></li> </ul>
<b>Unit Overview:</b>	<p>In this unit, students will explore the definition of the American Dream, what it is and what it is not, individually, collectively, ideally, and practically.</p> <p>The American Dream predates the United States and still appeals to people around the world; it is the foundation of the country and is the measure of success for countless people around the world. However, is the American Dream really accessible for everyone, is it only for a chosen few? This unit explores the concept of the enduring promise of the American Dream. Through collaboration, discussion and debate, students will evaluate contemporary and classic texts and convey their own understanding of what the American Dream is today.</p> <p>Students will be exposed to a variety of supplemental materials in order to explore the American Dream, and they will conduct research using valid sources about American current events to add depth and breadth to their scholarship. Students will independently and collaboratively read, critically analyze, and synthesize complex American texts, both literary and informational, to examine and reconcile the diverse and conflicting perspectives about the American Dream in American society.</p> <p>During this unit, students will engage in varied writing and multimodal activities, including a personal narrative writing experience, that may be used as a component of their final portfolios. Students will be learning, practicing, and implementing creative non-fiction writing techniques that would directly help students planning on attending college and who need to write a college essay, and the skills will help all learners write more clearly, vividly, and meaningfully. Students will engage with the following writing</p>

	strategies and techniques: show vs. tell, attention to detail, zoom focus, sensory description, diction, syntax, imagery, figurative language, economy of language, authentic dialogue, interior monologue, juxtaposition, chronology and structure, and tone.
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><b>RL.11-12.5</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RI.11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>Writing</b></p> <p><b>W.11-12.2d</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>

	<p><b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W.11-12.3b</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><b>W.11-12.3d</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL.11-12.1a</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● Why has the concept of the American Dream endured?</li> <li>● To what extent is the American Dream achievable?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● The American Dream endures because it provides potential for actualizing happiness, purpose, or fulfillment for Americans and people around the globe.</li> <li>● The American Dream’s achievability depends upon the perspective of each individual and their personal relationship with the nation and its history.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...

<b>Reading</b>	<ul style="list-style-type: none"> <li>● The American Dream themes and characteristics</li> <li>● Author’s choices regarding structure, meaning, and aesthetic impact</li> <li>● Comparison and contrast of ideas</li> <li>● <b>Historical context</b></li> </ul>	<ul style="list-style-type: none"> <li>● Identify the various conventions within a genre and apply this understanding to the evaluation of the text</li> <li>● Explain and explore their own and others' aesthetic reactions to texts</li> <li>● Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Narrative writing techniques, including dialogue, pacing, description, and reflection</li> <li>● Precision of language</li> <li>● Sensory language</li> <li>● Sequence of events</li> <li>● Effective grammar, usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>● Create a smooth progression of experiences or events.</li> <li>● Use narrative techniques to develop experiences, events, and/or characters.</li> <li>● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</li> <li>● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>● Employ correct grammar, usage, and mechanics</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Discussion protocols and expectations</li> <li>● Socratic method</li> <li>● Active listening strategies</li> <li>● Civil discourse strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Come to discussions prepared, having read and researched material under study, drawing on that preparation by referring to evidence from texts and other research</li> <li>● Propel conversations by posing and responding to questions that probe</li> </ul>

		<p>reasoning and evidence</p> <ul style="list-style-type: none"><li>• Ensure a hearing for a full range of positions on a topic or issue</li><li>• Clarify, verify, or challenge ideas and conclusions</li><li>• Promote divergent and creative perspectives</li><li>• Respond thoughtfully to diverse perspectives</li></ul>
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## **English 11 Honors**

**Course Information**

<b>Grade(s):</b>	<b>11</b>
<b>Discipline/Course:</b>	<b>English</b>
<b>Course Title:</b>	<b>English 11 Honors</b>
<b>Prerequisite(s):</b>	<b>English 10 College Prep or 10 Honors</b>
<b>Course Description:</b> <i>Program of Studies</i>	<p>English 11 will provide students opportunities to study American literature and consider how lives have been shaped by the American experience. Students will apply varied strategies including inquiry, collaboration, and analysis to interpret, evaluate, and synthesize ideas across increasingly sophisticated texts. <b>One such text which all students in this course will read is <i>The Great Gatsby</i> by F. Scott Fitzgerald.</b> This course focuses on deepening students' <b>personal academic</b> responses to texts while considering the perspectives of history and culture as they consider the assumptions within texts and within their own thinking. Students will engage in varied performance tasks including seminar discussions. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</p> <p><b>Honors-Level courses are similar to College Preparatory courses by design, yet require students to explore topics and concepts more deeply and analyze texts and information that are beyond grade level expectations. Students in Honors classes are expected to read and analyze complex texts and information independently, without significant scaffolding, and at a much quicker pace. Students should also be capable of independently expressing their thoughts and understandings through a variety of written formats with sophistication and in order to meet the needs of both task and audience. The expectations for skill demonstration, content mastery, and work habits are above grade level.</b></p>



	<p><del>Honors Level English courses are similar to College Preparatory courses by design, but provide further opportunities for students to work independently, to explore topics and concepts more deeply, and to analyze texts that are above grade level. Students in Honors English read across genres and are expected to read and analyze complex texts independently, which enables students to read a greater number of texts. In addition, reading and writing units move at a much quicker pace. Students in an honors English course write for a variety of purposes and audiences independently and are assessed on the depth of analysis across varied texts and across multiple genres. The sophistication of their writing style, and the complexity of their critical thinking drive thoughtful responses that enhance their understanding of the subject of English and strengthen their skills as readers, writers, listeners and speakers. Students are expected to sustain both the reading and writing processes with interest and attention. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</del></p> <p>Students in English 11 Honors will read at least six of the books on the list of resources, <del>at the end of this document</del>, and at least one of these texts will be used in each of the four thematic units. At least four of the six required texts will be from the challenging text band <del>at the end of this document</del> for a total of six assured major reading experiences.</p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear, and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How do stories tell us about what a culture values?</li> <li>● How is conflict essential to our growth?</li> <li>● How does language work?</li> <li>● How do I develop my writer's voice?</li> <li>● What do <del>good</del> skilled readers do?</li> <li>● How do I participate in collaborative conversations to deepen my understanding?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• I shape and define my identity through interactions with others as well as the stories and artifacts of society.</li> <li>• Change is the only way to progress.</li> <li>• Our environment is intricately connected to happiness and well-being; without a stable and healthy environment, an individual will suffer and fail to progress.</li> <li>• When I read, hear, or view content presented in the world, I must do so with a critical mind and a set of skills that will help me determine the credibility of the information.</li> <li>• Human relationships are what keep us tethered to the world and encourage us to abide by the social contract.</li> <li>• People need a community to feel safe and happy; communities are essential for human progress.</li> <li>• Stories contain all of human endeavors and challenges; they reveal what is important to a group or community.</li> <li>• If we never experience conflict, there is nothing to overcome; conflict is essential for reflecting and growing.</li> <li>• Language builds bridges between people, but it can also build walls; people need to recognize the power of words and act accordingly.</li> <li>• To develop my own unique writer’s voice, I will need to engage consistently in authentic writing experiences and experiment with various strategies until I find what works for me.</li> <li>• skilled readers challenge themselves with increasingly more complicated texts while also adopting active strategies that will allow them to attend fully to the text at hand.</li> <li>• Collaborative conversations require agreed-upon protocols, a willingness to set aside preconceived notions and biases, and a commitment to respecting every individual participant.</li> <li>• I will present my findings and conclusions using the format, tools, and structure that most respond to the needs of the audience.</li> </ul>
<b>Duration: Credit:</b>	One Year 1 credit
<b>Course Materials/Resources:</b>	See the list of resources below. Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance

	<p>their understanding of language, literature, and life. Students may also engage in independent reading, book clubs, and reading experiences across the curriculum. All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</p>
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Synthesizing and Evaluating</li> <li>● Conveying Ideas</li> </ul>
<b>Year at a Glance (Units)</b>	<ul style="list-style-type: none"> <li>● The Portfolio Unit <ul style="list-style-type: none"> <li>○ How has my writing voice grown, evolved, and developed?</li> <li>○ How has my reading interpretive ability grown, evolved, and developed?</li> <li>○ How have I grown, evolved, and developed in my ability to collaborate in discussion to deepen my understanding?</li> </ul> </li> <li>● Unit 1: What is American Culture?</li> <li>● Unit 2: What is the balance between individual freedom and social responsibility in America?</li> <li>● Unit 3: <del>How do we find truth in a divided America?</del> How is writing used to challenge or reinforce societal values, particularly those related to our founding principles of freedom and equality?</li> <li>● Unit 4: <del>What has become of the American Dream?</del> How has the idea of the American Dream evolved over time, and how has it shaped our society?</li> </ul>

**Resources:**

Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students may also engage in independent reading, book clubs, and reading experiences across the curriculum.

<b>Challenging Texts</b>
<p><i>Between the World and Me</i>, by Ta Nehesi Coates (20th century American memoir)  <i>Caste: The Origins of Our Discontents</i>, by Isabel Wilkerson (21st century American non-fiction)  <i>Evicted: Poverty and Profit in the American City</i>, by Matthew Desmond (21st century American non-fiction)  <i>Huckleberry Finn</i>, by Mark Twain (19th century American novel)  <i>The Woman Warrior</i>, by Maxine Hong Kingston (20th century American novel)</p>

*Narrative of a Slave*, by Frederick Douglass (19th century American memoir)  
*Reservation Blues*, by Sherman Alexie (20th century American novel)  
*Slouching Toward Bethlehem*, by Joan Didion (20th century American non-fiction)  
*Sula*, by Toni Morrison (20th century American novel)  
*The Awakening*, by Kate Chopin (19th century American novel)  
*The Bluest Eye*, by Toni Morrison (20th century American novel)  
*The Catcher in the Rye*, by J. D. Salinger (20th century American novel)  
*The Great Gatsby*, by F. Scott Fitzgerald (20th century American novel)  
*The Scarlet Letter*, by Nathaniel Hawthorne (19th century American novel)

### Grade Level Texts

*A Streetcar Named Desire*, by Tennessee Williams (20th century American drama)  
*Death of a Salesman*, by Arthur Miller (20th century American drama)  
*Dreaming in Indian: Contemporary Native American Voices*, edited by Lisa Charleyboy and Mary Beth Leatherdale (20th century American anthology)  
*Educated*, by Tara Westover (21st century American memoir)  
*Fences*, by August Wilson (20th century American drama)  
*Interpreter of Maladies*, by Jhumpa Lahiri (20th century American novel)  
*Kindred*, by Octavia Butler (20th century American novel)  
*Passing*, by Nella Larsen (20th century American novel)  
*The Crucible*, by Arthur Miller (20th century American drama)  
*The Hate U Give*, by Angie Thomas (21st century American novel)  
*The Glass Castle*, by Jeannette Walls (21st century American memoir)  
*The Nickel Boys*, by Colson Whitehead (20th century American novel)  
*The Things They Carried*, by Tim O'Brien (20th century American novel)  
*The Underground Railroad*, by Colson Whitehead (21st century American novel)  
*A Yellow Raft in Blue Water*, by Michael Dorris (20th century American novel)  
*When the Emperor was Divine*, by Julie Otsuka (20th century American novel)  
*The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie (21st century Native American novel)

### Text Types

The following are text expectations from the grades 11-12 CCR text complexity band of the Common Core State Standards:

- 18th-century American literature
- 19th-century American fiction
- 20th-century American fiction
- 20th-century American drama
- high-quality contemporary work
- seminal U.S. documents
- texts from historically marginalized perspectives
- novels
- short fiction
- poetry
- nonfiction (informational texts, literary criticism, and literary nonfiction)
- audio/visual texts

Students will be asked to engage with a variety of informational texts in all their classes, including English classes. The varied purposes for this type of reading experience will influence the source of these texts, but, for English class at least, the following is a list of reputable sources from which these texts will typically be drawn:

- ProQuest CultureGrams
- ABC-CLIO
- Britannica
- Gale Databases
- Gale eBooks
- JSTOR
- ProQuest (includes access to *The New York Times*, *The Washington Post*, *The Wall Street Journal*, and *The Hartford Courant*)
- InfoBase
- Classroom Video
- Library and textbooks

- Credible online sources such as PBS, NPR, *National Geographic*

### Units

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	Whole Year
<b>Resource(s):</b>	<u>English Portfolio Directions</u>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
<b>Standard(s):</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading</b></p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of</p>

grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**Writing**

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.



	<p>(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)</p> <p><b>W.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>W.11-12.10</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 tasks, purposes, and audiences.</p> <p><b>Language</b></p> <p><b>L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.11-12.1.a</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>L. 11-12.1.b</b> Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> <p><b>L.11-12.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.11-12.2.a</b> Observe hyphenation conventions.</p> <p><b>L.11-12.2.b</b> Spell correctly.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> </ul>



	<ul style="list-style-type: none"> <li>• How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>• How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>• Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>• When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>• Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Self-reflection/metacognition (understanding of one's own achievement and growth in literacy skills)</li> <li>• Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>• Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to</li> </ul>

		understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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<b>Unit Number and Title:</b>	<b>Unit 1:</b> What is American Culture?
<b>Duration:</b>	One Quarter
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access. <del>and which are recommended choices for this unit:</del></p> <ul style="list-style-type: none"> <li>● <i>Educated</i>, by Tara Westover</li> <li>● <i>Kindred</i>, by Octavia Butler</li> <li>● <i>Fences</i>, by August Wilson</li> <li>● <b>Additional short texts of various Text Types (i.e., poetry by Phillis Wheatley, excerpts by Thomas Paine)</b></li> </ul>
<b>Unit Overview:</b>	<p>This unit explores the concept that students are both shaped by American culture and possess the power to influence and change it. Through collaboration, discussion, debate, small group activities, active reading, cultural analysis, and writing in different forms, students will investigate the possibilities and perils of the American paradox while understanding the uniqueness of the American experiment. Over the duration of this unit, students will explore the phenomenon that American culture is not one thing, nor is it static. Rather, American culture is a dynamic, evolving manifestation of the diversity and background of the millions of people living in the country.</p>

	<p>Students will be exposed to a wide variety of different American voices, perspectives, and types of texts in order to experience the rich diversity and complexity of the American experience, and they will conduct research using reputable sources about American current events to add depth and breadth to their scholarship. Students will independently and collaboratively read, critically analyze, and synthesize complex American texts, both literary and informational, and examine and reconcile the contradictions found. Students will encounter literature, short fiction, essays, poems, visual texts, and other artifacts on their initial journey exploring what it means to live in the United States of America today.</p> <p>During this unit, students will engage in varied writing and multimodal opportunities, employ the writing process, and create at least two pieces of writing/multimodal projects that could be used as components of their portfolios. Students will use their writing experiences to reflect upon and analyze the complexity of contradictory nature of American culture. In their writing and creations, students will synthesize the multiple text sources they encounter in order to develop and express their own opinions about the American experience today.</p>
<b>Standards:</b>	<p><b>Reading</b></p> <p><b>RL &amp; RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain</p> <p><b>RL.11-12.5</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact</p> <p><b>RL.11-12.6</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p> <p><b>Writing</b></p>

	<p><b>W.11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p><b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p><b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)</p> <p><b>W.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p><b>Speaking and Listening</b></p> <p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL.11-12.1.b</b> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>SL.11-12.2</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is American culture?</li> <li>● In a culture where we are bombarded with media that cultivates unrealistic expectations, how does a person form an identity that remains true and authentic for themselves?</li> <li>● How is our understanding of American culture and society constructed through and by language and images?</li> </ul>

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>American culture is complex, diverse, and paradoxical.</li> <li>Individuals must critically navigate the societal pressures of mass media and pursue self-reliance.</li> <li>American culture is constructed, in part, through language and images disseminated through mass-media, social media, and socialization.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Multiple themes</li> <li>Common understanding and definition of American culture</li> <li>Literary elements and techniques</li> <li>Figurative language (e.g., satire, sarcasm, irony, or understatement)</li> <li>Paradox</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed</li> <li>Interpret information that is implied in a text</li> <li>Select and organize relevant information from text to summarize</li> <li>Analyze and evaluate themes and connections that cross cultures</li> <li>Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>The concept of synthesis</li> <li>The importance of developing and strengthening writing through process</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and organize complex ideas, concepts, and information.</li> <li>Adapt expression to a variety of contexts and tasks.</li> <li>Use technology appropriately for research.</li> </ul>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>Presentation skills</li> <li>Technology to enhance presentations</li> <li>Audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Present information, findings, and supporting evidence.</li> <li>Make strategic use of digital media in presentations.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2:</b> What is the Relationship Between Individual Freedom and Social Responsibility in America?
<b>Duration:</b>	One Quarter
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access. <del>and which are recommended choices for this unit:</del></p> <ul style="list-style-type: none"> <li>● <i>The Glass Castle</i>, by Jeannette Walls</li> <li>● <i>The Scarlet Letter</i>, by Nathaniel Hawthorne</li> <li>● <i>The Crucible</i>, by Arthur Miller</li> <li>● <i>The Things They Carried</i>, by Tim O’Brien</li> <li>● <i>Kindred</i>, by Octavia Butler</li> <li>● <i>A Streetcar Named Desire</i>, by Tennessee Williams</li> <li>● <b>Additional short texts of various Text Types (i.e., poetry by Phillis Wheatley, excerpts by Thomas Paine)</b></li> </ul>
<b>Unit Overview:</b>	<p>In this unit, students will explore the complicated, variable relationship between individual freedom and social responsibility in the United States. Students will explore and analyze the concept of an “individual” as both an ideal lived experience informed by their observations, interactions, and their practical knowledge of living in this country. Students, through collaboration, discussion, and debate, will consider how individuals can reconcile being both independent and contributing members of American society alongside hundreds of millions of other individuals trying to do the same. The idealized promise of American individuality with the pragmatic necessity of a successful American community.</p> <p>Students will critically analyze a wide variety of diverse American texts, both literary and informational, to compare and examine the different ways to define what it means to be an individual in the United States and to what extent those individuals are beholden to the larger American community. By the end of the unit, students will be able to articulate their understanding of the paradox of the</p>

idealized promise of American individuality and the pragmatic necessity of adhering to American cultural norms.

Students will engage in a variety of writing opportunities including a timed writing experience, in this unit. Students will create at least two pieces of writing/multimodal projects that could be used as components in their portfolios. Students will use their writing experiences to synthesize the various perspectives of the relationship between individual freedoms and social responsibilities in order to form, refine, and argue their own perspective. In their writing, students will develop, argue, and support their claims by synthesizing the multiple texts from varying perspectives they encountered in the unit of study.

DRAFT



**Standard(s):**

**Reading**

**RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text

**Writing**

**W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Speaking and Listening**

**SL.11-12.1** Initiate and effectively in a range of collaborative discussions (one-on-one, in groups, and

	<p>teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> <p><b>SL.11-12.1d</b> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task</p> <p><b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>SL.11-12.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is the relationship between individual freedom and social responsibility in America?</li> <li>● What are the complexities of individualism and community in a diverse culture?</li> <li>● What are our individual and societal responsibilities to future American generations?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● The relationship between individuality and social responsibility varies depending upon whether or not each individual's beliefs are aligned with the dominant values of society.</li> <li>● American individualism, community, and culture are complex and paradoxical due to the diversity of the American people and the unique freedoms afforded to each person.</li> <li>● Individuals and American society are responsible for supporting and shaping future American generations because their decisions and actions directly impact subsequent generations.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Individual freedom</li> <li>● Social responsibility</li> <li>● Multiple themes</li> <li>● Rhetoric</li> <li>● Alternative or opposing perspectives</li> <li>● Foundational U.S. documents and seminal U.S. texts</li> <li>● Figures of speech (e.g., hyperbole, paradox)</li> <li>● Individualism</li> <li>● <b>The Puritans</b></li> </ul>	<ul style="list-style-type: none"> <li>● Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.</li> <li>● Develop a critical stance and cite evidence to support the stance</li> <li>● Evaluate the validity of primary and secondary sources of information to authenticate research</li> <li>● Make, support, and defend judgments about texts</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Research and evaluation skills</li> <li>● Characteristics and structure of informative or explanatory writing</li> <li>● Steps in the writing process</li> <li>● Evaluation of textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>● Create a compelling, informative opening</li> <li>● Use varied and appropriate words, phrases, clauses, and syntax.</li> <li>● Synthesize comments, claims, and evidence made on all sides of an issue</li> <li>● Develop a thesis with distinct supporting ideas</li> <li>● Evaluate supporting evidence (both quality and quantity; block quotations)</li> </ul>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● Presentation skills</li> <li>● Technology to enhance presentations</li> <li>● Audience and purpose</li> <li>● Socratic method</li> <li>● Active listening strategies</li> <li>● Civil discourse strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborate in groups</li> <li>● Actively listen to one another to participate with thoughtful, original, reasoned comments</li> <li>● Communicate verbally effectively and positively</li> <li>● Demonstrate the respect for discussion as collaboration and the balanced exchange of ideas</li> <li>● Integrate multiple modalities to convey</li> </ul>

		information in an original way
<p>Students will read at least one of the required texts and produce at least two portfolio pieces for this unit of study. These pieces will be assessed using common rubrics aligned with the Connecticut Common Core Writing Standards. For this unit, students will read at least one fiction work written by an American author and shorter contemporary and classic texts.</p>		

<b>Unit Number and Title:</b>	Unit 3: <del>How Do We Find Truth in a Divided America?</del> How is writing used to challenge or reinforce societal values, particularly those related to our founding principles of freedom and equality?
<b>Duration:</b>	One Quarter
<b>Resources:</b>	<p>The following books are core texts to which all teachers have access. <del>and which are recommended choices for this unit:</del></p> <ul style="list-style-type: none"> <li>● <i>Walden and Civil Disobedience</i>, by Henry David Thoreau</li> <li>● <i>The Awakening</i>, by Kate Chopin</li> <li>● <i>Narrative of a Slave</i>, by Frederick Douglass</li> <li>● <i>The Adventures of Huckleberry Finn</i>, by Mark Twain</li> <li>● <i>The Bluest Eye</i>, by Toni Morrison (20th century American novel)</li> <li>● <i>The Scarlet Letter</i>, by Nathaniel Hawthorne (19th century American novel)</li> <li>● <i>When the Emperor was Divine</i>, by Julie Otsuka (20th century American novel)</li> <li>● <i>The Things They Carried</i>, by Tim O’Brien (20th century American novel)</li> <li>● <i>Death of a Salesman</i>, by Arthur Miller (20th century American drama)</li> <li>● <i>The Catcher in the Rye</i>, by J. D. Salinger (20th century American novel)</li> <li>● <i>Educated</i>, by Tara Westover (21st century American memoir)</li> <li>● <i>Fences</i>, by August Wilson (20th century American drama)</li> <li>● <i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie</li> <li>● <del>Additional short texts of various Text Types (i.e., poetry by Phillis Wheatley, excerpts by Thomas Paine)</del></li> </ul>

<b>Unit Overview:</b>	<p>This unit explores how truth can be found in a divided America. In the age of “news you can choose,” “alternative facts,” and “truth is not truth,” what <i>is</i> truth and how does analyzing this question help Americans understand their world, their country, and themselves? Students will learn how bias and rhetoric affect their understanding of the world and how media, particularly social media, works to affect their perception and reality. They will also explore how people’s susceptibility to disinformation and misinformation, and how resistance to uncomfortable truths affects the individual, culture, and the country as a whole.</p> <p>Students will be exposed to a variety of supplemental materials in order to explore the question of truth in America, and they will conduct research using valid sources about American current events to add depth and breadth to their scholarship. Students will independently and collaboratively read, critically analyze, and synthesize complex American texts, both literary and informational, to examine and reconcile the contradictions found in American society.</p> <p>During this unit, students will engage in varied writing and multimodal activities, including at least two that may be used as components of their portfolios. Students will be learning foundational rhetoric skills of persuasive writing, including appeals to ethos, logos, and pathos, as well as developing a strategy considering audience, purpose, and context. Students will learn how author’s craft, and devices like diction, syntax, imagery, and figurative language, help a writer more effectively argue their claims. They will apply this to their writing to develop, argue, and support a claim by synthesizing multiple texts from varying sources and persuading their audience.</p>
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.11-12.9</b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>RI.11-12.6</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>

**RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

**Writing**

**W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

**W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Speaking and Listening**

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**SL.11-12.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing

	the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do we find truth in a divided America?</li> <li>● Who or what determines truth in America?</li> <li>● What impact do conflict and time have on our understanding of truth?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● We understand truth through cultural, societal, and individual experiences and connections, including the study of American literature.</li> <li>● “Truth” is determined by individuals, institutions, collective memory, and those who are in power.</li> <li>● The understanding of truth is often impacted by the historical amnesia experienced by the majority due to America’s propensity to strive for a better tomorrow over remembering the past.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Relevant facts</li> <li>● Points of view</li> <li>● Precise language</li> <li>● Literary devices</li> <li>● Well-chosen details</li> <li>● Rhetoric</li> <li>● Conflict</li> <li>● Audience</li> <li>● <b>Historical context</b></li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the rhetoric of a text.</li> <li>● Distinguish between fact and opinion.</li> <li>● Analyze literary conventions and devices an author uses and how they contribute meaning and appeal.</li> <li>● Evaluate the impact of language as related to audience and purpose.</li> <li>● Analyze the meaning of words and phrases in context.</li> <li>● Analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Characteristics and structure of argument writing</li> </ul>	<ul style="list-style-type: none"> <li>● Engage and orient the reader by setting out a problem, situation, or observation and its</li> </ul>



	<ul style="list-style-type: none"> <li>● Tone and style to meet audience and purpose</li> <li>● Claims and counterclaims</li> <li>● Textual evidence</li> <li>● Citation expectations</li> </ul>	<p>significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters</p> <ul style="list-style-type: none"> <li>● Use a tone and style appropriate to the audience and purpose of assignment</li> <li>● Develop claim(s) and counterclaims fairly and thoroughly</li> <li>● Develop a topic thoroughly by selecting the most significant and relevant textual evidence</li> <li>● Determine what additional information or research is required to deepen the investigation or complete the task</li> <li>● Cite textual evidence as support of an assertion</li> </ul>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● Discussion protocols and expectations</li> <li>● Expansion of ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in collaborative discussions with peers</li> <li>● Build on each other's ideas</li> </ul>

<b>Unit 4 Title:</b>	<del>Unit 4: What has Become of the American Dream?</del> How has the idea of the American Dream evolved over time, and how has it shaped our society?
<b>Duration:</b>	One Quarter
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access. <del>and which are recommended choices for this unit:</del></p> <ul style="list-style-type: none"> <li>● <i>The Absolutely True Diary of a Part-Time Indian</i>, by Sherman Alexie</li> <li>● <i>The Great Gatsby</i>, by F. Scott Fitzgerald</li> </ul>



	<ul style="list-style-type: none"> <li>• <i>The Glass Castle</i>, by Jeannette Walls</li> <li>• <i>Death of a Salesman</i>, by Arthur Miller</li> <li>• <b>Additional short texts of various Text Types (i.e., poetry by Phillis Wheatley, excerpts by Thomas Paine)</b></li> </ul>
<b>Unit Overview:</b>	<p>In this unit, students will explore the definition of the American Dream, what it is and what it is not, individually, collectively, ideally, and practically.</p> <p>The American Dream predates the United States and still appeals to people around the world; it is the foundation of the country and is the measure of success for countless people around the world. However, is the American Dream really accessible for everyone, is it only for a chosen few? This unit explores the concept of the enduring promise of the American Dream. Through collaboration, discussion and debate, students will evaluate contemporary and classic texts and convey their own understanding of what the American Dream is today.</p> <p>Students will be exposed to a variety of supplemental materials in order to explore the American Dream, and they will conduct research using valid sources about American current events to add depth and breadth to their scholarship. Students will independently and collaboratively read, critically analyze, and synthesize complex American texts, both literary and informational, to examine and reconcile the diverse and conflicting perspectives about the American Dream in American society.</p> <p>During this unit, students will engage in varied writing and multimodal activities, including a personal narrative writing experience, that may be used as a component of their final portfolios. Students will be learning, practicing, and implementing creative non-fiction writing techniques that would directly help students planning on attending college and who need to write a college essay, and the skills will help all learners write more clearly, vividly, and meaningfully. Students will engage with the following writing strategies and techniques: show vs. tell, attention to detail, zoom focus, sensory description, diction, syntax, imagery, figurative language, economy of language, authentic dialogue, interior monologue, juxtaposition, chronology and structure, and tone.</p>

<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><b>RL.11-12.5</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RI.11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>Writing</b></p> <p><b>W.11-12.2d</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W.11-12.3b</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><b>W.11-12.3d</b> Use precise words and phrases, telling details, and sensory language to convey a vivid</p>
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	<p>picture of the experiences, events, setting, and/or characters.</p> <p><b>Speaking and Listening</b>  <b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL.11-12.1a</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• Why has the concept of the American Dream endured?</li> <li>• To what extent is the American Dream achievable?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• The American Dream endures because it provides potential for actualizing happiness, purpose, or fulfillment for Americans and people around the globe.</li> <li>• The American dream’s achievability depends upon the perspective of each individual and their personal relationship with the nation and its history.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• The American Dream themes and characteristics</li> <li>• Author’s choices regarding structure, meaning, and aesthetic impact</li> <li>• Comparison and contrast of ideas</li> <li>• <b>Historical context</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify the various conventions within a genre and apply this understanding to the evaluation of the text</li> <li>• Explain and explore their own and others’ aesthetic reactions to texts</li> <li>• Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>● Narrative writing techniques, including dialogue, pacing, description, and reflection</li> <li>● Precision of language</li> <li>● Sensory language</li> <li>● Sequence of events</li> <li>● Effective grammar, usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>● Create a smooth progression of experiences or events.</li> <li>● Use narrative techniques to develop experiences, events, and/or characters.</li> <li>● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</li> <li>● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>● Employ correct grammar, usage, and mechanics</li> </ul>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>● Discussion protocols and expectations</li> <li>● Socratic method</li> <li>● Active listening strategies</li> <li>● Civil discourse strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Come to discussions prepared, having read and researched material under study, drawing on that preparation by referring to evidence from texts and other research</li> <li>● Propel conversations by posing and responding to questions that probe reasoning and evidence</li> <li>● Ensure a hearing for a full range of positions on a topic or issue</li> <li>● Clarify, verify, or challenge ideas and conclusions</li> <li>● Promote divergent and creative perspectives</li> <li>● Respond thoughtfully to diverse perspectives</li> </ul>

## **English 12 College Prep**

DRAFT

**Course Information**

<b>Grade(s):</b>	<b>12</b>
<b>Discipline/Course:</b>	<b>English</b>
<b>Course Title:</b>	<b>English 12 College Prep</b>
<b>Prerequisite(s):</b>	<b>English 11 College Prep, English 11 Honors, AP Language</b>
<b>Course Description:</b> <i>Program of Studies</i>	<p>English 12 College Prep offers students a chance to explore philosophical concepts evident in literature and in the modern world. Through the examination of classical and contemporary texts, students will consider the function of art and evaluate concepts such as truth, evil, ethics, and cultural myths as relevant to the human condition. Students will foster their critical and interpretive skills through personal response to literature and reader response-based writing, which sets the foundation for subsequent analytical writing. Additionally, the study of critical theory will expand students’ capacity to analyze, discuss, and write about literature. This course is an intellectual and philosophical inquiry that is driven by the question, <i>what makes a meaningful life?</i></p> <p>In addition to frequent informal writing assignments, students will produce on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, graded discussions (Socratic seminar, fishbowl, etc.) and written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections.</p> <p>Students in English 12 College Prep will read at least five of the books on the list of resources at the end of this document, and at least one of these texts will be used in each of the four thematic units. <b>In addition, all students will read <i>Man’s Search For Meaning</i>, by Viktor Frankl.</b> All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> </ul>

	<ul style="list-style-type: none"> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear, and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How do stories tell us about what a culture values?</li> <li>● How is conflict essential to our growth?</li> <li>● How does language work?</li> <li>● How do I develop my writer’s voice?</li> <li>● What do <del>good</del> skilled readers do?</li> <li>● How do I participate in collaborative conversations to deepen my understanding?</li> <li>● How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● I shape and define my identity through interactions with others as well as the stories and artifacts of society.</li> <li>● Change is the only way to progress.</li> <li>● Our environment is intricately connected to happiness and well-being; without a stable and healthy environment, an individual will suffer and fail to progress.</li> <li>● When I read, hear, or view content presented in the world, I must do so with a critical mind and a set of skills that will help me determine the credibility of the information.</li> <li>● Human relationships are what keep us tethered to the world and encourage us to abide by the social contract.</li> <li>● People need a community to feel safe and happy; communities are essential for human progress.</li> <li>● Stories contain all of human endeavors and challenges; they reveal what is important to a group or community.</li> <li>● If we never experience conflict, there is nothing to overcome; conflict is essential for reflecting and growing.</li> <li>● Language builds bridges between people, but it can also build walls; people need to recognize the power of words and act accordingly.</li> <li>● To develop my own unique writer’s voice, I will need to engage consistently in authentic writing experiences and experiment with various strategies until I find what works for me.</li> <li>● skilled readers challenge themselves with increasingly more complicated texts while also adopting</li> </ul>

	<p>active strategies that will allow them to attend fully to the text at hand.</p> <ul style="list-style-type: none"> <li>• Collaborative conversations require agreed-upon protocols, a willingness to set aside preconceived notions and biases, and a commitment to respecting every individual participant.</li> <li>• I will present my findings and conclusions using the format, tools, and structure that most respond to the needs of the audience.</li> </ul>
<b>Duration: Credit:</b>	<p>One year 1 credit</p>
<b>Course Materials/Resources:</b>	<p>See the list below of text selections for units of study. Please know that in addition to the major texts listed below, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life.</p>
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>• Synthesizing and Evaluating</li> <li>• Conveying Ideas</li> <li>• Creating and Constructing</li> </ul>
<b>Year at a Glance (Units)</b>	<ul style="list-style-type: none"> <li>• The Portfolio Unit <ul style="list-style-type: none"> <li>○ How has my writing voice grown, evolved, developed?</li> <li>○ How has my reading interpretive ability grown, evolved, developed?</li> <li>○ How have I grown, evolved, developed in my ability to collaborate in discussion to deepen my understanding?</li> <li>○</li> </ul> </li> <li>• Unit 1: The Power of Story <ul style="list-style-type: none"> <li>○ <del>Why do we tell stories??</del></li> <li>○ <del>What is the power of language?</del></li> </ul> </li> <li>• Unit 2: Life of Meaning <ul style="list-style-type: none"> <li>○ <del>What does it mean to live?</del></li> <li>○ <del>What does it mean to live meaningfully?</del></li> </ul> </li> <li>• Unit 3: Discovering and Discerning Truth</li> </ul>



- ~~○ How do we know what we know?~~
- ~~○ How do we discover and discern truth?~~
- ~~○ How does our environment affect how we perceive truth?~~

- Unit 4: The Evolving Self

- ~~○ How can change help us grow?~~
- ~~○ To what extent are we in control of our lives?~~

### Core Texts to Which All Teachers Have Access:

Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students will also engage in independent reading, book clubs, and reading experiences across the curriculum.

### Challenging Texts

*A Little History of Philosophy*, by Nigel Warbuton  
*A Doll's House*, by Henrik Ibsen  
*Beloved*, by Toni Morrison  
*Crime and Punishment*, by Fyodor Dostoevsky  
*For The Time Being*, by Annie Dillard  
*Hamlet*, by ~~Wm.~~ William Shakespeare  
*Heart of Darkness*, by Joseph Conrad  
*Into the Wild*, by Jon Krakauer  
*King Lear*, by ~~Wm.~~ William Shakespeare  
*Frankenstein*, by Mary Shelley  
*Man's Search For Meaning*, by Viktor Frankl  
*Metamorphosis and Other Stories*, by Franz Kafka  
*Oedipus Rex*, by Sophocles  
*One Flew Over the Cuckoo's Nest*, by Ken Kesey

*One Hundred Years of Solitude*, by Gabriel Garcia Marquez  
*Othello*, by ~~Wm.~~ William Shakespeare  
*Portrait of the Artist as a Young Man*, by James Joyce  
*Rosencrantz and Guildenstern Are Dead*, by Tom Stoppard  
*Six Great Ideas*, by Mortimer J. Adler  
*The Picture of Dorian Gray*, by Oscar Wilde  
*The Myth of Sisyphus and Other Essays*, by Albert Camus  
*The Sound and the Fury*, by ~~Wm.~~ William Faulkner  
*The Stranger*, by Albert Camus  
*The Taming of the Shrew*, by ~~Wm.~~ William Shakespeare  
*The Tempest*, by ~~Wm.~~ William Shakespeare  
*To The Lighthouse*, by Virginia Woolf

#### Grade-Level Texts

~~*A Long Way Gone*, by Ishmael Beah~~  
*A Room of One's Own* by Virginia Woolf  
*Beautiful Boy*, by David Sheff  
*Letters to a Young Poet*, by Rainer Maria Rilke  
*Siddhartha*, by Hermann Hesse  
*The Bell Jar* by ~~Sylvia~~ Sylvia Plath  
*The Skin of our Teeth*, by Thornton Wilder  
*Waiting for Godot*, by Samuel Beckett  
*Dew Breaker* by Edwidge Danticat  
*Long Day's Journey Into Night*, by Eugene O'Neill  
*Our Town* by Thornton Wilder  
*The Death of Ivan Ilyich* by Leo Tolstoy  
*The Other Wes Moore* by Wes Moore  
*The Sun Also Rises* by Ernest Hemingway

Units

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	<del>Whole</del> One Year
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading:</b>  <b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>

**RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**Writing:**

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Language:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L. 11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**L.11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

	<b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or</li> </ul>

		<p>presentations.</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>• Use a colon to introduce a list or quotation.</li> <li>• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
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<b>Unit Title:</b>	<b>Unit 1:</b> The Power of Story
<b>Duration:</b>	Term 1
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>• <del><i>A Long Way Gone</i>, by Ishmael Beah</del></li> <li>• <i>Beautiful Boy</i>, by David Sheff</li> <li>• <i>Into The Wild</i>, by Jon Krakauer</li> <li>• <i>Man's Search For Meaning</i>, by Viktor Frankl</li> </ul>



<b>Unit Overview:</b>	<p>This unit explores story as a basic principle of the mind and guides students to an understanding of how one story helps make sense of another. The stories we hear and the stories we tell shape who we are and who we become. Through a critical evaluation and exploration of story in various formats, students will come to understand story as an art form. Through the study of literature, students will be guided in developing their own voices through language and ultimately begin to consider the power of story in their own lives.</p> <p>Throughout their reading experiences, students will analyze the impact of the author’s choices regarding the development of literary elements, including setting, plot, and characterization. This knowledge will influence their own story techniques and choices as students engage in the writing of narratives to share either real or imagined experiences. Students will also demonstrate their ability to use language effectively through various small group and whole-class discussions.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RL.11-12.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>Writing</b>  <b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>Speaking and Listening</b>  <b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on</p>

	others' ideas and expressing their own clearly and persuasively.	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● Why do we tell stories?</li> <li>● What is the power of language?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Human beings tell stories to share cultural and individual values and convey a larger message about the human experience.</li> <li>● Language wields power in its ability to communicate human experiences in a specific and purposeful way.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Structure and characteristics of memoir</li> <li>● Structure and characteristics of narrative writing</li> <li>● Fictional story structures</li> <li>● Elements and structures of poetry</li> <li>● Author's choice</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize the characteristics of memoir, other narrative writing, fiction, and poetry</li> <li>● Evaluate the structure of memoir, other narrative writing, fiction, and poetry</li> <li>● Analyze the author's choices regarding how to develop elements of a story</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Narrative writing techniques, including dialogue, pacing, description, and reflection</li> <li>● Precision of language</li> <li>● Sensory language</li> </ul>	<ul style="list-style-type: none"> <li>● Develop narrative techniques in writing, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</li> <li>● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> </ul>

<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Discussion protocols and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with peers in a variety of discussions</li> </ul>
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<b>Unit Title:</b>	<b>Unit 2:</b> A Life of Meaning
<b>Duration:</b>	Term 2
<b>Resource(s):</b>	<p><b>Core Texts:</b></p> <p>See the list of resources above for all additional available book selections. The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>• <del><i>Into The Wild</i>, by Jon Krakauer</del></li> <li>• <del><i>Man's Search For Meaning</i>, by Viktor Frankl</del></li> <li>• <i>Siddhartha</i>, by Hermann Hesse</li> <li>• <i>The Death of Ivan Ilyich</i>, by Leo Tolstoy</li> <li>• <del><i>Our Town</i>, by Thornton Wilder</del></li> <li>• <i>The Other Wes Moore</i>, by Wes Moore</li> <li>• <i>The Power of One</i>, by Bryce Courtenay</li> <li>• <i>The Dew Breaker</i>, Edwidge Danticant</li> </ul>
<b>Unit Overview:</b>	<p>This unit emphasizes meaning and purpose in the lives of human beings. Through literature (both fiction and non-fiction) that focuses specifically on how individuals find meaning in life, students bear witness to ordinary people transforming into extraordinary individuals who build character through overcoming adversity. Their examples of overcoming life's obstacles will hopefully prompt students to consider how they may live lives that inspire others.</p>

	<p>As students explore the concepts of overcoming obstacles and creating meaningful lives, they will examine how such themes develop through multiple stories. Tracing the development of these themes will allow for greater comprehension as well as the opportunity to create a more objective summary of each text. Students will continue their writing development as they work on the introduction and support of sophisticated and precise claims.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL &amp; RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain</p> <p><b>RL &amp; RI.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text</p> <p><b>RI.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p> <p><b>Writing</b></p> <p><b>W.11-12.1a</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence</p>

	<p><b>W.11-12.1.b</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p><b>W.11-12.1.c</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</p> <p><b>W.11-12.1.d</b> Use precise language, domain specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic</p> <p><b>W.11-12.1.e</b> Provide a concluding statement or section that follows from and supports the argument presented</p> <p><b>W.11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p><b>W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>Speaking and Listening</b>  <b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What does it mean <i>to live</i>?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Through action, thought, and mindset, human beings are offered the choice to live meaningfully as opposed to simply existing.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...

<b>Reading</b>	<ul style="list-style-type: none"> <li>• Tenets of Existentialism</li> <li>• philosophical theory relevant to texts studied</li> <li>• literary conventions and/or relevant historical context to access texts studied (as applicable)</li> <li>• text structure and other literary elements</li> </ul>	<ul style="list-style-type: none"> <li>• Use relevant critical theories to analyze texts studied</li> <li>• Analyze how literary elements/devices contribute to theme/meaning of a text</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Characteristics and structure of argument writing</li> <li>• Characteristics and structure of informative or explanatory writing</li> <li>• Evaluation of textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize several sources to support a claim</li> <li>• Integrate textual evidence into writing to support interpretations of a text</li> <li>• Develop a thesis with distinct supporting ideas</li> <li>• Evaluate supporting evidence (both quality and quantity; block quotations)</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Discussion protocols and expectations</li> <li>• Expansion of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in collaborative discussions with peers</li> <li>• Build on each other's ideas</li> </ul>

<b>Unit Title:</b>	<del>1. Discovering and Discerning Truth</del> Unit 3: The Psychological Implications of Existential Questioning
<b>Duration:</b>	Term 3
<b>Resource(s):</b>	<b>Core Texts:</b> See the list of resources above for all additional available book selections. The following books are core texts to which all teachers have access and which are recommended choices for this unit:

	<ul style="list-style-type: none"> <li>● <i>Frankenstein</i>, by Mary Shelley</li> <li>● <del><i>Hamlet</i>, by Wm. Shakespeare</del></li> <li>● <del><i>Oedipus Rex</i>, Sophocles</del></li> <li>● <i>One Flew Over the Cuckoo's Nest</i>, by Ken Kesey</li> <li>● <del><i>Dew Breaker</i>, by Edwidge Danticant</del></li> <li>● <i>The Stranger</i>, Albert Camus</li> <li>● <i>Waiting for Godot</i>, Thomas Beckett</li> <li>● <i>Our Town</i>, Thornton Wilder</li> <li>● <i>Othello</i>, by <del>Wm.</del> William Shakespeare</li> </ul>
<b>Unit Overview:</b>	<p>This unit takes a philosophical and psychological approach to the study of literature, focusing on existential questions. <del>emphasizes the complexities of discerning truth in the Age of Information. Through the study of literature,</del> Students will be encouraged to question what they know to be true and to be aware of what factors help them to discover truth, such as personal experience, environment, education, family, culture, etc.</p> <p>Questioning what is presented and coming to know what is true are life-long skills, and students will have the opportunity to further develop these skills throughout this unit. To do this, students will listen to information presented in diverse formats and apply credibility strategies, including how to consider sources and evidence, to determine what is true.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<b>Reading</b> <b>RL &amp; RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says

explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

**RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

**Writing**

**W.11-12.2.a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

**W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

**W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation



	<p><b>W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>Speaking and Listening</b></p> <p><b>SL.11-12.2</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and any discrepancies among the data</p> <p><b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p> <p><b>SL.11-12.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do we know what we know?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• People in general must realize the subjective and complex nature of truth and be able to communicate that they recognize how information can be manipulated and must be questioned in order to discern what is factual information and develop their own personal truths.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Philosophical theory relevant to texts studied</li> <li>• Necessary literary and rhetorical conventions and/or relevant historical context to access texts studied</li> <li>• Elements of tragedy (classical,</li> </ul>	<ul style="list-style-type: none"> <li>• Use relevant critical theories to analyze texts studied</li> <li>• Analyze how literary elements/devices contribute to theme/meaning of a text</li> </ul>

	Shakespearean, or modern)	
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Research and evaluation skills</li> <li>● Characteristics and structure of informative or explanatory writing</li> <li>● Steps in the writing process</li> </ul>	<ul style="list-style-type: none"> <li>● Conduct research and evaluate sources</li> <li>● Write informative or explanatory texts</li> <li>● Use the full writing process</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Presentation skills</li> <li>● Technology to enhance presentations</li> <li>● Audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Integrate multiple modalities to convey information in an original way</li> <li>● Present information appropriate for audience and purpose</li> </ul>

<b>Unit Title:</b>	<b>Unit 4:</b> The Evolving Self
<b>Duration:</b>	Term 4
<b>Resource(s):</b>	<p><b>Core Texts:</b></p> <p>See the list of resources above for all additional available book selections. The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <del>Siddhartha, by Hermann Hesse</del></li> <li>● <del>The Death of Ivan Iyich, by Leo Tolstoy</del></li> <li>● <del>The Other Wes Moore, by Wes Moore</del></li> <li>● <i>A Doll’s House</i>, by Henrik Ibsen</li> <li>● <i>The Power of One</i>, by Bryce Courtenay</li> <li>● <i>Hamlet</i>, by Wm. William Shakespeare</li> <li>● <i>Oedipus Rex</i>, Sophocles</li> </ul>

<b>Unit Overview:</b>	<p>This unit serves as the culmination of ideas explored throughout the year. Students will be encouraged to internalize these abstract concepts and apply them to their own concept of self. Students will continue to examine what factors determine one’s ability to maintain integrity and balance in their lives and begin to question what responsibilities individuals have toward themselves, toward those in their lives, and toward the society of which they are a part. The hope is that students will realize self is constantly evolving as a result of the journey of the human experience.</p> <p>In this final unit of their high school English experience, students will further hone their reflective abilities as they engage in a number of writing experiences about their own lives and their membership in a larger community. Beyond the reading and writing experiences, students will demonstrate their ability to participate in collaborative conversations and formal discussions with the approach of civil, democratic discourse.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b>  <b>R.11-12.10</b> By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently</p> <p><b>Writing</b>  <b>W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>Speaking and Listening</b>  <b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</p>

	<p><b>SL.11-12.1a</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p><b>SL.11-12.1b</b> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed</p> <p><b>SL.11-12.1c</b> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives</p> <p><b>SL.11-12.1d</b> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do we know who we are?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• The enriching experience of discussion and communicating the ideas of others provides people with choices in thinking that can help them feel in control of their lives and gain clarity on their responsibilities to themselves, others, and their communities; all of which contribute to the development of a healthy identity.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Comprehension of a variety of works of literature at the high end of the 11-12 text-complexity band</li> </ul>	<ul style="list-style-type: none"> <li>• Read fluently and comprehend a variety of texts</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Reflection writing</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on how their learning has been enhanced as a result of discussion</li> </ul>

<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Socratic method</li> <li>● Active listening strategies</li> <li>● Civil discourse strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborate in groups</li> <li>● Actively listen to one another to participate with thoughtful, original, reasoned comments</li> <li>● Communicate verbally effectively and positively</li> <li>● Demonstrate the respect for discussion as collaboration and the balanced exchange of ideas</li> </ul>
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## **English 12 Honors**

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**Course Information**

<b>Grade(s):</b>	<b>12</b>
<b>Discipline/Course:</b>	<b>English</b>
<b>Course Title:</b>	<b>English 12 Honors</b>
<b>Prerequisite(s):</b>	<b>English 11 <i>College Prep, English 11 Honors, AP Language</i></b>
<b>Course Description:</b> <i>Program of Studies</i>	<p>English 12 Honors offers students a chance to explore philosophical concepts evident in literature and in the modern world. Through the examination of classical and contemporary texts, students will consider the function of art and evaluate concepts such as truth, evil, ethics, and cultural myths as relevant to the human condition. Students will foster their critical and interpretive skills through personal response to literature and reader response-based writing, which sets the foundation for subsequent analytical writing. Additionally, the study of critical theory will expand students’ capacity to analyze, discuss, and write about literature. This course is an intellectual and philosophical inquiry that is driven by the question, <i>what makes a meaningful life?</i></p> <p>In addition to frequent informal writing assignments, students will produce on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, graded discussions (Socratic seminar, fishbowl, etc.) and written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections.</p> <p><i>Honors-Level courses are similar to College Preparatory courses by design, yet require students to explore topics and concepts more deeply and analyze texts and information that are beyond grade level expectations. Students in Honors classes are expected to read and analyze complex texts and information independently, without significant scaffolding, and at a much quicker pace. Students should also be capable of independently expressing their thoughts and understandings through a variety of written formats with sophistication and in order to meet the needs of both task and audience. The expectations for skill demonstration, content mastery, and work habits are above grade level.</i></p>

	<p><del>Honors Level English courses are similar to College Preparatory courses by design, but provide further opportunities for students to work independently, to explore topics and concepts more deeply, and to analyze texts that are above grade level. Students in Honors English read across genres and are expected to read and analyze complex texts independently, which enables students to read a greater number of texts. In addition, reading and writing units move at a much quicker pace. Students in an honors English course write for a variety of purposes and audiences independently and are assessed on the depth of analysis across varied texts and across multiple genres. The sophistication of their writing style, and the complexity of their critical thinking drive thoughtful responses that enhance their understanding of the subject of English and strengthen their skills as readers, writers, listeners and speakers. Students are expected to sustain both the reading and writing processes with interest and attention. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</del></p> <p>Students in English 12 Honors will read <b>at least six of the books on the list of resources at the end of this document, and at least one of these texts will be used in each of the four thematic units. At least three of the six required texts will be from the challenging text band. In addition, all students will read <i>Man's Search For Meaning</i>, by Viktor Frankl.</b> All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear, and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How do stories tell us about what a culture values?</li> <li>● How is conflict essential to our growth?</li> <li>● How does language work?</li> <li>● How do I develop my writer's voice?</li> <li>● What do <b>good skilled</b> readers do?</li> </ul>



	<ul style="list-style-type: none"> <li>• How do I participate in collaborative conversations to deepen my understanding?</li> <li>• How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• I shape and define my identity through interactions with others as well as the stories and artifacts of society.</li> <li>• Change is the only way to progress.</li> <li>• Our environment is intricately connected to happiness and well-being; without a stable and healthy environment, an individual will suffer and fail to progress.</li> <li>• When I read, hear, or view content presented in the world, I must do so with a critical mind and a set of skills that will help me determine the credibility of the information.</li> <li>• Human relationships are what keep us tethered to the world and encourage us to abide by the social contract.</li> <li>• People need a community to feel safe and happy; communities are essential for human progress.</li> <li>• Stories contain all of human endeavors and challenges; they reveal what is important to a group or community.</li> <li>• If we never experience conflict, there is nothing to overcome; conflict is essential for reflecting and growing.</li> <li>• Language builds bridges between people, but it can also build walls; people need to recognize the power of words and act accordingly.</li> <li>• To develop my own unique writer’s voice, I will need to engage consistently in authentic writing experiences and experiment with various strategies until I find what works for me.</li> <li>• Good readers challenge themselves with increasingly more complicated texts while also adopting active strategies that will allow them to attend fully to the text at hand.</li> <li>• Collaborative conversations require agreed-upon protocols, a willingness to set aside preconceived notions and biases, and a commitment to respecting every individual participant.</li> <li>• I will present my findings and conclusions using the format, tools, and structure that most respond to the needs of the audience.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	<del>Whole</del> One year 1 credit
<b>Course</b>	See the list below of text selections for units of study. Please know that in addition to the major texts listed

<b>Materials/Resources:</b>	below, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life.
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Synthesizing and Evaluating</li> <li>● Conveying Ideas</li> <li>● Creating and Constructing</li> </ul>
<b>Year at a Glance (Units)</b>	<ul style="list-style-type: none"> <li>● The Portfolio Unit           <ul style="list-style-type: none"> <li>○ How has my writing voice grown, evolved, developed?</li> <li>○ How has my reading interpretive ability grown, evolved, developed?</li> <li>○ How have I grown, evolved, developed in my ability to collaborate in discussion to deepen my understanding?</li> <li>○</li> </ul> </li> <li>● Unit 1: The Power of Story           <ul style="list-style-type: none"> <li>○ <del>Why do we tell stories??</del></li> <li>○ <del>What is the power of language?</del></li> </ul> </li> <li>● Unit 2: A Life of Meaning           <ul style="list-style-type: none"> <li>○ <del>What does it mean to live?</del></li> <li>○ <del>What does it mean to live meaningfully?</del></li> </ul> </li> <li>● Unit 3: Discovering and Discerning Truth           <ul style="list-style-type: none"> <li>○ <del>How do we know what we know?</del></li> <li>○ <del>How do we discover and discern truth?</del></li> <li>○ <del>How does our environment affect how we perceive truth?</del></li> </ul> </li> <li>● Unit 4: The Evolving Self           <ul style="list-style-type: none"> <li>○ <del>How can change help us grow?</del></li> <li>○ <del>To what extent are we in control of our lives?</del></li> </ul> </li> </ul>

**Core Texts:**

Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students will also engage in independent reading, book clubs, and reading experiences across the curriculum.

### Challenging Texts

*A Little History of Philosophy*, by Nigel Warbuton  
*A Doll's House*, by Henrik Ibsen  
*Beloved*, by Toni Morrison  
*Crime and Punishment*, by Fyodor Dostoevsky  
*For The Time Being*, by Annie Dillard  
*Hamlet*, by ~~Wm.~~ William Shakespeare  
*Heart of Darkness*, by Joseph Conrad  
*Into the Wild*, by Jon Krakauer  
*King Lear*, by William Shakespeare  
*Frankenstein*, by Mary Shelley  
*Man's Search For Meaning*, by Viktor Frankl  
*Metamorphosis and Other Stories*, by Franz Kafka  
*Oedipus Rex*, by Sophocles  
*One Flew Over the Cuckoo's Nest*, by Ken Kesey  
*One Hundred Years of Solitude*, by Gabriel Garcia Marquez  
*Othello*, by ~~Wm.~~ William Shakespeare  
*Portrait of the Artist as a Young Man*, by James Joyce  
*Rosencrantz and Guildenstern Are Dead*, by Tom Stoppard  
*Six Great Ideas*, by Mortimer J. Adler  
*The Picture of Dorian Gray*, by Oscar Wilde  
*The Myth of Sisyphus and Other Essays*, by Albert Camus  
*The Sound and the Fury*, by ~~Wm.~~ William Faulkner  
*The Stranger*, by Albert Camus  
*The Taming of the Shrew*, by ~~Wm.~~ William Shakespeare

*The Tempest*, by ~~Wm.~~ William Shakespeare  
*To The Lighthouse*, by Virginia Woolf

**Grade-Level Texts**

~~*A Long Way Gone*, by Ishmael Beah~~  
*A Room of One's Own* by Virginia Woolf  
*Beautiful Boy*, by David Sheff  
*Letters to a Young Poet*, by Rainer Maria Rilke  
*Siddhartha*, by Hermann Hesse  
*The Bell Jar* by ~~Sylvia~~ Sylvia Plath  
*The Skin of our Teeth*, by Thornton Wilder  
*Waiting for Godot*, by Samuel Beckett  
*Dew Breaker* by Edwidge Danticat  
*Long Day's Journey Into Night*, by Eugene O'Neill  
*Our Town* by Thornton Wilder  
*The Death of Ivan Ilyich* by Leo Tolstoy  
*The Other Wes Moore* by Wes Moore  
*The Sun Also Rises* by Ernest Hemingway

**Units**

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	<del>Whole</del> One Year
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students' acquisition of knowledge

	<p>and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading:</b></p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>Writing:</b></p> <p><b>W.11-12.2.b</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>W.11-12.2.c</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Language:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when

	<p>writing or speaking.</p> <p><b>L.11-12.1.a</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>L. 11-12.1.b</b> Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> <p><b>L.11-12.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.11-12.2.a</b> Observe hyphenation conventions.</p> <p><b>L.11-12.2.b</b> Spell correctly.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each</li> </ul>

	<p>piece.</p> <ul style="list-style-type: none"> <li>• When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>• Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>• Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>• Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>• Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>• MLA style (humanities)</li> <li>• APA style (sciences)</li> <li>• Turabian’s Manual (research)</li> <li>• Spelling rules and tools</li> <li>• Metacognition</li> <li>• Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology appropriately</li> <li>• Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>• Spell correctly.</li> <li>• Write metacognitive reflections.</li> <li>• Employ personal voice.</li> <li>• Organize reflective thinking</li> </ul>



<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
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<b>Unit Title:</b>	<b>Unit 1: The Power of Story: Inspiring Passion, Purpose, and Finding Meaning</b>
<b>Duration:</b>	Term 1
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <del><i>A Long Way Gone</i>, by Ishmael Beah</del></li> <li>● <i>Beautiful Boy</i>, by David Sheff</li> <li>● <i>Into The Wild</i>, by Jon Krakauer</li> <li>● <i>Letters to a Young Poet</i>, by Rainer Maria Rilke</li> <li>● <i>Man's Search For Meaning</i>, by Viktor Frankl</li> </ul>
<b>Unit Overview:</b>	<p>This unit explores story as a basic principle of the mind and guides students to an understanding of how one story helps make sense of another. The stories we hear and the stories we tell shape who we are and who we become. Through a critical evaluation and exploration of story in various formats, students will come to understand story as an art form. Through the study of literature, students will be guided in developing their own voices through language and ultimately begin to consider the power of story in their own lives.</p> <p>Throughout their reading experiences, students will analyze the impact of the author's choices regarding the development of literary elements, including setting, plot, and characterization. This knowledge will influence their own story techniques and choices as students engage in the writing of narratives to share either real or imagined experiences. Students will also demonstrate their ability to use language effectively through various small group and whole-class discussions.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>

Learning Goals		
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RL.11-12.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>Writing</b>  <b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>Speaking and Listening</b>  <b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● Why do we tell stories?</li> <li>● What is the power of language?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Human beings tell stories to share cultural and individual values and convey a larger message about the human experience.</li> <li>● Language wields power in its ability to communicate human experiences in a specific and purposeful way.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Structure and characteristics of memoir</li> <li>● Structure and characteristics of narrative writing</li> <li>● Fictional story structures</li> <li>● Elements and structures of poetry</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize the characteristics of memoir, other narrative writing, fiction, and poetry</li> <li>● Evaluate the structure of memoir, other narrative writing, fiction, and poetry</li> <li>● Analyze the author’s choices regarding</li> </ul>

	<ul style="list-style-type: none"> <li>● Author’s choice</li> </ul>	how to develop elements of a story
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Narrative writing techniques, including dialogue, pacing, description, and reflection</li> <li>● Precision of language</li> <li>● Sensory language</li> </ul>	<ul style="list-style-type: none"> <li>● Develop narrative techniques in writing, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</li> <li>● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Discussion protocols and expectations</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborate with peers in a variety of discussions</li> </ul>

<b>Unit Title:</b>	<b>Unit 2: The Psychological Implications of Existential Questioning</b>
<b>Duration:</b>	Term 2
<b>Resource(s):</b>	<p><b>Core Texts:</b></p> <p>See the list of resources above for all additional available book selections. The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <i>Hamlet</i>, by William Shakespeare</li> <li>● <del><i>Into The Wild</i>, by Jon Krakauer</del></li> <li>● <del><i>Man’s Search For Meaning</i>, by Viktor Frankl</del></li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Frankenstein</i>, Mary Shelley</li> <li>● <i>Oedipus Rex</i>, Sophocles</li> <li>● <del><i>Siddhartha</i>, by Hermann Hesse</del></li> <li>● <del><i>The Death of Ivan Iyich</i>, by Leo Tolstoy</del></li> <li>● <i>The Stranger</i>, by Albert Camus</li> <li>● <i>Waiting For Godot</i>, Samuel Beckett</li> </ul>
<b>Unit Overview:</b>	<p>This unit emphasizes meaning and purpose in the lives of human beings. Through literature (both fiction and non-fiction) that focuses specifically on how individuals find meaning in life, students bear witness to ordinary people transforming into extraordinary individuals who build character through overcoming adversity. Their examples of overcoming life’s obstacles will hopefully prompt students to consider how they may live lives that inspire others.</p> <p>As students explore the concepts of overcoming obstacles and creating meaningful lives, they will examine how such themes develop through multiple stories. Tracing the development of these themes will allow for greater comprehension as well as the opportunity to create a more objective summary of each text. Students will continue their writing development as they work on the introduction and support of sophisticated and precise claims.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RL &amp; RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain</p> <p><b>RL &amp; RI.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their</p>

development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text

**RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

### **Writing**

**W.11-12.1a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence

**W.11-12.1.b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

**W.11-12.1.c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims

**W.11-12.1.d** Use precise language, domain specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic

**W.11-12.1.e** Provide a concluding statement or section that follows from and supports the argument presented

**W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

**W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research

	<b>Speaking and Listening</b> <b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What does it mean <i>to live</i>?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Through action, thought, and mindset, human beings are offered the choice to live meaningfully as opposed to simply existing.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Tenets of Existentialism</li> <li>• philosophical theory relevant to texts studied</li> <li>• literary conventions and/or relevant historical context to access texts studied (as applicable)</li> <li>• text structure and other literary elements</li> </ul>	<ul style="list-style-type: none"> <li>• Use relevant critical theories to analyze texts studied</li> <li>• Analyze how literary elements/devices contribute to theme/meaning of a text</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Characteristics and structure of argument writing</li> <li>• Characteristics and structure of informative or explanatory writing</li> <li>• Evaluation of textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize several sources to support a claim</li> <li>• Integrate textual evidence into writing to support interpretations of a text</li> <li>• Develop a thesis with distinct supporting ideas</li> <li>• Evaluate supporting evidence (both quality and quantity; block quotations)</li> </ul>

<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Discussion protocols and expectations</li> <li>● Expansion of ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in collaborative discussions with peers</li> <li>● Build on each other’s ideas</li> </ul>
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<b>Unit Title:</b>	<b>Unit 3: Discovering and Discerning <del>Truth</del> Reality</b>	
<b>Duration:</b>	Term 3	
<b>Resource(s):</b>	<p><b>Core Texts:</b></p> <p>See the list of resources above for all additional available book selections. The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <del>Frankenstein, by Mary Shelley</del></li> <li>● <del>Hamlet, by Wm. Shakespeare</del></li> <li>● <del>Oedipus Rex, Sophocles</del></li> <li>● <i>One Flew Over the Cuckoo’s Nest</i>, by Ken Kesey</li> <li>● <i>One Hundred Years of Solitude</i>, by Gabriel Garcia Marquez</li> <li>● <i>Othello</i>, by <del>Wm. William</del>, Shakespeare</li> <li>● <i>A Room of One’s Own</i>, by Virginia Woolf</li> <li>● <i>Siddhartha</i>, by Hermann Hesse</li> <li>● <i>The Death of Ivan Iyich</i>, by Leo Tolstoy</li> <li>● <i>The Other Wes Moore</i>, by Wes Moore</li> </ul>	
<b>Unit Overview:</b>	<p>This unit takes a philosophical and psychological approach to the study of literature, focusing on existential questions. <del>emphasizes the complexities of discerning truth in the Age of Information.</del> <del>Through the study of literature,</del> Students will be encouraged to question what they know to be true and to be aware of what factors help them to discover truth, such as personal experience, environment, education, family, culture, etc.</p>	



	<p>Questioning what is presented and coming to know what is true are life-long skills, and students will have the opportunity to further develop these skills throughout this unit. To do this, students will listen to information presented in diverse formats and apply credibility strategies, including how to consider sources and evidence, to determine what is true.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL &amp; RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain</p> <p><b>RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p><b>Writing</b></p> <p><b>W.11-12.2.a</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</p> <p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p><b>W.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared</p>

	<p>writing products in response to ongoing feedback, including new arguments or information</p> <p><b>W.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p><b>W.11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p> <p><b>W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>Speaking and Listening</b></p> <p><b>SL.11-12.2</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and any discrepancies among the data</p> <p><b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p> <p><b>SL.11-12.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do we know what we know?</li> </ul>

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• People in general must realize the subjective and complex nature of truth and be able to communicate that they recognize how information can be manipulated and must be questioned in order to discern what is factual information and develop their own personal truths.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Philosophical theory relevant to texts studied</li> <li>• Necessary literary and rhetorical conventions and/or relevant historical context to access texts studied</li> <li>• Elements of tragedy (classical, Shakespearean, or modern)</li> </ul>	<ul style="list-style-type: none"> <li>• Use relevant critical theories to analyze texts studied</li> <li>• Analyze how literary elements/devices contribute to theme/meaning of a text</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Research and evaluation skills</li> <li>• Characteristics and structure of informative or explanatory writing</li> <li>• Steps in the writing process</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct research and evaluate sources</li> <li>• Write informative or explanatory texts</li> <li>• Use the full writing process</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Presentation skills</li> <li>• Technology to enhance presentations</li> <li>• Audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate multiple modalities to convey information in an original way</li> <li>• Present information appropriate for audience and purpose</li> </ul>

<b>Unit Title:</b>	<b>Unit 4:</b> The Evolving Self
<b>Duration:</b>	Term 4
<b>Resource(s):</b>	<b>Core Texts:</b>

	<p>See the list of resources above for all additional available book selections. The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <i>A Doll’s House</i>, by Henrik Ibsen</li> <li>● <del><i>A Room of One’s Own</i>, by Virginia Woolf</del></li> <li>● <i>For The Time Being</i>, by Annie Dillard</li> <li>● <del><i>Siddhartha</i>, by Hermann Hesse</del></li> <li>● <del><i>The Death of Ivan Iyich</i>, by Leo Tolstoy</del></li> <li>● <i>The Heart of Darkness</i>, by Joseph Conrad</li> <li>● <del><i>The Other Wes Moore</i>, by Wes Moore</del></li> <li>● <i>The Dew Breaker</i>, Edwidge Danticant</li> </ul>
<b>Unit Overview:</b>	<p>This unit serves as the culmination of ideas explored throughout the year. Students will be encouraged to internalize these abstract concepts and apply them to their own concept of self. Students will continue to examine what factors determine one’s ability to maintain integrity and balance in their lives and begin to question what responsibilities individuals have toward themselves, toward those in their lives, and toward the society of which they are a part. The hope is that students will realize self is constantly evolving as a result of the journey of the human experience.</p> <p>In this final unit of their high school English experience, students will further hone their reflective abilities as they engage in a number of writing experiences about their own lives and their membership in a larger community. Beyond the reading and writing experiences, students will demonstrate their ability to participate in collaborative conversations and formal discussions with the approach of civil, democratic discourse.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	

<b>Standard(s):</b>	<p><b>Reading</b>  <b>R.11-12.10</b> By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently</p> <p><b>Writing</b>  <b>W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>Speaking and Listening</b>  <b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</p> <p><b>SL.11-12.1a</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p> <p><b>SL.11-12.1b</b> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed</p> <p><b>SL.11-12.1c</b> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives</p> <p><b>SL.11-12.1d</b> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do we know who we are?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• The enriching experience of discussion and communicating the ideas of others provides people with choices in thinking that can help them feel in control of their lives and gain clarity on their</li> </ul>

	responsibilities to themselves, others, and their communities; all of which contribute to the development of a healthy identity.	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Comprehension of a variety of works of literature at the high end of the 11-12 text-complexity band</li> </ul>	<ul style="list-style-type: none"> <li>● Read fluently and comprehend a variety of texts</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflection writing</li> </ul>	<ul style="list-style-type: none"> <li>● Reflect on how their learning has been enhanced as a result of discussion</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Socratic method</li> <li>● Active listening strategies</li> <li>● Civil discourse strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborate in groups</li> <li>● Actively listen to one another to participate with thoughtful, original, reasoned comments</li> <li>● Communicate verbally effectively and positively</li> <li>● Demonstrate the respect for discussion as collaboration and the balanced exchange of ideas</li> </ul>

## **Film Analysis and Criticism**

DRAFT

**Course Information**

<b>Grade(s):</b>	10-12
<b>Discipline/Course:</b>	English/Semester Elective
<b>Course Title:</b>	Film Analysis and Criticism
<b>Prerequisite(s):</b>	English 9
<b>Course Description:</b> <i>Program of Studies</i>	Students will closely view films with a critical eye and an analytical mind. Students develop habits of perception, analysis, judgment, and selectivity that improve their capacity of processing, analyzing, and evaluating visual data. In order to strengthen this visual literacy, students learn how to read a film, to understand the art of studying a film, and to recognize the rhetoric of visual language. Students are introduced to elements of film analysis, a brief overview of film history, and the essentials of film theory. All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● What is cinematic invisibility and how does it impact the understanding of a film?</li> <li>● Who is responsible for the authorship of a film? How does that impact a film’s messaging?</li> <li>● What do the implicit messages of a film say about the culture that crafted it?</li> <li>● How does a filmmaker’s choices (about composition, visual and sound effects, design, and editing) communicate information about characters and themes?</li> <li>● Why should a filmmaker’s intent be considered in any formal analysis of a shot, scene, or film?</li> <li>● How can understanding and applying the principles of formal analysis prepare students to actively look at movies rather than passively?</li> <li>● How do we evaluate and reflect on film as an art form?</li> <li>● Why are films important?</li> <li>● What makes a good film?</li> </ul>
<b>Course Enduring</b>	<ul style="list-style-type: none"> <li>● Films are complex works of art that do more than simply entertain, so critical viewers must learn to</li> </ul>



<b>Understandings:</b>	<p>control the visual and audio information presented on screen.</p> <ul style="list-style-type: none"> <li>• Auteurs become authors of a film by bringing their perceptions to bear on the script and production.</li> <li>• Films are artifacts of culture which convey the issues, customs and ideologies of the time period in which they were created.</li> <li>• By exploring and understanding the technical and artistic aspects of film through formal analysis, students will think critically about the formal elements of film and how they shape the viewer's experience.</li> <li>• By understanding and applying the principles of formal analysis, students will become active, rather than passive, viewers and participants in the cinematic experience.</li> <li>• Students will understand the tools of visual storytelling used in filmmaking, including cinematography, editing, sound, and production design, and how each of these work seamlessly and invisibly together as a singular and cohesive narrative experience.</li> <li>• Films are more than mere entertainment; they are a powerful form of storytelling and a significant medium for artistic expression.</li> <li>• Film reflects and influences culture.</li> <li>• A good film relies not only on storytelling but also on the skillful use of formal and technical elements and techniques.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	1 semester 0.5 credit
<b>Course Materials/Resources:</b>	<b>Core Texts:</b> <a href="#">Looking at Movies An Introduction to Film</a> by Dave Monahan and Richard Barsam SWANK - a district-approved resource for film access Student-selected films by genre or director
<b>FPS Course Academic Expectation(s):</b>	Creating and Constructing Conveying Ideas
<b>Year at a Glance (Units):</b>	<ul style="list-style-type: none"> <li>• The Portfolio Unit</li> <li>• Unit 1: Film Foundations: Cinematic Invisibility, Authorship, and Culture</li> </ul>

	<ul style="list-style-type: none"> <li>• Unit 2: “Rules of Engagement”: Formal Analysis and Criticism</li> <li>• Unit 3: “Always a Critic”</li> </ul>
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### Units

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	<del>Whole Year</del> One Semester
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading:</b></p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and</p>

poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**Writing:**

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Language:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L. 11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	<p><b>L.11-12.2.a</b> Observe hyphenation conventions.</p> <p><b>L.11-12.2.b</b> Spell correctly.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>

<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>

<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
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<b>Unit Number and Title:</b>	Unit 1: Film Foundations: Cinematic Invisibility, Authorship, and Culture
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<b>Duration:</b>	5-8 weeks
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>• <a href="#"><i>Looking at Movies An Introduction to Film</i></a> Textbook</li> <li>• Teacher-selected supplemental resources (videos and texts)</li> </ul>
<b>Unit Overview:</b>	<p>During this introductory unit, students will build a foundation for film study. Students will learn to go beyond the stories films tell and begin to understand how these stories are told. By understanding how film functions as text – that directors serve as auteurs, and audiences assume the role of active participants – students will gain essential understandings and approaches to interpreting film. Students will also engage with the idea that films are artifacts of culture. As such, they can be studied and evaluated from multiple perspectives and academic lenses.</p> <p>Students will continue to refine their ability to cite textual evidence to support their analysis, particularly of film. In this analysis, they will consider all aspects of a film’s creation and delivery. Students will capture their analyses of various films in both writing and formal class discussion.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>



	<p><b>RL.11-12.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p><b>RL.11-12.5</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>Writing</b></p> <p><b>W. 11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is cinematic invisibility and how does it impact the understanding of a film?</li> <li>● Who is responsible for the authorship of a film? How does that impact a film’s messaging?</li> <li>● What do the implicit messages of a film say about the culture that crafted it?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Films are complex works of art that do more than simply entertain, so critical viewers must learn to control the visual and audio information presented on screen.</li> <li>● Auteurs become authors of a film by bringing their perceptions to bear on the script and production.</li> <li>● Films are artifacts of culture which convey the issues, customs and ideologies of the time period in which they were created.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...

<b>Reading</b>	<ul style="list-style-type: none"> <li>• Auteur Criticism Theory</li> <li>• Passive vs Active film-viewing</li> <li>• Film characteristics and techniques</li> <li>• Implicit and explicit meaning in film</li> <li>• Cinematic language.</li> <li>• Three-act structure</li> <li>• Form vs content</li> <li>• Artifacts of culture</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct research about films</li> <li>• Activate prior knowledge about film and their perceptions of “movies”</li> <li>• Recognize their own assumptions and question their own thinking.</li> <li>• Identify the fictional and dramatic elements within a film.</li> <li>• Practice film-reading strategies that highlight viewers as participants in the study of film.</li> <li>• Demonstrate knowledge of appropriate sources of auteur criticism.</li> <li>• Access and evaluate relevant sources of film analysis, including scholarly sources, film reviews, and interviews with filmmakers.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Structure and organization of a formal film analysis</li> <li>• Interpretations of a film</li> <li>• Informative and explanatory text structure and characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the structure and organization of a formal analysis of a film.</li> <li>• Articulate insights and interpretations of films through written communication.</li> <li>• Write informative or explanatory texts</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Question Formulation Technique</li> <li>• Techniques for how to view a film actively and critically</li> <li>• Discussion skills</li> <li>• Collaboration skills</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and explore questions about filmmaking, its historical context, and the responses of critics and scholars</li> <li>• View films actively and think about them critically</li> <li>• Cultivate collaborative skills by participating in group discussions, film</li> </ul>

		<p>screenings, analysis activities, and film production tasks, all designed to develop the ability to engage in constructive dialogue and discussion with peers.</p> <ul style="list-style-type: none"> <li>• Articulate insights and interpretations of films through oral communication.</li> </ul>
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<b>Unit Number and Title:</b>	Unit 2: “Rules of Engagement”: Formal Analysis and Criticism
<b>Duration:</b>	8-10 weeks
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>• <a href="#"><i>Looking at Movies An Introduction to Film</i></a> (Textbook and textbook videos)</li> </ul>
<b>Unit Overview:</b>	<p>Students will learn and understand how form informs and shapes our understanding of a story through film. In addition, students will learn the difference between formal analysis and other types of film analysis. Through formal analysis, students will deconstruct the synthesis of composition, cinematography, editing, sound, and other cinematic elements and the roles directors, cinematographers, editors, screenwriters, actors, editors, sound designers, and art directors play in realizing the film's intent and vision.</p> <p>Students will build upon formal analysis to enhance their evaluation of and reflection on film as art. To that end, they will dive deeper into smaller details of a film as a main focus for their analyses. This includes language use, pacing, story structure, and character introduction. Students will craft arguments in support of their analyses in both writing and speaking to more specifically take and support a critical stance.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building</p>

	background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p><b>Writing</b></p> <p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.11-12.2</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How does a filmmaker’s choices (about composition, visual and sound effects, design, and editing) communicate information about characters and themes?</li> <li>● Why should a filmmaker’s intent be considered in any formal analysis of a shot, scene, or film?</li> <li>● How can understanding and applying the principles of formal analysis prepare students to actively look at movies rather than passively?</li> </ul>
<b>Enduring</b>	<ul style="list-style-type: none"> <li>● By exploring and understanding the technical and artistic aspects of film through formal</li> </ul>

<b>Understanding(s):</b>	<p>analysis, students will think critically about the formal elements of film and how they shape the viewer's experience.</p> <ul style="list-style-type: none"> <li>● By understanding and applying the principles of formal analysis, students will become active, rather than passive, viewers and participants in the cinematic experience.</li> <li>● Students will understand the tools of visual storytelling used in filmmaking, including cinematography, editing, sound, and production design, and how each of these work seamlessly and invisibly together as a singular and cohesive narrative experience.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Shot composition and framing used by filmmakers.</li> <li>● Various shot types, including Close-Up Shot, Medium Shot, Point-of-View Shot (POV), Over-the-Shoulder Shot and Wide Shot (or Establishing Shot) among many others.</li> <li>● Various camera angles, including low angles, high angles, eye-level angles, and Dutch tilts among many others.</li> <li>● Various film edits, including cuts, fades, dissolves, crosscuts, match cuts among many others..</li> <li>● The fundamental elements of film form, including cinematography, mise-en-scène, editing, sound, and narrative structure</li> <li>● Various perspectives, including technical, historical, cultural, and social.</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze and interpret cinematic language used by films to convey meaning, such as shot composition, lighting, sound effects, and music.</li> <li>● Develop an understanding of diverse film genres and styles, including their historical context and impact, cinematic conventions, and narrative structures.</li> <li>● Critically examine the relationship between film form and meaning, identifying how formal choices contribute to thematic and character development as well as an overall narrative impact.</li> <li>● Recognize, identify, and assess various shot types, camera angles, and film edits for their contribution to a film's meaning.</li> <li>● Identify and analyze various visual techniques used in films and articulate their effect and impact on the viewer's experience.</li> </ul>

		<ul style="list-style-type: none"> <li>Analyze and interpret films from different technical, historical, cultural, and social perspectives.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Film terminology</li> <li>Supporting evidence</li> <li>Research skills</li> <li>Credibility of sources</li> <li>Informative or explanatory text structure and characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Use specific film terminology and supporting evidence to articulate analysis of a film</li> <li>Research and evaluate relevant sources of film analysis, including scholarly sources, film reviews, and interviews with filmmakers.</li> <li>Write informative or explanatory texts</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>Discussion protocols and etiquette</li> <li>Film screening process</li> <li>Film production process</li> </ul>	<ul style="list-style-type: none"> <li>Participate in group discussions, film screenings, analysis activities, and film production tasks</li> </ul>

<b>Unit Number and Title:</b>	Unit 3: “Always a Critic”
<b>Duration:</b>	4 weeks
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li><a href="#"><i>Looking at Movies An Introduction to Film</i></a> (Textbook and textbook videos)</li> </ul>

<b>Unit Overview:</b>	<p>Unit Three will focus on the evaluation and reflection of film as an art form and its impact and reach as a global medium that reflects a diverse range of cultural, societal, and historical values and beliefs.</p> <p>This unit continues the film analysis work started in unit 2. Students will build upon formal analysis to enhance their evaluation of and reflection on film as art. To that end, they will dive deeper into smaller details of a film as a main focus for their analyses. This includes language use, pacing, story structure, and character introduction. Students will craft arguments in support of their analyses in both writing and speaking to more specifically take and support a critical stance.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p><b>RL.11-12.5</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>Writing</b></p>



	<p><b>W.11-12.1</b> - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.11-12.2</b> - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.11-12.1</b> - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>CCSS.ELA-Literacy.SL.11-12.5</b> - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do we evaluate and reflect on film as an art form?</li> <li>● Why are films important?</li> <li>● What makes a good film?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Films are more than mere entertainment; they are a powerful form of storytelling and a significant medium for artistic expression.</li> <li>● Film reflects and influences culture.</li> <li>● A good film relies not only on storytelling but also on the skillful use of formal and technical elements and techniques.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● The essential principles and theories of film criticism</li> <li>● Film genres and their conventions</li> <li>● Social and cultural contexts of films</li> <li>● The use of film as a means of social commentary</li> </ul>	<ul style="list-style-type: none"> <li>● Critically examine the relationship between film form and meaning, identifying how formal choices contribute to thematic and character development as well as an overall narrative impact</li> <li>● Deconstruct a film's formal elements,</li> </ul>



	<ul style="list-style-type: none"> <li>• The technical elements of filmmaking, including cinematography, production design, sound design, and editing</li> </ul>	<ul style="list-style-type: none"> <li>• themes, motifs, and narrative structures</li> <li>• Evaluate the film's overall effectiveness in assembling these elements</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Evidence from films</li> <li>• Critiques of films</li> <li>• Film reviews</li> <li>• Social media discussions</li> <li>• Film industry reporting</li> <li>• Argument text structure and characteristics</li> <li>• Informative or explanatory text structure and characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate observations and interpretations using evidence from films in writing</li> <li>• Communicate interpretations and analyses of films through written critiques</li> <li>• Access, analyze, and evaluate published reviews, social media discussions, and film industry reporting, to shape and inform critical analysis</li> <li>• Write arguments</li> <li>• Write informative or explanatory pieces</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• The process for discussing and presenting films using observations and interpretations based on evidence from films</li> <li>• Active listening strategies</li> <li>• Discussion protocols and expectations</li> <li>• Thematic elements of film</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate observations and interpretations using evidence from films in discussions and oral presentations</li> <li>• Communicate interpretations and analyses of films through discussion</li> <li>• Actively listen and engage in dialogue about various technical and thematic elements of films as a means to enhance critical sensibilities</li> </ul>

## **Introduction to Journalism**

DRAFT

**Course Information**

<b>Grade(s):</b>	9-12
<b>Discipline/Course:</b>	English/Semester Course
<b>Course Title:</b>	Introduction to Journalism
<b>Prerequisite(s):</b>	none
<b>Course Description:</b> <i>Program of Studies</i>	<p>Introduction to Journalism is a semester English elective which serves as the prerequisite to Advanced Journalism. This course enables the student to learn the important skills necessary to be a news reporter and journalistic writer. Students will learn how and why the press began in America and about the role of the free press in a democracy. Through an introduction to the journalistic code of ethics, students will explore the problems, philosophical questions, and issues that journalists face on the job. They will read and evaluate various examples of the news media and become familiar with bias and objectivity in the media. By the end of the course, students will learn the fundamentals of lead writing, news story development, news story organization, interviewing, gathering information, attributing sources, rewriting, editing, writing within a deadline as well as analyzing and evaluating. All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● What is the role of journalism in a free and democratic society?</li> <li>● What defines the news? What is newsworthy?</li> <li>● What role do journalists play in shaping our understanding of the world?</li> <li>● What is bias and what should we do about it?</li> <li>● What is misinformation, and how does misinformation threaten the integrity of journalism?</li> <li>● How do journalists gain credibility, and what does it mean to be a credible news source?</li> <li>● How do journalists gather and verify information to tell informative, accurate, and engaging stories?</li> </ul>

	<ul style="list-style-type: none"> <li>● How do journalists conduct interviews and use the gathered information to inform and develop stories?</li> <li>● How do journalists ensure accuracy and fairness when gathering information and conducting interviews?</li> <li>● Why must journalists adhere to the universal AP style rules?</li> <li>● How do journalists organize stories?</li> <li>● Why is it important to use different types of leads?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Without the press, there can be no democracy; journalism is the backbone of a free and democratic society.</li> <li>● Elements such as timeliness, proximity, conflict, impact/consequence, eminence/prominence, and human interest determine if something is newsworthy.</li> <li>● Journalists are crucial to keeping citizens informed and providing unbiased reporting that will allow their readers and viewers to ascertain the truth.</li> <li>● All people have biases; the responsibility lies in being aware of how biases impact our interpretation and demonstration of information.</li> <li>● In order to maintain trust and credibility, writers must accurately communicate meaningful information that supports the community they serve while actively pushing back against misinformation.</li> <li>● Credibility is established when journalists and news sources consistently fight misinformation and maintain their dedication to delivering the highest quality of factual information.</li> <li>● Journalists seek out varied credible sources to gather the information necessary to write their stories.</li> <li>● When interviewing a source, journalists must maintain trust and confidentiality and abide by the wishes of the source if the story they ultimately write is to be deemed credible.</li> <li>● Accuracy and fairness are cornerstones that are part of the evaluation process for journalists as they gather information.</li> <li>● The AP style rules provide the benchmark and consistency for all journalists.</li> <li>● News stories are developed and organized depending on the type of news story, reflective of purpose and audience.</li> <li>● The lead is the most important part of a story as it determines whether a reader will read on or not.</li> </ul>

<b>Duration: Credit:</b>	1 semester .05
<b>Course Materials/Resources:</b>	<ul style="list-style-type: none"> <li>● <i>News Writing &amp; Reporting</i> (Bruce D. Thule and Douglas A. Anderson)</li> <li>● Digital access to <i>The New York Times</i>, <i>The Washington Post</i>, <i>The Wall Street Journal</i>, and <i>The Hartford Courant</i> through ProQuest, a library database</li> <li>● <del>Class subscription to hard copies of local newspapers</del></li> <li>● AP Style Book</li> </ul>
<b>FPS Course Academic Expectation(s):</b>	Creating and Constructing Conveying Ideas
<b>Year at a Glance (Units):</b>	<ul style="list-style-type: none"> <li>● The Portfolio <ul style="list-style-type: none"> <li>○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> </ul> </li> </ul> <ol style="list-style-type: none"> <li>1. History’s First Draft: Defining Journalism</li> <li>2. Can You Believe It? Media Literacy</li> <li>3. The Tools of Reporting: Gathering Information and Sources</li> <li>4. Let’s Write! AP Style, Leads, and Format</li> </ol>

### Units

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	<del>Whole Year</del> One Semester
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>

<b>Unit Overview:</b>	<p>The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading:</b></p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>Writing:</b></p> <p><b>W.11-12.2.b</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

	<p><b>Language:</b></p> <p><b>L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.11-12.1.a</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>L. 11-12.1.b</b> Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> <p><b>L.11-12.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.11-12.2.a</b> Observe hyphenation conventions.</p> <p><b>L.11-12.2.b</b> Spell correctly.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>



<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>• Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>• When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>• Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> <li>• Journalists seek out varied credible sources to gather the information necessary to write their stories.</li> <li>• When interviewing a source, journalists must maintain trust and confidentiality and abide by the wishes of the source if the story they ultimately write is to be deemed credible.</li> <li>• Accuracy and fairness are cornerstones that are part of the evaluation process for journalists as they gather information.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Self-reflection/metacognition (understanding of one's own achievement and growth in literacy skills)</li> <li>• Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>• Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to</li> </ul>

		understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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<b>Unit Number and Title:</b>	<b>Unit 1:</b> History’s First Draft: Defining Journalism
<b>Duration:</b>	4-5 weeks
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <i>News Writing &amp; Reporting</i> (Bruce D. Thule and Douglas A. Anderson)</li> <li>● Copies of local newspaper (either delivered or online)</li> </ul>
<b>Unit Overview:</b>	<p>In a world awash in communication, journalists play an essential role in a digital, online society. Journalists seek to gather, analyze, and report accurate and important information to inform society at large. Journalists provide an essential service to the public and are vital to a healthy democracy and free society, allowing citizens to make informed decisions about the issues that affect their lives.</p> <p>Journalists’ primary responsibility is to seek and report the truth, forever striving to provide accurate, verifiable, and objective information to the audience. Journalists conduct interviews, research and analyze data, verify sources, investigate questions, and present information to the audience.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>

Learning Goals	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RI. 11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RI. 11-12.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><b>RI. 11-12.9</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p><b>Writing</b></p> <p><b>W. 11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is the role of journalism in a free and democratic society?</li> <li>● What defines the news? What is newsworthy?</li> <li>● What role do journalists play in shaping our understanding of the world?</li> </ul>
<b>Enduring</b>	<ul style="list-style-type: none"> <li>● Without the press, there can be no democracy; journalism is the backbone of a free and</li> </ul>

<b>Understanding(s):</b>	<p>democratic society.</p> <ul style="list-style-type: none"> <li>● Elements such as timeliness, proximity, conflict, impact/consequence, eminence/prominence, and human interest determine if something is newsworthy.</li> <li>● Journalists are crucial to keeping citizens informed and providing unbiased reporting that will allow their readers and viewers to ascertain the truth.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● First Amendment rights and responsibilities</li> <li>● The role of the press as the Fourth Estate</li> <li>● The distinction between journalism and other forms of communication</li> <li>● The determination of news</li> <li>● Hard and soft news</li> </ul>	<ul style="list-style-type: none"> <li>● Read and understand the First Amendment</li> <li>● Read about and understand the role of the press</li> <li>● Distinguish between journalism and other communications</li> <li>● Read news on a daily basis</li> <li>● Identify, assess, and distinguish between hard and soft news</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Analytical strategies for news stories</li> <li>● Argument text structure and characteristics</li> <li>● Informational and explanatory text structures and characteristics</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze news in writing</li> <li>● Write arguments supported with textual evidence</li> <li>● Write informative and explanatory texts supported by textual evidence</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Television and radio news programs</li> <li>● Objective content</li> <li>● News angles</li> <li>● Presentation and public speaking strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Watch and/or listen to news on a daily basis</li> <li>● Identify and analyze objective content in news reporting</li> <li>● Identify news angles</li> <li>● Present findings and understandings</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2:</b> <i>Can You Believe It?</i> Media Literacy
<b>Duration:</b>	4-5 weeks
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <a href="#">NYT Media Literacy</a></li> <li>● <a href="#">School Journalism</a></li> <li>● <a href="#">Newseum Ed</a></li> <li>● <a href="#">CommonSense</a></li> </ul>
<b>Unit Overview:</b>	<p>In this digital age, when consumers are getting their news from various sources, it is imperative that students learn how to develop critical thinking skills which will help them judge the credibility and reliability of information from the media. Students will be introduced to ways to become discriminating news and media consumers and contributors.</p> <p>Skill development will focus on analysis of a complex set of ideas and the integration of multiple sources to tell a story. Students will continue writing informative and explanatory articles and collaborating with peers on written pieces as well as collaborative discussions that are models of civil discourse.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<b>Reading</b> <b>RI. 11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals,

	<p>ideas, or events interact and develop over the course of the text.</p> <p><b>RI. 11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>Writing</b></p> <p><b>W. 11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>Speaking and Listening</b></p> <p><b>SL. 11-12.1b</b> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is bias and what should we do about it?</li> <li>● What is misinformation, and how does misinformation threaten the integrity of journalism?</li> <li>● How do journalists gain credibility, and what does it mean to be a credible news source?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● All people have biases; the responsibility lies in being aware of how biases impact our interpretation and demonstration of information.</li> <li>● In order to maintain trust and credibility, writers must accurately communicate meaningful information that supports the community they serve while actively pushing back against misinformation.</li> <li>● Credibility is established when journalists and news sources consistently fight misinformation and maintain their dedication to delivering the highest quality of factual information.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Characteristics of credibility</li> <li>● Threat of misinformation and fake news</li> <li>● Slant and spin</li> <li>● Algorithms</li> </ul>	<ul style="list-style-type: none"> <li>● Discern credible from non-credible digital sources</li> <li>● Identify slant and spin in journalism</li> <li>● Understand how search engines use</li> </ul>

		algorithms
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Objectivity in writing</li> <li>● Informational and explanatory text structures and characteristics</li> </ul>	<ul style="list-style-type: none"> <li>● Convey ideas objectively in writing</li> <li>● Write informative or explanatory texts</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Bias</li> </ul>	<ul style="list-style-type: none"> <li>● Articulate how bias relates to the role of a journalist</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 3: <i>The Tools of Reporting</i>: Gathering Information and Sources</b>
<b>Duration:</b>	3-4 Weeks
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● ProQuest CultureGrams</li> <li>● ABC-CLIO</li> <li>● Britannica</li> <li>● Gale Databases</li> <li>● Gale eBooks</li> <li>● JSTOR</li> <li>● ProQuest (includes access to <i>The New York Times</i>, <i>The Washington Post</i>, <i>The Wall Street Journal</i>, and <i>The Hartford Courant</i>)</li> <li>● InfoBase</li> <li>● Classroom Video</li> <li>● Credible online sources such as PBS, NPR, <i>National Geographic</i></li> </ul>
<b>Unit Overview:</b>	With an understanding of credibility and objectivity, students are ready to begin gathering news from



	<p>sources, and will be able to evaluate the reliability and the authenticity of a source. Students will examine news stories as a model of how to use attributions and sources to help tell a story. Students will learn about fair and balanced reporting, as well as how to craft questions for interviews.</p> <p>Questioning strategies will be a major focus of this unit as well as establishing credibility of sources. To that end, students will spend ample time continuing an author or speaker’s point of view as well as any other circumstances surrounding a story while also maintaining objectivity as they tell that story.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b>  <b>R.11-2.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  <b>R. 11-12.6</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p><b>Writing</b>  <b>W. 11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  <b>W. 11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>Speaking and Listening</b></p>

	<b>SL. 11-12.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do journalists gather and verify information to tell informative, accurate, and engaging stories?</li> <li>• How do journalists conduct interviews and use the gathered information to inform and develop stories?</li> <li>• How do journalists ensure accuracy and fairness when gathering information and conducting interviews?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Journalists seek out varied credible sources to gather the information necessary to write their stories.</li> <li>• When interviewing a source, journalists must maintain trust and confidentiality and abide by the wishes of the source if the story they ultimately write is to be deemed credible.</li> <li>• Accuracy and fairness are cornerstones that are part of the evaluation process for journalists as they gather information.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Central ideas</li> <li>• Objective summary</li> <li>• Poll and survey technology</li> <li>• Strategies for verifying information</li> </ul>	<ul style="list-style-type: none"> <li>• Determine central ideas of a text</li> <li>• Summarize a text objectively</li> <li>• Read and conduct accurate and reliable polls and surveys</li> <li>• Verify information gathered in reporting</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Research process for reporting</li> <li>• Verified information</li> <li>• Databases and other credible online sources</li> <li>• Question Formulation Technique</li> </ul>	<ul style="list-style-type: none"> <li>• Access, gather, and verify information, including reported news, as part of the reporting research</li> <li>• Use online sources to find credible and reliable information</li> <li>• Develop both close-ended and open-ended</li> </ul>

		questions to enhance interviewing and reporting skills
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Interview skills</li> <li>● Characteristics of a beat</li> <li>● Speaker point of view</li> </ul>	<ul style="list-style-type: none"> <li>● Conduct in-person interviews</li> <li>● Develop and cover a beat</li> <li>● Evaluate a speaker’s point of view</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 4: <i>Let’s Write!</i> AP Style, Leads, and Format</b>
<b>Duration:</b>	6-7 weeks
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <a href="#">AP Style Guide</a></li> </ul>
<b>Unit Overview:</b>	<p>With the background knowledge of what makes news newsworthy, how to decipher credible news sources, and how to use sources to create stories, students are now ready to begin writing in journalistic form. Students will have read multiple news articles over the past 10 weeks and will be familiar with the concise and direct writing style of journalistic writing.</p> <p>Student writing during this unit will be focused more on precision of language and development and maintenance of a formal style and objective tone, all hallmarks of powerful journalism. The writing process will be utilized as students engage in the ongoing process of creating thoughtful, well-researched articles.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building</p>

	background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RI. 11-12.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>Writing</b>  <b>W. 11-12.1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  <b>W. 11-12.2d</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  <b>W. 11-12.2e</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  <b>W. 11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Speaking and Listening</b>  <b>SL. 11-12.1d</b> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● Why must journalists adhere to the universal AP style rules?</li> <li>● How do journalists organize stories?</li> <li>● Why is it important to use different types of leads?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● The AP style rules provide the benchmark and consistency for all journalists.</li> <li>● News stories are developed and organized depending on the type of news story, reflective of purpose and audience.</li> <li>● The lead is the most important part of a story as it determines whether a reader will read on or</li> </ul>

	not.	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● AP style guide</li> <li>● The inverted pyramid</li> <li>● Characteristics of a strong lead for both hard and soft news stories</li> <li>● Active voice, concise word choice, and redundancy in journalistic writing</li> </ul>	<ul style="list-style-type: none"> <li>● Read and know how to navigate the AP style guide</li> <li>● Understand the inverted pyramid structure</li> <li>● Analyze leads to determine effectiveness</li> <li>● Evaluate the voice, word choice, and occurrences of redundancy in journalism</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● AP style rules</li> <li>● Formal style and objective tone</li> <li>● Outline structures</li> <li>● Characteristics of a strong lead</li> <li>● Active voice</li> <li>● Concise word choices</li> <li>● Editing and revision strategies</li> <li>● Stylistic choices</li> <li>● Effective news article</li> </ul>	<ul style="list-style-type: none"> <li>● Apply the AP style rules to their writing and editing practices</li> <li>● Maintain a formal style and objective tone when writing</li> <li>● Synthesize and organize information into a fluent outline</li> <li>● Craft a strong lead for a story</li> <li>● Write in active voice, using concise word choices</li> <li>● Edit and revise writing based on feedback and stylistic choices</li> <li>● Write a fluently organized, concise, and clear news article</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Strategies for civil discourse and response to feedback</li> <li>● Solution strategies for responding to contradictions</li> <li>● Strategies for finding information gaps</li> </ul>	<ul style="list-style-type: none"> <li>● Respond thoughtfully to diverse perspectives</li> <li>● Resolve contradictions</li> <li>● Identify needed additional information</li> </ul>

## **Know Thyself: Literature of Well-Being**

DRAFT

**Course Information**

<b>Grade(s):</b>	10-12
<b>Discipline/Course:</b>	English/Semester Elective
<b>Course Title:</b>	Know Thyself: Literature of Well-Being
<b>Prerequisite(s):</b>	Completion of English 9
<b>Course Description:</b> <i>Program of Studies</i>	This is a semester course that aims to help students bring awareness to their habits and how they move through the world. This course encourages students to think critically and participate in reflective practices to inform and develop personal meaning. This class will analyze a wide range of texts (including novels of different genres, TEDTalks, films, poetry, articles, and studies) to answer questions about the human experience. Students will practice varied science-based strategies to enhance their well-being and social-emotional learning. Through literary study and experiential learning, students will learn skills to help them throughout their lives. All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How can being vulnerable help to create community?</li> <li>● What are healthy practices that can help boost our mood and well-being?</li> <li>● What kinds of activities help us to experience awe?</li> <li>● How does your mindset and setting goals impact your well-being?</li> <li>● How do relationships and the environment impact well-being?</li> <li>● What does “living the good life” mean to you?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Vulnerability practices improve trust.</li> <li>● Healthy practices that boost our mood and well-being include setting personal goals, developing a growth mindset, and reflecting on experiences.</li> <li>● Experiential learning promotes understanding of one’s own learning process and authentic reflection to develop new awareness of ourselves and others.</li> </ul>

	<ul style="list-style-type: none"> <li>• Self-study and personal practice in establishing a growth mindset leads to lifelong learning, well-being, and the ability to achieve goals.</li> <li>• Social commitment to change and the right environment support the attainment of well-being.</li> <li>• Reflection is a key component to growth and learning</li> </ul>
<b>Duration:</b> <b>Credit:</b>	1 Semester .05 credit
<b>Course Materials/Resources:</b>	The following books are core texts to which all teachers have access and which are recommended choices for this unit:  <i>The Prophet</i> by Khalil Gibran <i>The Four Agreements</i> by Don Miguel Ruiz TED Talks Podcasts Independent Reading (Guided Choice) Poetry Research
<b>FPS Course Academic Expectation(s):</b>	Synthesizing and Evaluating Conveying Ideas
<b>Year at a Glance (Units):</b>	<ul style="list-style-type: none"> <li>• The Portfolio             <ul style="list-style-type: none"> <li>○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> </ul> </li> </ul> Unit 1: Learning the Strategies Unit 2: Developing a Practice



## Units

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	<del>Whole Year</del> One Semester
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading:</b></p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text</p>

complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**Writing:**

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**LANGUAGE STANDARDS:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L. 11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

	<p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>	
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<p><b>Learning Goals:</b></p>	<p><b>Content:</b> Students will know...</p>	<p><b>Skills:</b> Students will be able to...</p>

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or</li> </ul>

		<p>presentations.</p> <ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
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<b>Unit Number and Title:</b>	Unit 1: Learning the Strategies
<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <p>Brene Brown TED Talk: “The Power of Vulnerability”  <i>The Four Agreements</i> by Don Miguel Ruiz  <i>The Mind Explained: Mindfulness</i>          “Sleep is your Superpower” TEDTalk  <i>The Mind Explained</i> episode on Mindfulness          “Hope, Happiness, and Social Connection: The Hidden Benefits of Regular Exercise” by Stephanie O’Neil, <i>NPR</i>          “Kindness” by Naomi Shihab Nye</p>

	<p>           “Perhaps the World Ends Here” by Joy Harjo            The Harvard Gazette “Good Genes are good but Joy is Better”            What Makes a Good Life Longest Study on Happiness TED Talk            “Selfie” by Freida Hughes            “The Vacation” by Wendell Berry            “Upstream” by Mary Oliver            “Don’t Hesitate” by Mary Oliver            “Gratitude” by David Whyte            “Mindful” by Mary Oliver            “How to Be a Poet” by Wendell Berry            “O Me! O Life!” by Walt Whitman         </p> <p> <i>The Social Dilemma</i>  <i>Ten Percent Happier Podcast</i> by Dan Harris, “#546: This Scientist Says One Emotion Might Be the Key to Happiness” with Dacher Keltner            Selections from <i>Awe: The New Science of Everyday Wondering and How it Can Transform Your Life</i> by Dacher Keltner  <a href="#">Independent Reading</a> </p> <p>Other current relevant articles and resources as they become available.</p>
<b>Unit Overview:</b>	<p>Students will learn about the positive effects of well-being strategies and begin to put them into practice. They will read/listen/view many different sources to learn how these science-based strategies have big effects on their well-being and then put them into practice. Students will reflect on their progress.</p> <p>As students explore these practices, they will also be developing their reading skills by focusing on tracing a common theme across several texts and analyzing how and why an author chooses to structure a narrative or informative piece. Students will engage in short research experiences to further deepen their understanding of the content at hand and write about their new knowledge in narrative texts.</p>

	<p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL and RI.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text</p> <p><b>RL.11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)</p> <p><b>RL.11-12.5</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact</p> <p><b>RI.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p> <p><b>RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p><b>Writing</b></p> <p><b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a</p>



	<p>self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p><b>Speaking and Listening</b>  <b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively  <b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How can being vulnerable help to create community?</li> <li>● What are healthy practices that can help boost our mood and well-being?</li> <li>● What kinds of activities help us to experience awe?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Vulnerability practices improve trust.</li> <li>● Healthy practices that boost our mood and well-being include setting personal goals, developing a growth mindset, and reflecting on experiences.</li> <li>● Experiential learning promotes understanding of one's own learning process and authentic reflection to develop new awareness of ourselves and others.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Science and Practice of Well-Being</li> <li>● GI Joe Fallacy</li> <li>● Statistical analysis</li> <li>● The positive effects of well being practices (savoring, gratitude, awe, movement, meditation, and sleep)</li> <li>● Theme or central idea</li> <li>● Author’s choices</li> </ul>	<ul style="list-style-type: none"> <li>● Read about and define the practices that lead to well-being</li> <li>● Define GI Joe Fallacy</li> <li>● Analyze statistics to help comprehend text fully</li> <li>● Try all of the strategies practices for a week at a time</li> <li>● Determine and track the development of central ideas or themes in a text</li> <li>● Analyze author’s choices</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflection</li> <li>● Characteristics of narrative writing</li> <li>● Research process</li> </ul>	<ul style="list-style-type: none"> <li>● Write reflections using narrative structure regarding practice with well-being practices</li> <li>● Conduct research on well-being topics</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Civil discourse</li> <li>● Presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborate with peers and engage in civil discussions</li> <li>● Present findings on class topics to peers</li> </ul>

<b>Unit Number and Title:</b>	Unit 2: Continuing the Work
<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <p><i>The Prophet</i> by Khalil Gibran</p>

	<p>“Being Human” by Naima Penninman          “Instructions on Not Giving Up” by Ada Limón  <i>Inside Out</i> film  <i>The Happiness Lab</i> podcast by Dr. Laurie Santos (series on emotions)  <i>All There Is</i> podcast by Anderson Cooper (on grief)  <i>Bittersweet: How Sorrow and Longing Make us Whole</i> by Susan Cain (chapter 1)  <a href="#">Independent Reading</a></p>
<b>Unit Overview:</b>	<p>The goal of this unit is to have students be able and ready to use these strategies in their everyday lives outside of school. In this unit, students will finish their exploration of well-being practices. Students participate in a month-long self-study to try to turn these practices into habits. While they are working on their self-study at home, they will be learning about different strategies to help them be more successful at completing their goals.</p> <p>In class, they will be exploring the concepts of signature strengths and flow in order to help them find occupations and activities that are more intrinsically rewarding and well-suited for them. They will also learn about the importance of embracing all kinds of emotions, and how to navigate difficult emotions in better, more productive ways. Students will end the course with a comprehensive paper reflecting upon their experience during the self-study and the course at large.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<b>Reading</b> <b>RL.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text

	<p><b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful</p> <p><b>Writing</b></p> <p><b>W. 11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</p> <p><b>W. 11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>Speaking and Listening</b></p> <p><b>SL.11-12.1c</b> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How does your mindset and setting goals impact your well-being?</li> <li>● How do relationships and the environment impact well-being?</li> <li>● What does “living the good life” mean to you?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Self-study and personal practice in establishing a growth mindset leads to lifelong learning, well-being, and the ability to achieve goals.</li> <li>● Social commitment to change and the right environment support the attainment of well-being.</li> <li>● Reflection is a key component to growth and learning</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...

<b>Reading</b>	<ul style="list-style-type: none"> <li>• Social factors</li> <li>• Change theory</li> <li>• Growth mindset</li> <li>• Situation support</li> <li>• Connotative and figurative meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>• Design an environment to set yourself up for success.</li> <li>• Brainstorm ways to promote good environments and fix bad environments.</li> <li>• Determine the connotative and figurative meaning of words in context</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Characteristics and structure of informative and explanatory writing</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Write informative or explanatory texts about class topics</li> <li>• Reflect on each week of the self-study</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Thought-provoking questions</li> <li>• Divergent and creative perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions that probe reasoning and evidence</li> <li>• Promote divergent and creative perspectives</li> </ul>

## **Performance Studio III**

DRAFT

**Course Information**

<b>Grade(s):</b>	<b>9-12 10-12</b>
<b>Discipline/Course:</b>	<b>Fine Arts/Theatre/Performance Studio III</b>
<b>Course Title:</b>	<b>Performance Studio III</b>
<b>Prerequisite(s):</b>	<b>Acting II</b>
<b>Course Description:</b> <i>Program of Studies</i>	Students in this course will read, study, and perform selections by important representative playwrights starting with ancient Greek plays (modernized), Commedia Del Arte improvisation, and work with Shakespeare. In this study of the classics of American Dramatic Literature, students will have required readings and analyses accompanied by in-depth monologue and scene study. This course of study will give students a sense of Western theater history while developing a richer sense of language and emotion.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● Why should we study works of drama?</li> <li>● How will studying the written works of scenes and monologues help us be better actors?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Studying written plays and analyzing scenes and monologues allows actors to think more deeply about how to portray stories on the stage.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	1 semester .05 credit
<b>Course Materials/Resources:</b>	<ul style="list-style-type: none"> <li>● <i>Respect for Acting</i></li> <li>● <i>An Actor Prepares</i></li> <li>● Greek and Shakespearean plays</li> <li>● American plays</li> </ul>

<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Creating and Constructing</li> <li>● Collaborating Strategically</li> </ul>
<b>Year at a Glance (Units)</b>	<ol style="list-style-type: none"> <li>1. It's All Greek to Me!</li> <li>2. Go West, Young Actors!</li> </ol>

### Units

<b>Unit Number and Title:</b>	<b>Unit 1:</b> It's All Greek to Me!
<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● <i>Respect for Acting</i></li> <li>● <i>An Actor Prepares</i></li> <li>● <i>Oedipus the King</i></li> <li>● <i>Medea</i></li> <li>● <i>Bacchae</i></li> <li>● <i>Lysistrata</i></li> <li>● Excerpts from Shakespeare's works</li> </ul>
<b>Unit Overview:</b>	In this unit, students will engage in a deep and thoughtful exploration of some of the most revered dramatic works from Ancient Greece as well as important scenes from some of Shakespeare's plays. Through this exploration, students will come to understand how character development in writing is portrayed on the stage, what makes for a captivating and long-lasting story, and how to make time



	move in two hours on a stage. Students will also explore Commedia Del Arte, the original form of improv. Students will perform scenes and provide feedback to their peers.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<ul style="list-style-type: none"> <li>Anchor standard 7: Perceive and analyze artistic work</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>How do theatre artists comprehend the essence of drama processes and theatre experiences?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>Theatre artists reflect to understand the impact of drama processes and theatre experiences</li> </ul>
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)	<b>Content:</b> <ul style="list-style-type: none"> <li>Characteristics of ancient Greek drama</li> <li>Characteristics of Shakespearean drama</li> <li>Commedia Del Arte</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Read and analyze Greek plays</li> <li>Read and analyze scenes from Shakespearean plays</li> <li>Participate in Commedia Del Arte</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2:</b> West, Young Actors!
<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li><i>Respect for Acting</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>An Actor Prepares</i></li> <li>• Various American plays</li> <li>• BIPOC plays</li> </ul>
<b>Unit Overview:</b>	<p>Students will continue their exploration of famous works of drama and analyze the impact these works have had on the broader world. They will consider the various messages that are communicated through these various plays and why different people end up with different ideas as a result of their viewing. Finally, students will perform scenes and monologues of some of these works that are interpreted through the lens of personal experience and individual aesthetics.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<ul style="list-style-type: none"> <li>• Anchor standard 8: : Interpret intent and meaning in artistic work.</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How can the same work of art communicate different messages to different people?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Characteristics of Western drama</li> <li>• Presentation lenses</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze American works of drama for impact on audience and difference in message</li> <li>• Perform scenes and monologues from American works of drama that are presented through an individual lens of personal experience and aesthetics</li> </ul>

## **Performance Studio IV**

DRAFT

Course Information

<b>Grade(s):</b>	<del>9-12</del> 10-12
<b>Discipline/Course:</b>	Fine Arts/Theatre/Performance Studio IV
<b>Course Title:</b>	Performance Studio IV
<b>Prerequisite(s):</b>	Performance Studio III
<b>Course Description:</b> <i>Program of Studies</i>	Students in this course will read, study, and perform selections by important representative modern playwrights from a list that includes, among others: Henrik Ibsen, Anton Chekhov, George Bernard Shaw, Tennessee Williams, Arthur Miller, August Wilson, David Ives, and others. In this study of the classics of foreign Dramatic Literature, students will have required readings, research, and analyses, accompanied by in-depth monologue and scene study. The final project for the course will be a presentation of a scene, monologue, or song of the student's choice
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>• Why should we study works of drama?</li> <li>• How will studying the written works of scenes and monologues help us be better actors?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• Studying written plays and analyzing scenes and monologues allows actors to think more deeply about how to portray stories on the stage.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	1 semester .05 credit
<b>Course Materials/Resources:</b>	<ul style="list-style-type: none"> <li>• <i>Respect for Acting</i></li> <li>• <i>An Actor Prepares</i></li> <li>• Works from modern playwrights</li> </ul>

<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Creating and Constructing</li> <li>● Collaborating Strategically</li> </ul>
<b>Year at a Glance (Units)</b>	<ol style="list-style-type: none"> <li>1. Across the Pond</li> <li>2. Witches and Fences and Fur, Oh My!</li> </ol>

Units

<b>Unit Number and Title:</b>	<b>Unit 1:</b> Across the Pond
<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● <i>Respect for Acting</i></li> <li>● <i>An Actor Prepares</i></li> <li>● Plays by Henrik Ibsen, Anton Chekhov, George Bernard Shaw</li> <li>● BIPOC plays</li> </ul>
<b>Unit Overview:</b>	<p>In this unit, students will critically read and analyze highly regarded plays by some of the greats from other countries, including Ibsen, Chekhov, and Bernard Shaw. They will agree upon a set of criteria for use in their analysis. In addition, students will conduct research and identify important cultural and historical knowledge that is needed to fully comprehend each work studied. Students will have an opportunity to demonstrate their understanding of this deep analysis by performing brief scenes and monologues and evaluating their peers' performances, again using a set of agreed-upon criteria.</p>

Learning Goals	
<b>Standard(s):</b>	<ul style="list-style-type: none"> <li>Anchor standard 9: Apply criteria to evaluate artistic work</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Characteristics of works well-respected in the world of drama</li> <li>Criteria for analysis of works of drama</li> <li>History and culture connected to plays studied</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines</li> <li>Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria</li> <li>Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2:</b> Witches and Fences and Fur, Oh My!
<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li><i>Respect for Acting</i></li> <li><i>An Actor Prepares</i></li> <li>Plays by Arthur Miller, August Wilson, and David Ives</li> </ul>

	<ul style="list-style-type: none"> <li>● BIPOC plays</li> </ul>
<b>Unit Overview:</b>	<p>Students will extend their analysis of important works of drama by turning to some of the well-known modern works written by American dramatists. They will employ the same strategies used to explore European works of drama and apply historical and cultural content to their understanding of each piece. In addition to readings, research, and analyses, students will engage in in-depth monologue and scene study. The final project for the course will be a presentation of a scene, monologue, or song of the student's choice.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<ul style="list-style-type: none"> <li>● Anchor standard 9: Apply criteria to evaluate artistic work</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>● Characteristics of works well-respected in the world of drama</li> <li>● Criteria for analysis of works of drama</li> <li>● History and culture connected to plays studied</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines</li> <li>● Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria</li> <li>● Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria</li> </ul>

## Poetry Workshop

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**Course Information**

<b>Grade(s):</b>	10 - 12
<b>Discipline/Course:</b>	English/Semester Elective
<b>Course Title:</b>	Poetry
<b>Prerequisite(s):</b>	Completion of English 9
<b>Course Description:</b> <i>Program of Studies</i>	The course focuses on writing, reading, and listening to poetry as well as reading and writing about poetry. Students will learn the elements of poetry (imagery, metaphor, meter, allusion, rhyme, rhythm, sound, structure and form) to become poets themselves. Assessments will ask students to utilize forms, elements, and devices of poetry and identify them when writing about poetry. This course is based on a writing-workshop model, allowing students a weekly forum to discuss their own poetry with their writing groups. Students will informally respond to poetry by writing journals; they will also formally respond to poetry by writing critical essays. Major projects will include a research project on the life and work of a major poet and a culminating portfolio. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● What is poetry?</li> <li>● Why do humans read and write poetry?</li> <li>● How do poetic devices shape the meaning of a poem?</li> <li>● How can a knowledge of the traditions of verse forms and shaping forms help us more richly interpret and write poetry?</li> <li>● How do historical and cultural context influence the interpretation of a poem? Similarly, how do a reader's life experiences influence how they interpret and respond to a poem?</li> <li>● How does a poet's biography, their personal experience and perspective, inform their work?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Poetry is a form of human expression that draws on the complexities of verbal sounds, structures, imagery, and figurative language to evoke emotion and build meaning.</li> <li>● Human beings read and write poetry because it allows for multiple interpretations, enhances our critical thinking skills, and increases our ability to communicate ideas and understand language.</li> </ul>

	<ul style="list-style-type: none"> <li>● Poetry’s concentration of formal elements like figurative language, sound, structure, voice, and diction functions to incarnate meaning and is inextricable from the ideas of a poem.</li> <li>● Knowledge of the traditions of verse forms and shaping forms enriches our interpretation of the poetry we read and enables us to draw on the discoveries and innovations of past poets to expand our own expressive possibilities.</li> <li>● Historical and cultural context influence the perspective and imagination of the poet. Understanding a poet’s context can deepen our interpretation of their work, and understanding our own context as readers can help us think more critically about our response to their work. Likewise, an awareness of how any individual reader’s life experiences influence how they interpret and respond to a poem deepens our self-awareness and our understanding of diverse perspectives.</li> <li>● A poet’s voice, perspective, themes, and subject matter are often deeply influenced by their life experiences, and the study of a poet’s biography can deepen our understanding of the emotional complexity, social commentary, and personal transformation explored in their work.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	1 semester .05
<b>Course Materials/Resources:</b>	<p><b>Core Texts:</b>  <i>The Norton Introduction to Poetry</i>  <i>The Making of a Poem: A Norton Anthology of Forms</i>  <i>Essential Literary Terms - A Norton Guide</i>  <i>A Poetry Handbook: A Prose Guide to Understanding and Writing Poetry</i> by Mary Oliver</p> <p>In addition to these books, teachers incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to ensure a rich variety of text types relevant to students-selected projects.</p>
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Conveying Ideas</li> <li>● Creating and Constructing</li> </ul>
<b>Year at a Glance</b>	<ul style="list-style-type: none"> <li>● The Portfolio Unit</li> </ul>

<b>(Units):</b>	<ul style="list-style-type: none"> <li>○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> </ul> <ul style="list-style-type: none"> <li>● Unit 1: Poetry</li> <li>● Unit 2: Living Poetry</li> </ul>
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### Units

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	<del>Whole Year</del> One Semester
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
<b>Learning Goals</b>	
<b>Standard(s):</b>	All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the

final metacognitive piece:

**Reading:**

**RL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**Writing:**

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Language:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation,

	<p>and spelling when writing.</p> <p><b>L.11-12.2.a</b> Observe hyphenation conventions.</p> <p><b>L.11-12.2.b</b> Spell correctly.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>

<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>

<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
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<b>Unit Number and Title:</b>	<b>Unit 1:</b> Introduction to Poetry
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<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <p><i>The Norton Introduction to Poetry</i>  <i>The Making of a Poem: A Norton Anthology of Forms</i>  <i>Essential Literary Terms - A Norton Guide</i>  <i>The Poetry Handbook</i> by Mary Oliver          Supplemental poetry</p>
<b>Unit Overview:</b>	<p>The semester begins with a focus on essential content knowledge and essential processes that support students' response to and creation of poetry.</p> <p>Students practice their ability to respond to poetry through student-led discussions, in which a student selects a published poem that speaks to them, shares it with the class, gives peers the opportunity to respond through journaling and annotation, and facilitates a discussion of the poem.</p> <p>Knowledge of formal elements and verse forms are built incrementally through guided close readings of teacher-selected poems. Significant time is spent exploring the many types of figurative language, establishing a foundational knowledge of sound features, considering structural choices, and learning the domain-specific vocabulary necessary to accurately identify formal elements in order to build awareness of these concepts.</p> <p>Students are introduced to writerly habits that support the development of a poetic sensibility. They learn and practice a variety of strategies for generating ideas and seeing the world through a poetic lens, with a focus on both observation and imagination.</p> <p>Workshop groups are established, and students learn feedback protocols that they will use throughout the semester. Students use writing groups to inspire, challenge, and encourage one another, and experience how feedback is integral to achieving the precision that is essential to poetry.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the</p>

	<p>arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p><b>RL.11-12.5</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RL.11-12.6</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>Writing</b></p> <p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is poetry?</li> <li>● Why do humans read and write poetry?</li> <li>● How do poetic devices shape the meaning of a poem?</li> </ul>
<b>Enduring</b>	<ul style="list-style-type: none"> <li>● Poetry is a form of human expression that draws on the complexities of verbal sounds,</li> </ul>

<b>Understanding(s):</b>	<p>structures, imagery, and figurative language to evoke emotion and build meaning.</p> <ul style="list-style-type: none"> <li>• Human beings read and write poetry because it allows for multiple interpretations, enhances our critical thinking skills, and increases our ability to communicate ideas and understand language.</li> <li>• Poetry’s concentration of formal elements like figurative language, sound, structure, voice, and diction functions to incarnate meaning and is inextricable from the ideas of a poem.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Multiple idea-generating strategies</li> <li>• Literal vs figurative meaning</li> <li>• Key formal concepts and terms, including: <ul style="list-style-type: none"> <li>○ <u>Figurative language</u>: imagery, metaphor, simile, personification, extended metaphor, controlling metaphor, analogy, symbol</li> <li>○ <u>Sound</u>: onomatopoeia, alliteration, assonance, consonance, end-rhyme, slant rhyme, internal rhyme, free verse, metrical verse, meter, foot, scansion</li> <li>○ <u>Structure</u>: line, end-stopped, enjambed, caesura, stanza, quatrain, couplet</li> <li>○ <u>Voice</u>: speaker, addressee, direct address, point of view</li> <li>○ <u>Diction</u>: tone, diction, ambiguity, precision, denotation, connotation, syntax</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify key formal concepts using appropriate poetic terms</li> <li>• Discuss and engage in close reading of poems</li> <li>• Apply strategies to generate ideas for multiple poems</li> <li>• Analyze point of view to discern between literal and figurative meaning</li> <li>• Analyze the impact of word choice</li> <li>• Analyze author’s choices</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>● Figurative language, sound, structure, voice, tone, and diction</li> <li>● Revision process</li> <li>● Self-assessment</li> <li>● Writing standards</li> <li>● Workshop expectations</li> <li>● Audience, task, and purpose</li> <li>● The writing process, including planning, revising, editing, replanning, and trying new strategies and approaches to achieve the desired effect</li> </ul>	<ul style="list-style-type: none"> <li>● Create poems that deliberately control figurative language, sound, structure, voice, tone, and diction to construct and communicate meaning</li> <li>● Revise poems based on peer and teacher feedback</li> <li>● Engage in self-assessment to reveal both mastery of writing standards and engagement in the creative writing process and workshop experience</li> <li>● Write with an awareness of task, purpose, and audience</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● The purpose and steps of the Connecticut Writing Project Feedback Protocol</li> <li>● Recitation expectations</li> <li>● Discussion protocols and expectations</li> </ul>	<ul style="list-style-type: none"> <li>● Give and receive constructive feedback on peer drafts using the Feedback Protocol</li> <li>● Recite poems</li> <li>● Lead and participate in class discussions of poems</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2:</b> Living Poetry
<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <p><i>The Norton Introduction to Poetry</i>  <i>The Making of a Poem: A Norton Anthology of Forms</i></p>

	<p><i>Essential Literary Terms - A Norton Guide</i>  <i>The Poetry Handbook</i> by Mary Oliver          Supplemental poetry, essays, biographical information, and/or film about poets and poetry</p>
<b>Unit Overview:</b>	<p>Students continue their exploration of poetry with an increased emphasis on literary tradition and the lives of poets. Students continue to practice their ability to respond to poetry through written response and class discussion of a wide range of poems. Understanding of formal elements is deepened and reinforced through close-reading exercises.</p> <p>Students explore the traditions of several important verse forms, including sonnets, and explore shaping forms such as the ode, elegy, and pastorate. They read and analyze traditional models as well as contemporary adaptations, and draft original poems that draw on these traditions.</p> <p>Attention is devoted to the historical and cultural context of poems and how this knowledge can enhance close-reading. Students choose an accomplished poet to study, research the poet’s life and works, and read deeply from their body of work. Students write a formal analysis of a selected poem by this poet, and create a presentation about the poet’s life and work to present their learning to the class.</p> <p>Workshop groups continue to provide a structure for sharing and feedback as students compose and revise original poetry. Students also offer feedback on analytical writing and presentation development as students work on their Poetry Biography projects.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<b>Reading:</b>

**RL.11-12.1 & RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

### **Writing**

**W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [college essay, narrative poetry]

**W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Speaking and Listening**

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

	<b>SL.11-12.6</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How can a knowledge of the traditions of verse forms and shaping forms help us more richly interpret and write poetry?</li> <li>● How do historical and cultural context influence the interpretation of a poem? Similarly, how do a reader’s life experiences influence how they interpret and respond to a poem?</li> <li>● How does a poet’s biography, their personal experience and perspective, inform their work?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Knowledge of the traditions of verse forms and shaping forms enriches our interpretation of the poetry we read and enables us to draw on the discoveries and innovations of past poets to expand our own expressive possibilities.</li> <li>● Historical and cultural context influence the perspective and imagination of the poet. Understanding a poet’s context can deepen our interpretation of their work, and understanding our own context as readers can help us think more critically about our response to their work. Likewise, an awareness of how any individual reader’s life experiences influence how they interpret and respond to a poem deepens our self-awareness and our understanding of diverse perspectives.</li> <li>● A poet’s voice, perspective, themes, and subject matter are often deeply influenced by their life experiences, and the study of a poet’s biography can deepen our understanding of the emotional complexity, social commentary, and personal transformation explored in their work.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>

<b>Reading</b>	<ul style="list-style-type: none"> <li>● The definition and key components of verse forms, including           <ul style="list-style-type: none"> <li>○ <u>sonnets</u></li> <li>○ <u>other verse forms</u> (e.g. villanelle, pantoum, sestina, common meter/ballad verse, limericks, light verse, etc.)</li> </ul> </li> <li>● The definition and key components of shaping forms, including           <ul style="list-style-type: none"> <li>○ <u>narrative</u></li> <li>○ <u>ode</u></li> <li>○ <u>pastorale</u></li> <li>○ <u>elegy</u></li> </ul> </li> <li>● The cultural, historical, and biographical context of their selected poet</li> </ul>	<ul style="list-style-type: none"> <li>● Identify verse forms and shaping forms using appropriate poetic terms</li> <li>● Analyze poems in terms of their known historical/cultural/temporal context</li> <li>● Cite textual evidence</li> <li>● Determine two or more themes or central ideas</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Research process</li> <li>● Compare and contrast structure</li> <li>● Traditional poetic forms and structures</li> <li>● Characteristics and structure of argument writing</li> <li>● Characteristics and structure of informational text writing</li> </ul>	<ul style="list-style-type: none"> <li>● Conduct relevant research to enhance their understanding of a poem's context</li> <li>● Compare and contrast the treatment of similar topics or themes in different poems</li> <li>● Create poems that participate in the traditions of poetic forms</li> <li>● Write a formal analysis of poem using argument structure</li> <li>● Research and present knowledge of a poet's life and work using informative text structure</li> </ul>



<b>Speaking and Listening</b>	<ul style="list-style-type: none"><li>● Discussion protocols</li><li>● Presentation skills</li><li>● Digital media</li></ul>	<ul style="list-style-type: none"><li>● Participate in collaborative discussions</li><li>● Present work on a researched poet</li><li>● Use digital media to enhance presentation</li></ul>
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## **Satire**

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### Course Information

<b>Grade(s):</b>	10-12
<b>Discipline/Course:</b>	English/Semester Elective
<b>Course Title:</b>	Satire
<b>Prerequisite(s):</b>	Completion of English 9
<b>Course Description:</b> <i>Program of Studies</i>	<p>Satire pokes fun at people and institutions (i.e., political parties, educational systems). The satire may be general (e.g. social classes, or political practices) or more specific (e.g. the President of the United States). Sometimes it is gentle and funny; sometimes it is bitter and hostile. Effective satire often tries to institute a change in thought or behavior either on the part of the subject of the satire, the audience, or the reader. Students use literature to examine political and social issues of concern in the past and evaluate their relationship to political and social issues of concern today and in the future. In order to analyze and create effective satire, a comprehensive knowledge of contemporary political and social occurrences is necessary and is explored through the study of current events. The first half of the course focuses on short writings, plus the interpretation of satiric literature, film, and short videos. Writing techniques taught include parody, exaggeration, absurdity, and irony. The second half of the course is composed of more sophisticated writings as well as the creation of an original satirical piece. Satirical plays, poetry, and essays are developed with conferences with the instructor. Through the study of satiric techniques, the students see how satire enables us to laugh at ourselves while at the same time effecting reforms. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How does the role of satire reflect changes in society and culture?</li> <li>● How can satire be a powerful tool for social and political commentary?</li> <li>● How does one create effective satire?</li> <li>● How does one consume satire effectively?</li> </ul>

<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● As society and culture changes, satire will always be a tool to reflect the negative aspects in those changes.</li> <li>● The freedom to make and consume satire is critical to a functioning democracy.</li> <li>● Successful satirists are well-informed of the subjects they are criticizing and their intended audiences.</li> <li>● Those who consume satire effectively become aware of their own biases and begin to think about changes they can effect.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	1 semester .05 credits
<b>Course Materials/Resources:</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <p><i>Lysistrata</i> by Aristophanes  <i>Tartuffe</i> by Molière  <i>Calvin and Hobbes</i> by Bill Watterson  <i>Comedians in Cars Getting Coffee</i> hosted by Jerry Seinfeld  <i>The Great Dictator</i> directed by Charlie Chaplin  <i>Slaughterhouse Five</i> by Kurt Vonnegut  <i>The Female Quixote</i> by Charlotte Lennox  <i>The Blazing World</i> by Margaret Cavendish  “Pedestrian” by Ray Bradbury  “Harrison Bergeron” by Kurt Vonnegut  “<i>A Modest Proposal</i>” by Jonathan Swift  <i>Candide</i> by Voltaire  <i>The Canterbury Tales</i> by Geoffrey Chaucer  <i>The Princess Bride</i> by William Goldman  <i>Me Talk Pretty One Day</i> by David Sedaris  <i>The Daily Show</i>  <i>The Colbert Report</i></p>

	<p> <i>The Onion</i>  <i>The Babylon Bee</i>  <i>The Simpsons</i>  <i>South Park</i>  <i>The Office</i>  <i>The Truman Show</i> directed by Peter Weir  <i>Best in Show</i> directed by Christopher Guest  <i>Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb</i> directed by Stanley Kubrick  <i>Alice's Adventures in Wonderland</i> by CS Lewis  <i>Saturday Night Live</i>  <i>A True Story</i> by Lucian (a.k.a. True History)            Power and Resistance: A Case Study of Satire on the Internet  <i>Irony and Ethics in Narrative</i> by Linda Hutcheon            “An Essay on Satire” by John Dryden            “The Satire Paradox” <i>Revisionist History</i> podcast by Malcolm Gladwell         </p>
<b>FPS Course Academic Expectation(s):</b>	Creating & Constructing Conveying Ideas
<b>Year at a Glance (Units):</b>	<ul style="list-style-type: none"> <li>● The Portfolio             <ul style="list-style-type: none"> <li>○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> </ul> </li> <li>1. From Chaucer to Colbert</li> <li>2. The Satirist and the Audience</li> </ul>

### Units

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	<del>Whole Year</del> One Semester
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading:</b></p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of</p>

grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**Writing:**

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Language:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L. 11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**L.11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.11-12.3.a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.



<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and</li> </ul>

		<p>add variety and interest to writing or presentations.</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>• Use a colon to introduce a list or quotation.</li> <li>• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
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<b>Unit Number and Title:</b>	<b>Unit 1:</b> From Chaucer to Colbert
<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>• <i>Lysistrata</i> by Aristophanes</li> <li>• <i>The Canterbury Tales</i> by Geoffrey Chaucer</li> <li>• <i>Tartuffe</i> by Molière</li> <li>• <i>The Onion</i></li> <li>• <i>Calvin and Hobbes</i> by Bill Watterson</li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Comedians in Cars Getting Coffee</i> hosted by Jerry Seinfeld</li> <li>● <i>The Great Dictator</i> directed by Charlie Chaplin</li> <li>● <i>Dr. Strangelove</i> directed by Stanley Kubrick</li> <li>● <i>Saturday Night Live</i></li> <li>● <i>The Colbert Report</i> hosted by Stephen Colbert</li> </ul>
<b>Unit Overview:</b>	<p>The "From Chaucer to Colbert" unit is a comprehensive introduction to the genre of satire. This unit aims to foster a deep understanding of satire by examining its evolution across various time periods, forms, and media. Through the exploration of diverse satirical works, students will develop critical thinking skills and an awareness of rhetorical situation; they will cultivate an appreciation for satirists' ability to challenge societal and political norms and to provoke change.</p> <p>The unit begins with an introduction to satire, defining its purpose and exploring its historical significance. Ancient satirical works, such as the plays of Aristophanes and Roman satires, will be examined to understand the roots of this genre and its enduring relevance.</p> <p>Moving forward, the unit delves into satire in literature, focusing on works such as Geoffrey Chaucer's <i>The Canterbury Tales</i>. Students will analyze the satirist's use of satire to critique societal and political norms and individuals, reflecting on the context of the work and its resonance in contemporary society.</p> <p>The exploration of satire then extends to drama and theater, as students study the works of playwrights such as Molière. Through plays like <i>Tartuffe</i>, students will analyze the satirist's technical ability to expose societal hypocrisy and pretense, allowing for a comparison of satirical approaches between different time periods, forms, and media.</p> <p>The unit also encompasses satire in visual media, examining the power of political cartoons and caricatures as potent satirical expressions. Students will analyze the visual and rhetorical techniques used by influential satirical cartoonists from various eras, gaining insight into the art of conveying satire through imagery.</p> <p>Students will explore satire in film and television, exploring examples such as Charlie Chaplin's film</p>

	<p><i>The Great Dictator</i>, Stanley Kubrick's <i>Dr. Strangelove</i>, and <i>Saturday Night Live</i>. By examining the ways in which filmmakers and television writers use satire to comment on social and political issues, students will deepen their understanding of the genre's impact and influence in the realm of visual media.</p> <p>The unit concludes with a study of contemporary satire through the lens of works such as <i>The Colbert Report</i>. Students will analyze the satirist's ability to critique contemporary politics and media, reflecting on the role of satire in shaping public opinion and fostering critical thinking.</p> <p>Throughout the unit, various assessment methods such as class discussions, written reflections, creative assignments, and group presentations will enable students to showcase their understanding of satirical techniques, analyze literary devices, and explore the social commentary embedded within satirical works.</p> <p>By the end of the "From Chaucer to Colbert" unit, students will have strengthened their appreciation for satire as a literary genre. They will possess the analytical skills to critically examine and appreciate satirical works from different time periods, forms, and media, while also being empowered to express their own creative voices through original satirical pieces.</p>
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL &amp; RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>RL &amp; RI.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p>

	<p><b>Writing</b></p> <p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How does the role of satire reflect changes in society and culture?</li> <li>● How can satire be a powerful tool for social and political commentary?</li> </ul>	
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● As society and culture changes, satire will always be a tool to reflect the negative aspects in those changes.</li> <li>● The freedom to make and consume satire is critical to a functioning democracy.</li> </ul>	
<p><b>Learning Goals:</b></p>	<p><b>Content:</b> Students will know...</p>	<p><b>Skills:</b> Students will be able to...</p>

<b>Reading</b>	<ul style="list-style-type: none"> <li>• The concept and purpose of satire</li> <li>• Different forms of satire across various time periods, forms, and media</li> <li>• Satirical devices</li> <li>• Historical and cultural knowledge necessary to fully comprehend a satirical work</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and interpret satirical works</li> <li>• Identify satirical devices such as exaggeration, irony, parody, and ridicule</li> <li>• Compare and contrast different satirical approaches and techniques across time periods, forms, and media</li> <li>• Apply historical and cultural knowledge to contextualize satirical works and understand their intended messages</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Characteristics and structure of argument writing</li> <li>• Characteristics and structure of informative and explanatory writing</li> <li>• The writing process</li> </ul>	<ul style="list-style-type: none"> <li>• Create and present original satirical pieces</li> <li>• Reflect on personal and societal perspectives influenced by satirical works</li> <li>• Employ all steps in the writing process to strengthen and refine writing</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Discussion protocols and expectations</li> <li>• Civil discourse</li> <li>• Presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate effectively in group discussions and presentations related to satire</li> <li>• Engage in respectful and open-minded dialogue when analyzing controversial or sensitive satirical themes</li> <li>• Present ideas</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2:</b> The Satirist and the Audience
<b>Duration:</b>	One marking period

<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● “The Satire Paradox” by Malcolm Gladwell</li> <li>● Scholarly articles on the impact and role of satire in society and public discourse.</li> <li>● Online forums and discussion boards focused on satirical works and their analysis.</li> </ul>
<b>Unit Overview:</b>	<p>"The Satirist and the Audience" is an immersive unit in which students have the opportunity to explore the intricate relationship between satirists and their audiences. This unit encourages students to become satirists themselves by creating a large-scale work of original satire. Through a combination of critical analysis, creative exploration, and reflective thinking, students will develop a deep understanding of the techniques, ethical considerations, and impact of satire, while honing their own unique voices as satirists.</p> <p>The unit begins with an introduction to the complex dynamics between satirists and their audience. Students will delve into the historical and contemporary role of satire in shaping public discourse, examining influential satirists and their impact on society. Ethical considerations and responsibilities associated with creating satire will also be explored, fostering thoughtful discussions on navigating sensitive topics and the power of satire.</p> <p>Throughout the unit, students will analyze various satirical techniques that satirists use, evaluating their effectiveness in engaging and provoking audience reactions. They will gain insight into the balance between humor and critique in satirical works, as well as the power dynamics inherent in satirical commentary. Students will explore how satire challenges authority, addresses social injustices, and provides a platform for marginalized voices.</p> <p>The core focus of the unit is the creative process of crafting original satire. Guided by the principles and techniques explored, students will develop their own large-scale satirical works. They will be encouraged to choose relevant social or political topics and employ effective literary techniques to convey their satirical message. The unit emphasizes multiple drafts, revisions, and peer feedback to refine their satirical pieces, nurturing the growth of their satirical voice and critical thinking skills.</p>



	<p>The culmination of the unit will be the presentation of students' finalized satirical works to the class. Through these presentations, students will engage in meaningful reflection on the intent, reception, and potential impact of their satire. Class discussions will provide an opportunity to explore the effectiveness and ethical considerations of the presented satirical works, fostering a supportive environment for constructive feedback and further understanding.</p> <p>Assessment methods will encompass a portfolio of original satirical works, including drafts and a final polished piece, as well as written reflections and analysis of the creative process, ethical considerations, and audience reception. Class presentations and discussions, along with peer feedback sessions, will provide additional opportunities for assessment and growth.</p> <p>"The Satirist and the Audience" unit aims to equip students with the skills, knowledge, and critical awareness necessary to engage with satire as both creators and consumers. By understanding the dynamic relationship between satirists and their audience, students will develop their own unique voices and contribute to the ongoing tradition of satire, while considering its impact on society and the ethical responsibilities associated with wielding its power.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.11-12.5</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RI.11-12.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>RL.11-12.6</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source</p>

text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Writing**

**W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**Speaking and Listening**

**SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

	<p><b>SL.11-12.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>SL.11-12.6</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How does one create effective satire?</li> <li>● How does one consume satire effectively?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Successful satirists are well-informed of the subjects they are criticizing and their intended audiences.</li> <li>● Those who consume satire effectively become aware of their own biases and begin to think about changes they can effect.</li> </ul>	
<b>Learning Goals:</b>	<p><b>Content:</b> <b>Students will know...</b></p>	<p><b>Skills:</b> <b>Students will be able to...</b></p>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Satirical techniques</li> <li>● Author’s choices</li> <li>● Text structure</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze and evaluate the impact of different satirical techniques on the intended message and audience reception</li> <li>● Navigate the ethical considerations of satire, making informed decisions about topics, targets, and the boundaries of their works</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>• Satirical techniques such as irony, sarcasm, exaggeration, and parody in their writing</li> <li>• Characteristics of the three major types of writing</li> <li>• The revision process</li> </ul>	<ul style="list-style-type: none"> <li>• Generate creative and engaging ideas for satirical works</li> <li>• Utilize satirical techniques such as irony, sarcasm, exaggeration, and parody in their writing</li> <li>• Receive and incorporate constructive criticism, demonstrating openness to different perspectives and a willingness to revise and refine their satirical pieces</li> <li>• Strike a balance between humor and critique in satirical works, making thoughtful choices to maximize their satirical impact</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Protocols and expectations for providing and receiving peer feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and evaluate the satirical techniques used in their peers' works, identifying strengths and providing constructive feedback to enhance their impact</li> <li>• Provide feedback and articulate creative choices, to foster constructive dialogue and collaboration</li> </ul>

## **The Supernatural in Literature**

DRAFT

**Course Information**

<b>Grade(s):</b>	10-12
<b>Discipline/Course:</b>	English/Semester Elective
<b>Course Title:</b>	The Supernatural in Literature
<b>Prerequisite(s):</b>	Completion of English 9
<b>Course Description:</b> <i>Program of Studies</i>	Supernatural Literature is a semester English elective. The focus of the course is to analyze how the supernatural, as portrayed in literature, is reflective of the human condition. Cultures throughout place and time have written about the supernatural realm in order to contemplate life, death, and the universe. Students will read and discuss aspects of the supernatural in works from the past to the present by such authors as Shelley, King, Poe, Gaiman, Atwood, Bowles, Oates, and others. Through both written and visual texts, students will explore such concepts as monsters, vampires, witches, werewolves, ghosts, and devils. Analytical and creative writing skills will be developed and consistently required. Critical thinking, classroom collaboration, and independent work are integral components of the course. In the fall, students will be able to conference with the teacher regarding their needs for the college application process, including a personal essay. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do setting and societal trauma and anxieties give rise to the supernatural?</li> <li>● How has our experience of the unknown, the foreign, the alien, the mysterious engendered the creation of the supernatural?</li> <li>● What does it mean to be human, to be of nature?</li> <li>● How are the experiences and conceptions of childhood and coming of age reflected in the supernatural?</li> <li>● What do the monsters of today suggest about our own anxieties?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● A civilization's historic traumas (e.g., dislocation, famine, disease) inspire the supernatural.</li> <li>● The genre of supernatural literature often explores and seeks to resolve questions about death and</li> </ul>

	<p>the afterlife, the unknown, and the mysterious .</p> <ul style="list-style-type: none"> <li>• Supernatural literature reveals our relationship to the environment and nature and the disruption of that.</li> <li>• The fracturing of family and society and its threat of disintegration and diaspora shape and give urgency to supernatural responses to these crises.</li> <li>• The potent forces of progress or change, both positive and negative, are captured in the archetype of the monster.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	1 semester 0.5 credit
<b>Course Materials/Resources:</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>• <i>Frankenstein</i> by Mary Shelley</li> <li>• <i>Gris Grimly's Frankenstein</i> (graphic novel)</li> <li>• <i>Mary's Monster</i> by Lita Judge</li> <li>• <i>The Ocean at the End of the Lane</i> by Neil Gaiman</li> <li>• <i>I Am Legend</i> by Richard Matheson</li> <li>• assorted short stories, novel excerpts, myths, poetry, nonfiction essays, film, etc.</li> </ul>
<b>FPS Course Academic Expectation(s):</b>	Synthesizing and Evaluating Conveying Ideas
<b>Year at a Glance (Units):</b>	<ul style="list-style-type: none"> <li>• The Portfolio             <ul style="list-style-type: none"> <li>○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student's understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> </ul> </li> </ul> <ol style="list-style-type: none"> <li>1. Monsters and Their Origins</li> <li>2. Monsters of Our Own Times</li> </ol>

## Units

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	<del>Whole Year</del> One Semester
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading:</b></p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high</p>



end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**Writing:**

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are

appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Language:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L. 11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

	<p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>	
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<p><b>Learning Goals:</b></p>	<p><b>Content:</b> Students will know...</p>	<p><b>Skills:</b> Students will be able to...</p>

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or</li> </ul>

		<p>presentations.</p> <ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
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<b>Unit Number and Title:</b>	<b>Unit 1:</b> Monsters and Their Origins
<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● “Born of Man and Woman” by Richard Matheson</li> <li>● <i>The Ocean at the End of the Lane</i> by Neil Gaiman</li> <li>● Assorted short stories, myths, poetry, podcasts, nonfiction essays, film, etc.</li> </ul>
<b>Unit Overview:</b>	In this unit, we establish the supernatural as a genre within a larger context of literature. We will explore this genre of literature as a specific outgrowth and response to a particular historical and

	<p>ecological context and mine psychological and philosophical approaches to enhance our understanding of character and supernatural themes.</p> <p>Students will hone their reading skills by focusing on the development of themes related to the supernatural world throughout a piece of literature. They will also explore story elements that contribute to the work’s overall mood and level of suspense. As they engage in this reading analysis, they will process their thoughts through informative writing experiences. Students will also write narrative texts of their own that fit into this genre.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text</p> <p><b>RL.11-12.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)</p> <p><b>RL.11.-12.5</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact</p>

	<p><b>Writing</b></p> <p><b>W.11-12.1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</p> <p><b>W.11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p><b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p><b>W.11-12.3d</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</p> <p><b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p><b>Speaking and Listening</b></p> <p><b>SL.11-12.1a</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How do setting and societal trauma and anxieties give rise to the supernatural?</li> <li>● How has our experience of the unknown, the foreign, the alien, the mysterious engendered the creation of the supernatural?</li> <li>● What does it mean to be human, to be of nature?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● A civilization’s historic traumas (e.g., dislocation, famine, disease) inspire the supernatural.</li> <li>● The genre of supernatural literature often explores and seeks to resolve questions about death and the afterlife, the unknown, and the mysterious .</li> <li>● Supernatural literature reveals our relationship to the environment and nature and the disruption of that.</li> </ul>

<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Creation myths</li> <li>● The fantastic triangle (e.g., horror, science fiction, and fantasy)</li> <li>● The three categories of horror: the uncanny, the marvelous and the fantastic</li> <li>● Theoretical lenses (e.g., feminist, Marxist, psychological, mythic, ecocritical, etc.)</li> <li>● Author’s craft techniques</li> <li>● Western culture’s dichotomies, between good and evil, human and monster, domestic and wild</li> </ul>	<ul style="list-style-type: none"> <li>● Determine themes and central ideas in creation myths and other stories</li> <li>● Support analysis with textual evidence</li> <li>● Analyze author’s craft choices</li> <li>● Apply understanding of genre characteristics and cultural understandings to the comprehension and analysis of supernatural literature</li> <li>● View literature through different theoretical lenses</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Characteristics and structure of narrative writing</li> <li>● Characteristics and structure of informative or explanatory writing</li> <li>● Formal style of writing</li> <li>● Objective tone in writing</li> <li>● The writing process</li> </ul>	<ul style="list-style-type: none"> <li>● Write narrative texts</li> <li>● Write informative or explanatory texts</li> <li>● Use a formal style of writing appropriate to the purpose and audience</li> <li>● Use an objective tone in informational or explanatory texts</li> <li>● Utilize the entire writing process to strengthen and refine writing</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Discussion protocols and expectations</li> </ul>	<ul style="list-style-type: none"> <li>● Prepare for and fully participate in a variety of collaborative discussions</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2:</b> Monsters of Our Own Time
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<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>● <i>Frankenstein</i> by Mary Shelley</li> <li>● <i>Gris Grimly's Frankenstein</i> (Frankenstein graphic novel)</li> <li>● <i>Mary's Monster</i> by Lita Judge</li> <li>● Assorted short stories, myths, poetry, podcasts, nonfiction essays, film, etc.</li> </ul>
<b>Unit Overview:</b>	<p>By building upon the birth of monsters, we will examine the development of monsters and non-natural or supernatural beings to investigate more contemporary concerns, including gender, feminism, the family, and society, as well as anxieties about technology, the environment, dislocation and the loss of traditional ways.</p> <p>Reading skills will be more focused on the analysis of a case that deals in both the literal and the figurative as well as exploring multiple interpretations of a story in the supernatural genre. Students will share their assertions and back them up in both writing and class discussions.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.11-12.6</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p> <p><b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text</p>

	<p><b>Writing</b>  <b>W.11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content  <b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p><b>Speaking and Listening</b>  <b>SL.11-12.1a</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How are the experiences and conceptions of childhood and coming of age reflected in the supernatural?</li> <li>• What do the monsters of today suggest about our own anxieties?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• The fracturing of family and society and its threat of disintegration and diaspora shape and give urgency to supernatural responses to these crises.</li> <li>• The potent forces of progress or change, both positive and negative, are captured in the archetype of the monster.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Literary techniques meant to blur the lines between what is explicitly stated and what is really meant (satire, sarcasm, irony, understatement)</li> <li>• Different versions and formats of the same story</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the use of such literary techniques as sarcasm and irony and analyze their impact on the story</li> <li>• Analyze and evaluate multiple interpretations of the same story</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Characteristics and structure of narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Write narrative texts</li> </ul>

	writing <ul style="list-style-type: none"> <li>• Characteristics and structure of informative or explanatory writing</li> <li>• The writing process</li> </ul>	<ul style="list-style-type: none"> <li>• Write informative or explanatory texts</li> <li>• Use the writing process to refine and strengthen writing pieces</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Discussion protocols and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for and fully participate in a variety of collaborative discussions</li> </ul>

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# **The Evolution of Gender Perspectives Through Literature**

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**Course Information**

<b>Grade(s):</b>	Grades 10-12
<b>Discipline/Course:</b>	English/Semester Course
<b>Course Title:</b>	The Evolution of Gender Perspectives Through Literature
<b>Prerequisite(s):</b>	Completion of English 9
<b>Course Description:</b> <i>Program of Studies</i>	This semester course primarily focuses on the analysis of the changing portrayal of identity roles in literature, film, and popular culture. In addition to gender analysis, students will also analyze other identities that relate to gender. Students will explore cultural assumptions about various identities in literary texts and cultural artifacts. Students are encouraged to analyze texts from multiple perspectives and become familiar with literary theories related to markers of identity. Critical thinking, class discussions, analyzing cultural artifacts, and independent/field research are integral components of this course. Major assessments may include a memoir that focuses on gender, an exploratory essay, a research paper/project on a contemporary issue, an analysis of contemporary icons, and creative projects. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How are identity markers used and/or misused in today's society?</li> <li>● What is the personal and social value of engaging in identity studies?</li> <li>● What forces have been instrumental in shaping one's gender and identities?</li> <li>● What role do perceptions about gender play in the construction of power hierarchies (social institutions, business, politics, religion, personal relationships, and family dynamics) in today's society?</li> <li>● How do messages about gender identity legitimize power and privilege?</li> <li>● To what extent are we, as individuals, manipulated by and/or complicit in reinforcing the messages that maintain existing power structures?</li> </ul>

<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Identity markers have been developed to both strengthen communities and segregate entire populations.</li> <li>● Understand and appreciate the complex diversity of our culture.</li> <li>● Analyze how family, societal, media and other historical and cultural forces</li> <li>● Ideas about various personal and intersecting identities are embedded with cultural beliefs.</li> <li>● Cultural messages - implicit and explicit - are powerful forces of which one needs to be aware.</li> <li>● Individuals can empower themselves by rejecting stereotypes and embracing authenticity.</li> </ul>
<b>Duration: Credit:</b>	One Semester 0.5
<b>Course Materials/Resources:</b>	The following books are core texts to which all teachers have access and which are recommended choices for this unit: <ul style="list-style-type: none"> <li>● <i>A Streetcar Named Desire</i></li> <li>● <i>The Hours</i></li> <li>● <i>Killing Us Softly</i></li> <li>● <i>Tough Guise</i></li> <li>● <i>Some Like it Hot</i></li> <li>● <i>Hemingway short stories</i></li> <li>● Other current and relevant informational texts (podcasts, TED talks, articles, films, etc.)</li> </ul>
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Conveying Ideas</li> <li>● Synthesizing and Evaluating</li> </ul>
<b>Year at a Glance (Units):</b>	<ul style="list-style-type: none"> <li>● The Portfolio             <ul style="list-style-type: none"> <li>○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> </ul> </li> <li>● The Language of and Influences on Gender</li> <li>● Deconstructing and Reimagining Cultural Notions</li> </ul>

### Units

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	<del>Whole Year</del> One Semester
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading:</b></p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of</p>

grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**Writing:**

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)



**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Language:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L. 11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**L.11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

	<b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and</li> </ul>

		<p>add variety and interest to writing or presentations.</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>• Use a colon to introduce a list or quotation.</li> <li>• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
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<b>Unit Number and Title:</b>	<b>Unit 1:</b> The Language of and Influences on Gender
<b>Duration:</b>	One Marking Period
<b>Resource(s):</b>	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> <li>• <i>A Streetcar Named Desire</i></li> <li>• <i>The Hours</i></li> <li>• Other short connected texts</li> </ul>
<b>Unit Overview:</b>	The semester begins with a focus on essential content, knowledge, and collaborative discourse.

Students learn the key concepts necessary to engage in the discourse of analyzing and deconstructing how various identities are presented in literature and culture. Students are introduced to creative and research writing in order to more deeply analyze cultural conventions related to gender and intersecting identities.

Groups are established and students learn protocols for analyzing literary and cultural texts that they will use throughout the semester. Students select a memoir topic and a research topic; they also engage in independent reading and viewing.

Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.

### Learning Goals

<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.11-12.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>RL.11-12.5</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>Writing</b></p> <p><b>W. 11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How are identity markers used and/or misused in today’s society?</li> <li>● What is the personal and social value of engaging in identity studies?</li> <li>● What forces have been instrumental in shaping one's gender and identities?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Identity markers have been developed to both strengthen communities and segregate entire populations.</li> <li>● Understand and appreciate the complex diversity of our culture.</li> <li>● Analyze how family, societal, media and other historical and cultural forces.</li> </ul>

<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● The purpose and intent of gender studies</li> <li>● Language related to gender studies</li> <li>● Language related to other types of identity markers</li> <li>● Author’s choices</li> </ul>	<ul style="list-style-type: none"> <li>● Apply real-life experience to representation in literature and culture</li> <li>● Analyze cultural and media artifacts to determine the power of representation</li> <li>● Understand identity markers and their power</li> <li>● Analyze the impact of an author’s choices</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Narrative text structure and characteristics</li> <li>● Informational or explanatory text structure and characteristics</li> <li>● Clarity in writing</li> </ul>	<ul style="list-style-type: none"> <li>● Create narrative texts with a sense of voice</li> <li>● Create informational texts that demonstrate understanding</li> <li>● Examine and convey complex ideas clearly</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Use of notes from discussion, viewing, and reading to analysis of other texts</li> <li>● Begin conversations or discussions</li> <li>● Participate fully in exchange of ideas to deepen thinking and understanding</li> </ul>	<ul style="list-style-type: none"> <li>● Apply discourse from class reading, viewing and discussions to analyze texts</li> <li>● Engage in discussion that deepen and challenge ideas explored based on a variety of sources</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2:</b> Deconstructing and Reimagining cultural notions
<b>Duration:</b>	One Marking Period
<b>Resource(s):</b>	The following books are core texts to which all teachers have access and which are recommended choices for this unit: <ul style="list-style-type: none"> <li>● <i>Killing Us Softly</i></li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Tough Guise</i></li> <li>● <i>The Last American Man</i> by Elizabeth Gilbert</li> <li>● Other short texts</li> </ul>
<b>Unit Overview:</b>	<p>The semester continues by engaging students in the more complex process of interrogating "cultural norms." There is a deeper focus on "deconstructing constructs" created by our culture. Additionally, students will explore how they are or are not influenced by cultural stereotypes.</p> <p>Students engage in creative and expository writing in order to more deeply analyze and deconstruct cultural conventions related to gender and intersecting identities. New groups are established and students learn protocols for analyzing literary and cultural texts. Students select a memoir topic and a research topic; they will also engage in whole-class and independent reading and viewing.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL and RI. 11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL and RI. 11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p><b>RL.11-12.6</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>Writing</b></p>



	<p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.11-12.1.b</b> Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p>	
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● What role do perceptions about gender play in the construction of power hierarchies (social institutions, business, politics, religion, personal relationships, and family dynamics) in today’s society?</li> <li>● How do messages about gender identity legitimize power and privilege?</li> <li>● To what extent are we, as individuals, manipulated by and/or complicit in reinforcing the messages that maintain existing power structures?</li> </ul>	
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● Ideas about various personal and intersecting identities are embedded with cultural beliefs.</li> <li>● Cultural messages - implicit and explicit - are powerful forces of which one needs to be aware.</li> <li>● Individuals can empower themselves by rejecting stereotypes and embracing authenticity.</li> </ul>	
<p><b>Learning Goals:</b></p>	<p><b>Content:</b> Students will know...</p>	<p><b>Skills:</b> Students will be able to...</p>
<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>● The language of cultural theories</li> <li>● The power of cultural messages</li> <li>● The endeavor of deconstructing concepts</li> <li>● Inferences and analysis</li> <li>● Figurative and connotative meaning of words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>● Apply ideas from cultural theories</li> <li>● Interpret complex cultural messages</li> <li>● Reconstruct ideas about gender and intersecting identities</li> <li>● Cite evidence to support inferences and analysis</li> <li>● Determine the figurative and connotative meaning of words and phrases</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>• Argument text structure and characteristics</li> <li>• Claims and counterclaims</li> </ul>	<ul style="list-style-type: none"> <li>• Write arguments that support claims and counterclaims with evidence from a variety of texts</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Hallmarks of civil, democratic discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Engage fully in civil discourse</li> </ul>

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## **The Wide World of Sports Literature**

**Course Information**

<b>Grade(s):</b>	10-12
<b>Discipline/Course:</b>	English/Semester Elective
<b>Course Title:</b>	The Wide World of Sports Literature
<b>Prerequisite(s):</b>	Completion of English 9
<b>Course Description:</b> <i>Program of Studies</i>	The Wide World of Sports Literature is a course focused on understanding different societies, cultures, and individuals and their motivations through the lens of sports. Students will collaborate on inquiry projects, discuss controversies in sports, explore the impact sports has on society, read widely from the vast body of both fiction and nonfiction that is focused on sports, and write thoughtful essays that capture their new understandings as a result of studying a sport in-depth. Because most sports fans begin their foray into sports literature through the sports page, students in this class will also start with an exploration of how the media – local and national newspapers, sports programs through major channels including ESPN, social media, and documentaries like 30 for 30 – portrays athletes, their lives and sporting challenges, and changes made to society overall that were inspired by sports. This critical exploration will include an exploration of connected identity markers, including race and gender. Students will also read and view either excerpts or full works of literature and/or films that will further clarify the role of sports both in America and the world at large. All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>

	<ul style="list-style-type: none"> <li>• Why do sports matter?</li> <li>• What do sports teach us about the role of gender in American society?</li> <li>• How do reactions to and interest in sports differ around the world? How are they the same?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• Success has many meanings in the world of sports, and the most important definitions are usually not about who won the game.</li> <li>• Faulty logic and fallacies can derail an argument and work to dissuade readers.</li> <li>• Being a sportswriter has a greater sense of societal responsibility and corresponding respect than it ever has before.</li> <li>• Sports are a powerful way of leveling the playing field and bringing people together as teams.</li> <li>• The way sports have been played and continue to change in response to gender has had a major impact on gender roles in American society.</li> <li>• People the world over love and are motivated by sports and athletes</li> </ul>
<b>Duration: Credit:</b>	1 semester .05 credit
<b>Course Materials/Resources:</b>	<ul style="list-style-type: none"> <li>• <i>The Year's Best Sports Writing</i> 2023 anthology</li> <li>• Current articles from newspapers about sports topics and figures</li> <li>• Excerpts from various fiction and nonfiction books about sports and sports figures (example <i>Moneyball: The Art of Winning an Unfair Game</i>)</li> <li>• Sports websites: ESPN, Sports Illustrated, Cricbuzz, etc.</li> <li>• Sports shows: Around the Horn, Pardon the Interruption, Welcome to Wrexham, etc.</li> <li>• Sports films and events</li> <li>• <i>30 for 30</i> sports documentary series</li> <li>• <i>The Fight</i> by Norman Mailer</li> </ul>
<b>FPS Course Academic Expectation(s):</b>	Synthesizing and Evaluating Conveying Ideas
<b>Year at a Glance</b>	<ul style="list-style-type: none"> <li>• The Portfolio</li> </ul>

<b>(Units)</b>	<ul style="list-style-type: none"> <li>○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> </ul> <ol style="list-style-type: none"> <li>1. Scoop It! Sports Journalism and Rhetorical Analysis</li> <li>2. Why Sports Matter: Exploring Societal and Cultural Implications of Sports</li> </ol>
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### Units

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	<del>Whole Year</del> One Semester
<b>Resource(s):</b>	<a href="#">English Portfolio Directions</a>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
<b>Learning Goals</b>	
<b>Standard(s):</b>	All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the

final metacognitive piece:

**Reading:**

**RL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**Writing:**

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**LANGUAGE STANDARDS:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L. 11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g.,



	<p><i>Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage</i>) as needed.</p> <p><b>L.11-12.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.11-12.2.a</b> Observe hyphenation conventions.</p> <p><b>L.11-12.2.b</b> Spell correctly.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more</li> </ul>

	fluently share my thinking with more people and across all disciplines.	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>

<b>Language</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>● Use a colon to introduce a list or quotation.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>
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<b>Unit Number and Title:</b>	<b>Unit 1:</b> Scoop It! Sports Journalism and Rhetorical Analysis
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<b>Duration:</b>	One marking period
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● <i>The Year’s Best Sports Writing 2023</i> anthology</li> <li>● Current articles from newspapers about sports topics and figures</li> <li>● Sports websites: ESPN, Sports Illustrated, Cricbuzz, etc.</li> <li>● Sports shows: Around the Horn, Pardon the Interruption, Welcome to Wrexham, etc.</li> <li>● Sporting events</li> </ul>
<b>Unit Overview:</b>	<p>This unit will begin with an introduction to sports journalism and how this genre has become a fundamental way to critically analyze the impact of sports on society. Students will consider all aspects of writing daily about sports for a wide audience, including how to maintain objectivity and use credible evidence to support assertions. They will learn the difference between sports features, news articles, and editorials.</p> <p>Students will sharpen their reading skills as they seek out the best credible evidence to support textual analysis of various sports pieces in the journalism genre. They will engage in the inquiry process, conduct interviews, and write their own informative or argumentative pieces about a sporting event, controversy, or figure of their choice. They will also engage in the “Article of the Week” experience.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RI 9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>RI 9-10.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary</p>

	<p>of the text</p> <p><b>RI 9-10.3</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p><b>Writing</b></p> <p><b>W 9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p><b>W 9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p><b>Speaking and Listening</b></p> <p><b>SL 9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do you determine success in the athletic world?</li> <li>● In what ways can faulty logic and fallacies weaken an argument?</li> <li>● How has the title of “Sportswriter” changed throughout time?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Success has many meanings in the world of sports, and the most important definitions are usually not about who won the game.</li> <li>● Faulty logic and fallacies can derail an argument and work to dissuade readers.</li> <li>● Being a sportswriter has a greater sense of societal responsibility and corresponding respect than it ever has before.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...

<b>Reading</b>	<ul style="list-style-type: none"> <li>● Characteristics of recaps and sports documentaries</li> <li>● Author’s angle, purpose, and craft choices</li> <li>● Ethos, pathos, logos</li> <li>● Rhetorical devices</li> <li>● Audience</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze sports media (recaps, documentaries) to better understand the relationship between author’s angle, purpose, and craft choices</li> <li>● Analyze a game and independently set an angle for a recap, selecting the most effective evidence and multimedia to support that angle</li> <li>● Understand Aristotelian appeals of ethos, pathos, and logos and their presence in sports documentaries</li> <li>● Identify rhetorical devices, and their purpose and effect on audience</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Characteristics and structure of a game recap</li> <li>● Inverted pyramid</li> <li>● Literary devices</li> <li>● Structure of rhetorical analysis</li> <li>● Rhetorical strategies that help prove purpose or claim</li> </ul>	<ul style="list-style-type: none"> <li>● Write game recap with audience and structure in mind, effectively applying the inverted pyramid as well as purposefully and seamlessly including literary devices</li> <li>● Write a rhetorical analysis that evaluates an author’s purpose and claim and how rhetorical strategies help to clarify or prove the purpose or claim</li> <li>● Use evidence to support written blog responses to peer-generated discussion questions on current events in the sports world</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Speaker’s claim, purpose, and rhetorical choices</li> <li>● Ads, longform features, argument</li> <li>● Characteristics of civil discourse</li> </ul>	<ul style="list-style-type: none"> <li>● Identify a speaker’s claim, purpose, and rhetorical choices in sports advertisements, longform features, and argument</li> <li>● Engage in civil discourse about controversial sports issues and topics</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2:</b> Why Sports Matter: Exploring Societal and Cultural Implications of Sports
<b>Duration:</b>	1 marking period
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>• <i>The Year’s Best Sports Writing</i> anthology</li> <li>• Excerpts from various fiction and nonfiction books about sports and sports figures (examples <i>Moneyball: The Art of Winning an Unfair Game</i>, <i>The Fight</i> by Norman Mailer)</li> <li>• Sports websites: ESPN, Sports Illustrated, Cricbuzz, etc.</li> <li>• Sports shows: Around the Horn, Pardon the Interruption, Welcome to Wrexham, etc.</li> <li>• Sports films and events</li> <li>• <i>30 for 30</i> sports documentary series</li> </ul>
<b>Unit Overview:</b>	<p>This unit will focus on exploring a wide variety of historical and current issues in sports through informational texts (film and written texts), films, documentaries, and novels, paying attention to societal and cultural implications in sport around the world.</p> <p>Students will sharpen their reading skills as they seek out the best credible evidence to support textual analysis of various sports pieces in the journalism genre. They will engage in the inquiry process, conduct interviews, and write their own informative or argumentative pieces about a sporting event, controversy, or figure of their choice. They will also engage in the “Article of the Week” experience.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<b>Reading</b> <b>RI 9-10.5</b> Analyze in detail how an author's ideas or claims are developed and refined by particular

	<p>sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)</p> <p><b>RI 9-10.6</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</p> <p><b>RI 9-10.7</b> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account</p> <p><b>Writing</b></p> <p><b>W 9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p><b>W 9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p><b>Speaking and Listening</b></p> <p><b>SL 9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● Why do sports matter?</li> <li>● What do sports teach us about the role of gender in American society?</li> <li>● How do reactions to and interest in sports differ around the world? How are they the same?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Sports are a powerful way of leveling the playing field and bringing people together as teams.</li> <li>● The way sports have been played and continue to change in response to gender has had a major impact on gender roles in American society.</li> <li>● People the world over love and are motivated by sports and athletes.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...



<b>Reading</b>	<ul style="list-style-type: none"> <li>● Characteristics of various genres</li> <li>● Claims and support</li> <li>● Author purpose</li> <li>● Point of view</li> </ul>	<ul style="list-style-type: none"> <li>● Synthesize evidence from informational texts of varying genres (articles, essays, documentaries) to draw and support a claim</li> <li>● Analyze purpose and point of view in various texts</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Structure and expectations of blog responses</li> <li>● Research processes</li> <li>● Sports article structures</li> <li>● Characteristics of informative texts</li> <li>● Characteristics and expectations of argument texts</li> </ul>	<ul style="list-style-type: none"> <li>● Use evidence to support written blog responses to peer-generated discussion questions on current events in the sports world</li> <li>● Write research-based articles about sports around the world</li> <li>● Write arguments</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Sensitive and respectful discussion of other cultures and norms</li> <li>● Hallmarks of civil discourse</li> <li>● Presentation skills</li> <li>● Discussion expectations</li> <li>● Choice of topics and issues</li> </ul>	<ul style="list-style-type: none"> <li>● Understand and articulate the reach that sports have in larger arenas such as politics, social barriers, cultural norms, and societal expectations</li> <li>● Engage in civil discourse</li> <li>● Work collaboratively with peers in order to present information, generate discussion questions, and foster discussion between classmates based on a self-selected current issue in sport</li> </ul>