



**BOE/CO
Friday Packet
November 22, 2023**

Upcoming Meeting Dates

11-20-2023 Memo re Response to 11-14-2023 Data Presentation

PK-5 ELA Red-lined Curriculum with Grade 5



Upcoming Board of Education Meeting Dates **2023**

November 28	7:15 PM 7:30 PM	BoE Special Meeting/Organizational BoE Regular Meeting CO Board Room 501 Kings Hwy East
December 6 Wednesday	5:00 PM	Finance Committee Superintendent Conference Room 501 Kings Hwy East
	7:30 PM	BoE Special Meeting CO Board Room 501 Kings Hwy East
December 7 Thursday	7:30 PM	BoE Special Meeting/Town Hall CO Board Room 501 Kings Hwy East
December 12	7:30 PM	BoE Regular Meeting CO Board Room 501 Kings Hwy East
December 13	2:30 PM	Facilities Committee Superintendent Conference Room 501 Kings Hwy East



To: Mr. Michael Testani, Superintendent of Schools

From: Dr. James Zavodjancik, Chief Academic Officer
Mrs. Patricia Wood, Data and Assessment Coordinator

Date: November 20, 2023

Re: Responses to Data Presentation from November 14, 2023 Board of Education Data Presentation

Below are responses and additional data requested by the Board of Education from the November 14, 2023 Board of Education [student achievement and data presentation](#) (see pages 63-114 for the presentation).

Middle School Smarter Balanced (SBA) Proficiency by Course

Below please find student proficiency on the math SBA by course (e.g., Algebra I).

2022-23 Students - Grade 6 Math Course and SBA Level			
Course	Total # Per Class	Proficient Level 3 & 4	
		#	%
Math 6	253	52	21%
Math 7	1	*	*
Trans to Pre-Alg.	385	329	85%
Pre-Algebra 7	56	56	100%

2022-23 Students - Grade 7 Math Course and SBA Level			
Course	Total # Per Class	Proficient Level 3 & 4	
		#	%
Math 6	3	*	*
Math 7	302	101	33%
Pre-Algebra 7	357	307	86%
Algebra 1 H	60	59	98%
Geometry	4	*	*

2022-23 Students - Grade 8 Math Course and SBA Level			
Course	Total # Per Class	Proficient Level 3 & 4	
		#	%
Math 8	9	*	*
Pre-Algebra 8	327	60	18%
Algebra 1 H	322	258	80%
Geometry H	71	69	97%

Data Comparison of Student Achievement with SY 2018-2019

District Data

Data for the 2018-2019 school year is included below as a comparison point for pre-pandemic performance. Data from 2019-2020 does not exist due to the moratorium on testing during the COVID-19 pandemic when schools were closed.

Group	2018-2019	2020-2021	2021-2022	2022-2023
ELA (SBA) FPS	78%	72%	72.4%	72.6%
ELA (SBA) State	56%	-	49%	48.5%
Math (SBA) FPS	73%	62%	66.3%	67.1%
Math (SBA) State	48%	-	40%	42.5%
Science (NGSS) FPS	75%	67%	66.4%	66.8%
Science (NGSS) State	51%	-	47%	48.5%
EBRW (SAT) FPS	83%	79%	80.3%	77.7%
EBRW (SAT) State	41%	-	34.8%	34.1%
Math (SAT) FPS	61%	61%	59.4%	60.6%
Math (SAT) State	41%	-	34.8%	34.1%

*Data is not reported by the CT State Dept. of Education for 2020-2021 school year.

* EBRW – Evidence Based Reading and Writing (SAT)

Chronic Absenteeism

Data from 2020-2021 through 2022-2023 school years were presented on November 14, 2023. An additional column of data from the 2018-2019 school year is now included for comparison.

Category	2019	2021	2022	2023
All Students	5.6%	16.5%	12.0%	10.8%
Multilingual Learners	9.3%	34.8%	29.5%	18.0%
Non-multilingual learners	5.5%	16.1%	11.6%	10.6%
Special Education	4.6%	28.3%	21.0%	19.0%
Non-special education	11.9%	14.3%	10.1%	9.1%
High Needs	10.3%	28.8%	21.1%	18.2%
Non-high needs	3.9%	11.8%	8.2%	7.7%
Asian	3.5%	12.0%	9.8%	9.2%
Black/African American	*	28.4%	13.3%	*
Hispanic/Latino	7.6%	27.8%	19.7%	16.2%
Two or more races	6.2%	14.3%	11.8%	11.7%
White	5.4%	14.8%	10.9%	9.8%

*Data are suppressed to ensure confidentiality

Advanced Placement Score Report – Correlation between AP Exam Score and Grade in Class

Students who had an AP Score in 2023 and a final grade in the corresponding class were analyzed with a correlation statistic. A Pearson-R Correlation was analyzed for AP Scores versus Grade Percent (2023). The results are as follows:

		AP Score	Grade Percent
AP Score	Pearson Correlation	1	.448**
	Sig. (2-tailed)		<.001
	N	1742	1742
Grade Percent	Pearson Correlation	.448**	1
	Sig. (2-tailed)	<.001	
	N	1742	1742

**Correlation is significant at the .001 level

Correlations range from a -1 to a 1 (negative perfect correlation to positive perfect correlation). The below chart indicates the correlation coefficient and relationships.

Correlation	Interpretation
.90 to 1.00	Very high positive correlation
.70 to .90	High positive correlation
.50 to .70	Moderately positive correlation
.30 to .50	Low positive correlation
.00 to .30	Negligible correlation

These data remain at a similar rate of .416 correlation value when tested for letter grade (i.e., A-F).

Exam Administration

We have found over the past years that many students are not opting to take the AP assessment at the end of the AP course. This is attributed to several reasons, including: (a) students opting for dual credit if the AP course is paired with a university/college and offers credit, (b) colleges and universities not accepting the test as a status of course completion and credit, and (c) alignment to a students' projected field of study in the future. For part C above, some students take multiple AP courses and then decide which tests are most appropriate to take for their future career and college aspirations.

AP Exams – Total Exams with a Score of 3+

A full 6 year AP Score Report by subject was disseminated on [November 9, 2023](#).

Data below indicate scoring for the Fairfield Public Schools regarding number of exams and percent at each score level.

District Total	1	2	3	4	5
# of Exams	86	303	440	570	352
% of Total Exams	5%	17%	25%	33%	20%
Number of AP Students	78	242	362	408	230

Total Exams Administered: 1,751 (*This was incorrectly listed in the 11/14/23 presentation as 1,745*)

Total AP Students in District: 855

Course Enrollments (Increase/Decrease) of subgroups in AP/Honors Courses

Course enrollments by ethnicity and race can be found [here](#).

Matched Cohort SBA Data

The below data include a matched cohort of students and their SBA cohort data. Only students who were with the FPS for 2 or more years were included (i.e., the student has two testing points). A rough cohort is determined by comparing one year to the next without looking at if the *exact* same students are being compared. A matched cohort only includes identical students from one year to the next.

Table 1: ELA – Rough Cohort

Smarter Balanced Assessments					
FPS / ELA by Rough Cohort					
Percentage Level 3 or 4 (Met or Exceeded)					
Grade	Content	2020-21	2021-22	2022-23	Percent Change (22-23)
3	ELA	74%	71%	72%	
4	ELA	70%	78%	74%	
5	ELA	79%	78%	77%	3%
6	ELA	64%	74%	69%	-1%
7	ELA	67%	68%	74%	-9%
8	ELA	76%	68%	71%	0%
					3%

Table 2: ELA – Matched Cohort

Smarter Balanced Assessments				
FPS / ELA by Matched Cohort				
Percentage Level 3 or 4 (Met or Exceeded)				
Grade	Content	2021-22	2022-23	Percent Change (22-23)
3	ELA	71%		
4	ELA	78%	75%	
5	ELA	77%	78%	4%
6	ELA	74%	71%	0%
7	ELA	68%	75%	-7%
8	ELA		71%	1%
				3%

Table 3: Math – Rough Cohort

Smarter Balanced Assessments					
FPS / Math by Rough Cohort					
Percentage Level 3 or 4 (Met or Exceeded)					
Grade	Content	2020-21	2021-22	2022-23	Percent Change (22-23)
3	Math	74%	73%	75%	
4	Math	65%	74%	74%	
5	Math	69%	70%	72%	1%
6	Math	52%	69%	64%	-2%
7	Math	53%	58%	66%	-6%
8	Math	58%	56%	53%	-3%
					-4%

Table 4 – Math – Matched Cohort

Smarter Balanced Assessments - FPS, Math by Matched Cohort				
Percentage Level 3 or 4 (Met or Exceeded)				
Grade	Content	2021-22	2022-23	Percent Change (22-23)
3	Math	74%		
4	Math	75%	75%	
5	Math	70%	73%	1%
6	Math	69%	65%	-2%
7	Math	58%	67%	-5%
8	Math		53%	-2%
				-5%

Matched Cohorts by Performance Level

Color Coded Key

	The student dropped from the previous level and performance category
	The student stayed in the same level & performance category
	The student improved from their previous level and performance category

Examples in reading data in Tables 4 and 5.

In Table 5, if you review the data in the Level 1 Low column (y-axis/horizontal) which states 66, this means that in the 2022-2023 school year, 66 students scored a *low one* on the SBA **and** also scored a low one in 2021-2022 (x-axis/vertical). As a second example, in 2021-2022 school year, there were 587 students who scored a Level 3 High. In the following year (2022-2023), 3 of those same students had reduced performance and scored a Level 1 Low, 14 of the 587 students from the year before scored a Level 1 High (i.e., 17 students performance went from a level 3 to a level 1).

Table 5 – Matched Cohort by Growth/Performance Category (District)- English Language Arts

Y1 Performance Grades			Year 2 Performance 2022-2023 All Grades															
			Level 1 Low		Level 1 High		Level 2 Low		Level 2 High		Level 3 Low		Level 3 High		Level 4 Low		Level 4 High	
2021-2022	#	%																
Level 1 Low	148	24.2%	66	44.6%	45	30.4%	20	13.5%	11	7.4%	5	3.4%	0	0.0%	1	0.7%	0	0.0%
Level 1 High	167	27.3%	42	25.1%	32	19.2%	47	28.1%	21	12.6%	16	9.6%	7	4.2%	2	1.2%	0	0.0%
Level 2 Low	228	37.3%	19	8.3%	35	15.4%	39	17.1%	55	24.1%	51	22.4%	18	7.9%	9	3.9%	2	0.9%
Level 2 High	316	51.7%	15	4.7%	19	6.0%	54	17.1%	79	25.0%	75	23.7%	52	16.5%	15	4.7%	7	2.2%
Level 3 Low	495	81.0%	5	1.0%	13	2.6%	44	8.9%	71	14.3%	156	31.5%	131	26.5%	53	10.7%	22	4.4%
Level 3 High	587	96.1%	3	0.5%	14	2.4%	13	2.2%	53	9.0%	144	24.5%	181	30.8%	112	19.1%	67	11.4%
Level 4 Low	510	83.5%	0	0.0%	2	0.4%	6	1.2%	23	4.5%	72	14.1%	131	25.7%	140	27.5%	136	26.7%
Level 4 High	814	133.2%	0	0.0%	0	0.0%	2	0.2%	3	0.4%	26	3.2%	104	12.8%	183	22.5%	496	60.9%
Total	3265		150	4.6%	160	4.9%	225	6.9%	316	9.7%	545	16.7%	624	19.1%	515	15.8%	730	22.4%

Table 5 – Matched Cohort by Growth/Performance Category (District)- Mathematics

Y1 Performance Grades			Year 2 Performance 2022-2023 All Grades															
			Level 1 Low		Level 1 High		Level 2 Low		Level 2 High		Level 3 Low		Level 3 High		Level 4 Low		Level 4 High	
2021-2022	#	%																
Level 1 Low	175	28.6%	107	61.1%	34	19.4%	25	14.3%	9	5.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Level 1 High	164	26.8%	43	0.262195122	43	26.2%	47	28.7%	23	14.0%	7	4.3%	0	0.0%	1	0.6%	0	0.0%
Level 2 Low	251	41.1%	25	10.0%	43	17.1%	70	27.9%	77	30.7%	24	9.6%	12	4.8%	0	0.0%	0	0.0%
Level 2 High	426	69.7%	6	1.4%	44	10.3%	83	19.5%	141	33.1%	91	21.4%	44	10.3%	12	2.8%	5	1.2%
Level 3 Low	477	78.1%	7	1.5%	17	3.6%	45	9.4%	111	23.3%	128	26.8%	111	23.3%	39	8.2%	19	4.0%
Level 3 High	523	85.6%	1	0.2%	5	1.0%	10	1.9%	48	9.2%	120	22.9%	130	24.9%	122	23.3%	87	16.6%
Level 4 Low	442	72.3%	0	0.0%	2	0.5%	5	1.1%	22	5.0%	45	10.2%	109	24.7%	130	29.4%	129	29.2%
Level 4 High	801	131.1%	1	0.1%	0	0.0%	0	0.0%	1	0.1%	22	2.7%	57	7.1%	116	14.5%	604	75.4%
Total	3259		190	5.8%	188	5.8%	285	8.7%	432	13.3%	437	13.4%	463	14.2%	420	12.9%	844	25.9%

Pre-Kindergarten English Language Arts

Course Information

Grade(s):	Pre-Kindergarten (PreK)
Discipline/Course:	PreK English Language Arts (ELA)
Course Title:	PreK ELA
Prerequisite(s):	0-36 months old
Course Description: <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>
Course Essential Questions:	<ul style="list-style-type: none"> ● How do I define who I am? (Units 1, 2, 3, 6) ● Why change? (Units 3, 7, 8) ● How does our environment impact our lives? (Units 4, 5, 8) ● How do I know what to believe in what I read, hear and view? (Units 7, 8)

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

	<p>flowers.</p> <ul style="list-style-type: none"> • Living things' activities, clothing, habitats, and the wonders of nature change as the weather and seasons change, too. • We can learn about the world around us through books, play, art, and music. • We share books everyday and learn from the books that are read aloud to us. • Our bodies, languages, signs, and writing communicate what we want to say to one another. • We help one another by talking and sharing with our friends. • We learn about the world around us through books, play, art, and music.
Duration:	<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>
Course Materials/Resources:	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> • Core Texts • Flip Charts: Literacy and Language, Science, Social Studies, Social-Emotional • My Word Book • Manipulatives <ul style="list-style-type: none"> ○ Kit: Counters, Magnifying Glasses, Instruments ○ Cards: Oral Language, Alphabet, Retelling, Letter, Photo, Concepts ○ Audio Collections: Music Favorites, Theme Songs <p>Heggerty Pre-Kindergarten Phonemic Awareness Scholastic: My Big World Magazine Connecticut Early Learning and Development Standards Dual Language Development Framework</p>

	Connecticut ELDS to Common Core State Standards Alignment - ELA Core texts/videos may be replaced by the publisher when titles are out of print.
FPS Course Academic Expectation(s):	<ul style="list-style-type: none"> • Creating and Constructing • Collaborating Strategically
Year at a Glance (Units):	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)

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

	<ul style="list-style-type: none">○ The Big Book of Nursery Rhymes and Songs○ I Learn and Play in School○ Read Aloud Anthology with Stories, Rhymes, and Songs Heggerty Pre-Kindergarten Phonemic Awareness Scholastic: My Big World Magazine Connecticut Early Learning and Development Standards Dual Language Development Framework Connecticut ELDS to Common Core State Standards Alignment - ELA															
Unit Overview:	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.															
Learning Goals																
Standard(s):	<p>Connecticut Early Learning and Development Standards (ELDS): Priority standards are in bold print.</p> <table><tr><th colspan="5">Word/Language Comprehension</th></tr><tr><th>Age Range</th><th>18-24 months</th><th>24-36 months</th><th>3 to 4 years</th><th>4 to 5 years</th></tr><tr><td>Strand A (receptive language) Learning Progression Indicators →</td><td>L.24.2 Point to familiar objects, people and body parts L.24.3 Respond to questions and follow</td><td>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships</td><td>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)</td><td>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,</td></tr></table>	Word/Language Comprehension					Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	Strand A (receptive language) Learning Progression Indicators →	L.24.2 Point to familiar objects, people and body parts L.24.3 Respond to questions and follow	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships	L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)	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,
Word/Language Comprehension																
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years												
Strand A (receptive language) Learning Progression Indicators →	L.24.2 Point to familiar objects, people and body parts L.24.3 Respond to questions and follow	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships	L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)	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,												

	simple directions	L.36.2 Follow two-step directions		sunlight, and water)	
Vocabulary					
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
Strand B (expressive language) Learning Progression Indicator →	L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)	L.36.3 Use nouns and verbs to label experiences, actions or events	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)	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	
Strand B (expressive language) Learning Progression Indicator →	L.24.6 Use words to request objects, have needs met or gain attention	L.36.7 Comment on a variety of experiences, interactions or observations	L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	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
Strand C (language for social interaction) Learning Progression Indicator →	L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward	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	L.48.11. Answer simple who, what, where and why questions	L.60.10 Use language to share ideas and gain information

		speaker	turns			
			L.24.9 Answer a 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>	L.12.8 Engage with adults, showing shared attention to a book	L.24.11 Point to named pictures; may name or comment on familiar pictures	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book	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
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>	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?”)	L.36.14 Enjoy telling and retelling stories and information	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text L.48.14 Ask and answer simple who, what, where and why questions related to story or text 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
	Strand E (knowledge of print and its uses) Learning Progression Indicator →	L.24.14 Hold book upright	L.36.15 Turn pages of a book	L.48.16 Look at pages of a book from left to right (or according to conventions of home language)	L.60.16 Know that books have titles, authors, illustrators or photographers
	Print Concepts				
	Age Range	24-36 months		3-4 years	
	Strand E (knowledge of print and its uses) Learning Progression Indicator →	L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)		L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	
	Letter Recognition				
	Age Range	3-4 years		4-5 years	
	Strand E (knowledge of print and its uses) Learning Progression Indicator →	L.48.19 Recognize some letters especially those in one's own name		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	
	Strand F (develop phonological awareness) Learning Progression Indicator →		L.48.20 Recognize rhyming words in songs, chants or poems 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>	24.15 Use writing tools to make scribbles	L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble	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
Essential Question(s):	<ul style="list-style-type: none"> What do we do in school? What are special things I can do? How are we alike and different? 				
Enduring Understanding(s):	<ul style="list-style-type: none"> School is a community in which we learn and play. I can use my senses to explore and learn new things in my environment. We all come from different backgrounds, or cultures, but we all live in America. 				
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i>	Content Students will know... <ul style="list-style-type: none"> Directional vocabulary (e.g., on, in) Descriptive vocabulary (e.g., color words, action words) Simple pronouns (e.g., I, me, you, mine, he, she) Vocabulary for nouns and verbs Active Listening (speaker/listener 		Skills Students will be able to... <p>Listening Comprehension</p> <ul style="list-style-type: none"> Listen with increasing attention <p>Vocabulary</p> <ul style="list-style-type: none"> Increase listening vocabulary and begin to develop a vocabulary of object names and common phrases 		

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

	<ul style="list-style-type: none">○ Virgil and Owen by Paulette Boga○ ABC for You and Me by Meg Gurnis○ The Big Book of Nursery Rhymes and Songs○ I Work and Play with Others○ Read Aloud Anthology of Stories, Rhymes, and Songs <p>Heggerty Pre-Kindergarten Phonemic Awareness Scholastic: My Big World Magazine Connecticut Early Learning and Development Standards Dual Language Development Framework Connecticut ELDS to Common Core State Standards Alignment - ELA</p>															
Unit Overview:	<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>															
Learning Goals																
Standard(s):	<p>Connecticut Early Learning and Development Standards (ELDS): Priority standards are in bold print.</p> <table><tr><th colspan="5">Word/Language Comprehension</th></tr><tr><th>Age Range</th><th>18-24 months</th><th>24-36 months</th><th>3 to 4 years</th><th>4 to 5 years</th></tr><tr><td>Strand A (receptive language) Learning Progression Indicators →</td><td>L.24.2 Point to familiar objects, people and body parts</td><td>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences</td><td>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put</td><td>L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (e.g.e “plants are</td></tr></table>	Word/Language Comprehension					Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	Strand A (receptive language) Learning Progression Indicators →	L.24.2 Point to familiar objects, people and body parts	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences	L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put	L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (e.g.e “plants are
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	L.24.3 Respond to questions and follow simple directions	and relationships L.36.2 Follow two-step directions	the blue paper under the box)	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 Indicators →</i>	L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)	L.36.3 Use nouns and verbs to label experiences, actions or events	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)	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>	L.24.6 Use words to request objects, have needs met or gain attention	L.36.7 Comment on a variety of experiences, interactions or observations	L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	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>	L.18.7 Pay attention to a speaker by pausing physical	L.24.8 Take turns in conversations by initiating and	L.36.10 Have conversations with adults and peers that	L.48.11. Answer simple who, what, where and why	L.60.10 Use language to share ideas and gain information

	<i>Indicators →</i>	activity, shifting gaze or looking toward speaker	sustaining a simple conversation over two turns L.24.9 Answer a basic question with a word	include four or more exchanges	questions	
	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>	L.12.8 Engage with adults, showing shared attention to a book	L.24.11 Point to named pictures; may name or comment on familiar pictures	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book	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
	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 Indicators →</i>	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?”)	L.36.14 Enjoy telling and retelling stories and information	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text L.48.14 Ask and answer simple who, what, where and why questions related to story or text 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
	Strand E (knowledge of print and its uses) Learning Progression Indicator →	L.24.14 Hold book upright	L.36.15 Turn pages of a book	L.48.16 Look at pages of a book from left to right (or according to conventions of home language)	L.60.16 Know that books have titles, authors, illustrators or photographers
	Print Concepts				
	Age Range	24-36 months		3-4 years	
	Strand E (knowledge of print and its uses) Learning Progression Indicator →	L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)		L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	
	Letter Recognition				
	Age Range	3-4 years		4-5 years	
	Strand E (knowledge of print and its uses) Learning Progression Indicator →	L.48.19 Recognize some letters especially those in one's own name		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	
	Strand F (develop phonological awareness) Learning Progression Indicator →		L.48.20 Recognize rhyming words in songs, chants or poems 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
	Strand G (convey meaning through drawing, letters and words) Learning Progression Indicator →	24.15 Use writing tools to make scribbles	L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble	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
Essential Question(s):	<ul style="list-style-type: none">What are the school rules and why are they important?What can we do with our friends?How can we help our friends?Who works in a school?				
Enduring Understanding(s):	<ul style="list-style-type: none">It is important to follow rules at school and at home in order to keep us safe.We can play games, read books, and share with our friends.We help friends when we play, clean up messes, and by taking turns.Teachers work at school.				
Learning Goal(s): Students will know and will be able to use their learning to:	Content: (Students will know) <ul style="list-style-type: none">Directional vocabulary (e.g., in, on, under)Descriptive vocabulary (e.g., color words, action words)Simple pronouns (e.g., I, me, you, mine,		Skills: (Students will be able to...)Listening Comprehension <ul style="list-style-type: none">Listen for different purposesEnjoy listening to and responding to books		

	<p>he, she)</p> <ul style="list-style-type: none"> • Vocabulary for nouns and verbs • Active Listening (speaker/listener skills, e.g. eye contact, body orientation) • Phonological awareness (Break words into syllables) • Letter Knowledge (Exposure to letter symbols) • Comprehension Monitoring (Begin to retell, respond and talk about books) • Writing (Convey meaning through drawing, letters and words) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Show a steady increase in listening and speaking vocabulary • Attempt to communicate more than current vocabulary will allow, borrowing and extending words to create meaning <p>Verbal Expression</p> <ul style="list-style-type: none"> • Attempt to use new vocabulary and grammar in speech (ESL) <p>Phonological Awareness</p> <ul style="list-style-type: none"> • Begin to break words into syllables or claps along with each syllable in a phrase <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> • Begin to associate the names of letters with their shapes <p>Developing Knowledge of Literary Forms</p> <ul style="list-style-type: none"> • Begin to retell some sequence of events in stories <p>Written Expression</p> <ul style="list-style-type: none"> • Attempt to use a variety of forms of writing (e.g., lists, messages, stories)
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Unit Number and Title:	Unit 3: Families
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Duration:	4 weeks
Resource(s):	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> Core texts: <ul style="list-style-type: none"> Families by Shelley Rotner Looking for Bongo by Eric Velasquez All the World by Liz Garton Scanlon Big Box of Shapes by Wiley Blevins Pecan Pie Baby by Jacqueline Woodson A Birthday Basket for Tia by Pat Mora The Big Book of Nursery Rhymes and Songs Read Aloud Anthology with Stories, Rhymes, and Songs I Have Feelings <p>Heggerty Pre-Kindergarten Phonemic Awareness Scholastic: My Big World Magazine Connecticut Early Learning and Development Standards Dual Language Development Framework Connecticut ELDS to Common Core State Standards Alignment - ELA</p>
Unit Overview:	<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>
Learning Goals	
Standard(s):	<p>Connecticut Early Learning and Development Standards (ELDS): Priority standards are in bold print.</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>	L.24.2 Point to familiar objects, people and body parts L.24.3 Respond to questions and follow simple directions	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships L.36.2 Follow two-step directions	L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)”) 	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>	L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)	L.36.3 Use nouns and verbs to label experiences, actions or events	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)	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>	L.24.6 Use words to request objects, have needs met or gain attention	L.36.7 Comment on a variety of experiences, interactions or observations	L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	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>	L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns L.24.9 Answer a basic question with a word	L.36.10 Have conversations with adults and peers that include four or more exchanges	L.48.11. Answer simple who, what, where and why questions	L.60.10 Use language to share ideas and gain information
	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>	L.12.8 Engage with adults, showing shared attention to a book	L.24.11 Point to named pictures; may name or comment on familiar pictures	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book	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
	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>	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?”)	L.36.14 Enjoy telling and retelling stories and information	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text	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.48.14 Ask and answer simple who, what, where and why questions related to story or text L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	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)</i> <i>Learning Progression Indicator →</i>	L.24.14 Hold book upright	L.36.15 Turn pages of a book	L.48.16 Look at pages of a book from left to right (or according to conventions of home language)	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>	L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)		L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	
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>	L.48.19 Recognize some letters especially those in one's own name		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	
	Strand F (develop phonological awareness) Learning Progression Indicator →		L.48.20 Recognize rhyming words in songs, chants or poems 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
	Strand G (convey meaning through drawing, letters and words) Learning Progression Indicator →	24.15 Use writing tools to make scribbles	L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble	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
Essential Question(s):	<ul style="list-style-type: none">What makes a family?What do families do together?				
Enduring Understanding(s):	<ul style="list-style-type: none">All families are different and a family’s history is unique.Families celebrate, play, eat, help each other, and spend time together.				
Learning Goal(s): Students will know and will be able to use their learning	Content: (Students will know) <ul style="list-style-type: none">Directional vocabulary (e.g., on, in)		Skills: (Students will be able to...)		

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

	Scholastic: My Big World Magazine Connecticut Early Learning and Development Standards Dual Language Development Framework Connecticut ELDS to Common Core State Standards Alignment - ELA																			
Unit Overview:	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.																			
Learning Goals																				
Standard(s):	Connecticut Early Learning and Development Standards (ELDS): Priority standards are in bold print.																			
	<table><tr><th colspan="5">Word/Language Comprehension</th></tr><tr><th>Age Range</th><th>18-24 months</th><th>24-36 months</th><th>3 to 4 years</th><th>4 to 5 years</th></tr><tr><td>Strand A (receptive language) Learning Progression Indicators →</td><td>L.24.2 Point to familiar objects, people and body parts L.24.3 Respond to questions and follow simple directions</td><td>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships L.36.2 Follow two-step directions</td><td>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)</td><td>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></table>					Word/Language Comprehension					Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	Strand A (receptive language) Learning Progression Indicators →	L.24.2 Point to familiar objects, people and body parts L.24.3 Respond to questions and follow simple directions	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships L.36.2 Follow two-step directions	L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)	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)
Word/Language Comprehension																				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years																
Strand A (receptive language) Learning Progression Indicators →	L.24.2 Point to familiar objects, people and body parts L.24.3 Respond to questions and follow simple directions	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships L.36.2 Follow two-step directions	L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)	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)																

	Vocabulary					
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
	Strand B (expressive language) Learning Progression Indicator →	L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)	L.36.3 Use nouns and verbs to label experiences, actions or events	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)	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	
	Strand B (expressive language) Learning Progression Indicator →	L.24.6 Use words to request objects, have needs met or gain attention	L.36.7 Comment on a variety of experiences, interactions or observations	L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	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
	Strand C (language for social interaction) Learning Progression Indicator →	L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns L.24.9 Answer a	L.36.10 Have conversations with adults and peers that include four or more exchanges	L.48.11. Answer simple who, what, where and why questions	L.60.10 Use language to share ideas and gain information

			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>	L.12.8 Engage with adults, showing shared attention to a book	L.24.11 Point to named pictures; may name or comment on familiar pictures	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book	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
	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>	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?”)	L.36.14 Enjoy telling and retelling stories and information	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text L.48.14 Ask and answer simple who, what, where and why questions related to story or text 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
	Strand E (knowledge of print and its uses) Learning Progression Indicator →	L.24.14 Hold book upright	L.36.15 Turn pages of a book	L.48.16 Look at pages of a book from left to right (or according to conventions of home language)	L.60.16 Know that books have titles, authors, illustrators or photographers
	Print Concepts				
	Age Range	24-36 months		3-4 years	
	Strand E (knowledge of print and its uses) Learning Progression Indicator →	L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)		L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	
	Letter Recognition				
	Age Range	3-4 years		4-5 years	
	Strand E (knowledge of print and its uses) Learning Progression Indicator →	L.48.19 Recognize some letters especially those in one's own name		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	
	Strand F (develop phonological awareness) Learning Progression Indicator →		L.48.20 Recognize rhyming words in songs, chants or poems 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>	24.15 Use writing tools to make scribbles	L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble	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
Essential Question(s):	<ul style="list-style-type: none"> Where does food come from? What foods do you like/not like? 				
Enduring Understanding(s):	<ul style="list-style-type: none"> Food can come from a farm, store, restaurant, or garden. Everyone likes and dislikes the taste of different foods. 				
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i>	Content: (Students will know): <ul style="list-style-type: none"> Directional vocabulary (e.g., on, in) Descriptive vocabulary (e.g., color words, action words) Simple pronouns (e.g., I, me, you, mine, he, she) Vocabulary for nouns and verbs Active Listening (gather information to show understanding through listening) Print Concepts (Story telling/re-telling) 		Skills: (Students will be able to...) Listening Comprehension <ul style="list-style-type: none"> Listen purposefully to teachers and peers to gather information and to show some understanding of the language being spoken Speech Production and Speech Discrimination <ul style="list-style-type: none"> Experiment with and demonstrates growing understanding of the sounds and 		

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

Duration:	4 weeks
Resource(s):	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> Core texts: <ul style="list-style-type: none"> Say Hello! by Rachel Isadora Whose Hat Is This? by Sharon Katz Cooper All Through My Town by Jean Reidy When Dinosaurs Came with Everything by Elise Broach One Is a Drummer A Book of Numbers by Roseanne Thong Round Is a Tortilla A Book of Shapes by Roseanne Thong I Make Good Choices The Big Book of Nursery Rhymes and Songs Read Aloud Anthology with Stories, Rhymes, and Songs <p>Heggerty Pre-Kindergarten Phonemic Awareness Scholastic: My Big World Magazine Connecticut Early Learning and Development Standards Dual Language Development Framework Connecticut ELDS to Common Core State Standards Alignment - ELA</p>
Unit Overview:	<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>
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 Indicators →</i>	L.24.2 Point to familiar objects, people and body parts L.24.3 Respond to questions and follow simple directions	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships L.36.2 Follow two-step directions	L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)”) 	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>	L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)	L.36.3 Use nouns and verbs to label experiences, actions or events	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)	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>	L.24.6 Use words to request objects, have needs met or gain attention	L.36.7 Comment on a variety of experiences, interactions or observations	L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate	L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g.,

				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>	L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns L.24.9 Answer a basic question with a word	L.36.10 Have conversations with adults and peers that include four or more exchanges	L.48.11. Answer simple who, what, where and why questions	L.60.10 Use language to share ideas and gain information
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>	L.12.8 Engage with adults, showing shared attention to a book	L.24.11 Point to named pictures; may name or comment on familiar pictures	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book	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
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>	L.24.13 Answer simple specific questions about	L.36.14 Enjoy telling and retelling stories and	L.48.13 Demonstrate comprehension through	L.60.12 With prompting and support, retell familiar	

	<i>knowledge) Learning Progression Indicator →</i>	familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)	information	retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text L.48.14 Ask and answer simple who, what, where and why questions related to story or text L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	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>	L.24.14 Hold book upright	L.36.15 Turn pages of a book	L.48.16 Look at pages of a book from left to right (or according to conventions of home language)	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>	L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)		L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment		
Letter Recognition					
Age Range	3-4 years			4-5 years	

	Strand E (knowledge of print and its uses) Learning Progression Indicator →		L.48.19 Recognize some letters especially those in one’s own name		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	
	Strand F (develop phonological awareness) Learning Progression Indicator →		L.48.20 Recognize rhyming words in songs, chants or poems 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		
Strand G (convey meaning through drawing, letters and words) Learning Progression Indicator →	24.15 Use writing tools to make scribbles	L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble	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		
Essential Question(s):	<ul style="list-style-type: none">What is in a neighborhood?Who works in our neighborhood?					
Enduring	<ul style="list-style-type: none">A neighborhood can have houses, a library, a post office, a grocery store, a police station, and a					

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

		<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Begin to blend syllables to form words <p>Print and Book Awareness</p> <ul style="list-style-type: none"> • Understand that print carries a message by recognizing labels, signs, and other print forms in the environment • Understand that a book has a title and an author • Begin to understand some basic print conventions • Understand that different text forms are used for different functions <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> • Begin to associate the names of letters with their shapes <p>Developing Knowledge of Literary Forms</p> <ul style="list-style-type: none"> • Begin to predict what will happen next • Connect information and events in books to real-life experiences <p>Written Expression</p> <ul style="list-style-type: none"> • Attempt to use a variety of forms of writing
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Unit Number and Title:	Unit 6: Transportation
Duration:	4 weeks
Resource(s):	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> Core Texts: <ul style="list-style-type: none"> The Bus for Us by Suzanne Bloom Goodnight, Goodnight, Construction Site by Sherri Duskey Rinker Alphabeep A Zipping, Zooming ABC by Debora Pearson Clickety Clack by Amy Spence & Robert Spence III Toy Boat by Randall de Sève Row, Row, Row Your Boat by Jane Cabrera I Can Control Myself The Big Book of Nursery Rhymes and Songs Read Aloud Anthology with Stories, Rhymes, and Songs <p>Heggerty Pre-Kindergarten Phonemic Awareness Scholastic: My Big World Magazine Connecticut Early Learning and Development Standards Dual Language Development Framework Connecticut ELDS to Common Core State Standards Alignment - ELA</p>
Unit Overview:	<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>
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 Indicators →</i>	L.24.2 Point to familiar objects, people and body parts L.24.3 Respond to questions and follow simple directions	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships L.36.2 Follow two-step directions	L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)”) 	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>	L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)	L.36.3 Use nouns and verbs to label experiences, actions or events	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)	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>	L.24.6 Use words to request objects, have needs met or gain attention	L.36.7 Comment on a variety of experiences, interactions or observations	L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	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
Strand C (language for social interaction) Learning Progression Indicator →	L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns L.24.9 Answer a basic question with a word	L.36.10 Have conversations with adults and peers that include four or more exchanges	L.48.11. Answer simple who, what, where and why questions	L.60.10 Use language to share ideas and gain information
Interest and Engagement with Books					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Strand D (book appreciation and knowledge) Learning Progression Indicator →	L.12.8 Engage with adults, showing shared attention to a book	L.24.11 Point to named pictures; may name or comment on familiar pictures	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book	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
Understands Stories or Information					
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
Strand D (book appreciation and knowledge) Learning Progression Indicator →	L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat	L.36.14 Enjoy telling and retelling stories and information	L.48.13 Demonstrate comprehension through retelling with use of pictures and props,	L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting,	

	say?”). Ask basic questions about pictures (e.g., “Who is that?”)		acting out main events or sharing information learned from nonfiction text L.48.14 Ask and answer simple who, what, where and why questions related to story or text L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	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
Strand E (knowledge of print and its uses) Learning Progression Indicator →	L.24.14 Hold book upright	L.36.15 Turn pages of a book	L.48.16 Look at pages of a book from left to right (or according to conventions of home language)	L.60.16 Know that books have titles, authors, illustrators or photographers
Print Concepts				
Age Range	24-36 months		3-4 years	
Strand E (knowledge of print and its uses) Learning Progression Indicator →	L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)		L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	
Letter Recognition				
Age Range	3-4 years		4-5 years	
Strand E (knowledge of print and its uses)	L.48.19 Recognize some letters especially		L.60.20 Recognize and name known letters of	

	<i>Learning Progression Indicator →</i>		those in one’s own name		the alphabet in familiar and unfamiliar words L.60.21 Make some letter-sound connections	
	Phonological Awareness					
	Age Range				3-4 years	
	<i>Strand F (develop phonological awareness) Learning Progression Indicator →</i>		L.48.20 Recognize rhyming words in songs, chants or poems 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>		24.15 Use writing tools to make scribbles	L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble	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	
Essential Question(s):		<ul style="list-style-type: none">What types of vehicles do people use?How are vehicles alike and different?				
Enduring Understanding(s):		<ul style="list-style-type: none">People use cars, boats, airplanes, trains, and buses to travel to and from different places.Vehicles are alike and different in the way they travel.				

<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i></p>	<p>Content: (Students will know)</p> <ul style="list-style-type: none"> • Directional vocabulary (e.g., in, on, under) • Descriptive vocabulary (e.g., color words, action words) • Simple pronouns (e.g., I, me, you, mine, he, she) • Vocabulary for nouns and verbs • Academic Vocabulary (use of vocabulary in conversations) • Active Listening (speaker/listener skills, e.g. eye contact, body orientation during conversations, interactions, and instruction; listen and follow simple step directions) • Phonological Awareness (Rhyming words end with the same sound, syllables 1 to 2) • Principles of alphabetic knowledge (some letters, some letter sounds) • Comprehension Monitoring (Answering WH questions) • Story grammar vocabulary (Story sequencing using first, next, last) • Print Concepts/Book Concepts (Print carries meaning/picture description) • Writing (Convey meaning through drawing, letters and words) 	<p>Skills: (Students will be able to...)</p> <p>Listening Comprehension</p> <ul style="list-style-type: none"> • Listen for different purposes • Understand and follows simple oral directions <p>Speech Production and Speech Discrimination</p> <ul style="list-style-type: none"> • Perceive differences between similar sounding words • Produce speech sounds with increasing ease and accuracy • Experiment with new language sounds • Experiment with and demonstrates growing understanding of the sounds and intonation of the English language <p>Vocabulary</p> <ul style="list-style-type: none"> • Use new vocabulary in everyday conversation <p>Verbal Expression</p> <ul style="list-style-type: none"> • Use sentences of increasing length (3 or more words) in everyday speech and grammatical complexity in everyday speech • Attempt to use new vocabulary and grammar in speech <p>Phonological Awareness</p> <ul style="list-style-type: none"> • Become increasingly sensitive to the
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		<p>sounds of spoken words</p> <ul style="list-style-type: none"> • Being to blend syllables to form words • Begin to attend to the beginning sounds in familiar words by identifying that the pronunciation of several words all begin the same way <p>Print and Book Awareness</p> <ul style="list-style-type: none"> • Begin to understand some basic print conventions <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> • Identify 10 or more printed alphabet letters • Begin to notice beginning letters in familiar words • Being to make some letter/sound matches <p>Developing Knowledge of Literary Forms</p> <ul style="list-style-type: none"> • Begin to retell some sequence of events in stories <p>Written Expression</p> <ul style="list-style-type: none"> • Attempt to write messages as part of playful activity • Use known letters and approximations of letters to represent written language • Understand that writing is used to communicate ideas and information
Unit Number and Title:	Unit 7: Animals	

Duration:	4 weeks
Resource(s):	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> Text Choices: <ul style="list-style-type: none"> Farms ABC An Alphabet Book by B.A. Hoena Duck, Duck, Goose by Wiley Blevins What Puppies Do Best by Laura Nemeroff Gilbert Goldfish Wants a Pet by Kelly DiPucchio Hello, Hello! by Miriam Schlein Welcome Home Bear A Book of Animal Habitats by Il Sung Na I Keep Trying The Big Book of Nursery Rhymes and Songs Read Aloud Anthology with Stories, Rhymes and Songs <p>Heggerty Pre-Kindergarten Phonemic Awareness Scholastic: My Big World Magazine Connecticut Early Learning and Development Standards Dual Language Development Framework Connecticut ELDS to Common Core State Standards Alignment - ELA</p>
Unit Overview:	<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>
Learning Goals	
Standard(s):	<p>Connecticut Early Learning and Development Standards (ELDS): Priority standards are in bold print.</p> <div> 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>	L.24.2 Point to familiar objects, people and body parts L.24.3 Respond to questions and follow simple directions	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships L.36.2 Follow two-step directions	L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box) ”	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)
	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>	L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)	L.36.3 Use nouns and verbs to label experiences, actions or events	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)	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>	L.24.6 Use words to request objects, have needs met or gain attention	L.36.7 Comment on a variety of experiences, interactions or observations	L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	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>	L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns L.24.9 Answer a basic question with a word	L.36.10 Have conversations with adults and peers that include four or more exchanges	L.48.11. Answer simple who, what, where and why questions	L.60.10 Use language to share ideas and gain information
	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>	L.12.8 Engage with adults, showing shared attention to a book	L.24.11 Point to named pictures; may name or comment on familiar pictures	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book	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
	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>	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?”)	L.36.14 Enjoy telling and retelling stories and information	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text	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	

			<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>
Book Concepts				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Strand E (knowledge of print and its uses) Learning Progression Indicator →	L.24.14 Hold book upright	L.36.15 Turn pages of a book	L.48.16 Look at pages of a book from left to right (or according to conventions of home language)	L.60.16 Know that books have titles, authors, illustrators or photographers
Print Concepts				
Age Range	24-36 months		3-4 years	
Strand E (knowledge of print and its uses) Learning Progression Indicator →	L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)		L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	
Letter Recognition				
Age Range	3-4 years		4-5 years	
Strand E (knowledge of print and its uses) Learning Progression Indicator →	L.48.19 Recognize some letters especially those in one’s own name		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	
	Strand F (develop phonological awareness) Learning Progression Indicator →		L.48.20 Recognize rhyming words in songs, chants or poems 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	
Strand G (convey meaning through drawing, letters and words) Learning Progression Indicator →	24.15 Use writing tools to make scribbles	L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble	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	
Essential Question(s):	<ul style="list-style-type: none">Where do animals live?How are animals alike and different?				
Enduring Understanding(s):	<ul style="list-style-type: none">Animals live in different places such as farms, in trees, in the ground, and in our homes.Animals are alike and different in the way that they look, what they eat, how they move, and where they live.				

<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i></p>	<p>Content: (Students will know)</p> <ul style="list-style-type: none"> • Directional vocabulary (e.g., in, on, under) • Descriptive vocabulary (e.g., color words, action words) • Simple pronouns (e.g., I, me, you, mine, he, she) • Vocabulary for nouns and verbs • Academic Vocabulary (use of vocabulary in conversations) • Active Listening (speaker/listener skills, e.g. eye contact, body orientation during conversations, interactions, and instruction; listen and follow simple step directions) • Phonological Awareness (Rhyming words end with the same sound, syllables) • Letter Knowledge (Some letters, some letter sounds) • Comprehension Monitoring (Story elements, answer WH questions) • Story grammar vocabulary (First, next, last) • Print Concepts/Book Concepts (Print goes from left to right, letters are different from numbers) • Writing (Convey meaning through drawing, letters and words) 	<p>Skills: (Students will be able to...)</p> <p>Listening Comprehension</p> <ul style="list-style-type: none"> • Listen with increasing attention • Listen to and engages in several exchanges of conversation with others <p>Speech Production and Speech Discrimination</p> <ul style="list-style-type: none"> • Experiment with new language sounds <p>Vocabulary</p> <ul style="list-style-type: none"> • Use new vocabulary in everyday conversation • Refine and extends understanding of known words • Link new learning experiences and vocabulary to what is already known about a topic <p>Verbal Expression</p> <ul style="list-style-type: none"> • Use sentences of increasing length (three or more words) in everyday speech and grammatical complexity in everyday speech • Tell a simple personal narrative, focusing on favorite or most memorable parts <p>Print and Book Awareness</p> <ul style="list-style-type: none"> • Understand that letters are different than numbers • Begin to understand that print runs from
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		<p>left to right and top to bottom</p> <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> ● Identify 10 or more printed alphabet letters ● Begin to notice beginnings letters in familiar words ● Begin to make some letter/sound matches <p>Developing Knowledge of Literary Forms</p> <ul style="list-style-type: none"> ● Become increasingly familiar with narrative form and its elements by identifying characters and predicted events, plot, and the resolution of a story. ● Imitate the special language in storybooks and story dialogue, and uses it in retelling and dramatic play (such as “Once upon a time...”) ● Ask questions and makes comments about the information and events from books ● Connect information and events in books to real-life experiences ● Begin to retell some sequence of events in stories ● Show appreciation of retelling language patterns <p>Written Expression</p> <ul style="list-style-type: none"> ● Attempt to write messages as part of playful activity ● Understand that writing is used to communicate ideas and information
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Unit Number and Title:	Unit 8: Nature
Duration:	4 weeks
Resource(s):	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> Core texts: <ul style="list-style-type: none"> Spring is Here by Taro Gami Leaves by David Ezra Stein Are Trees Alive? by Debbie S. Miller The Great Big Green by Peggy Gifford What Makes the Seasons? by Megan Montague Cash Raindrop, Plop! by Wendy Cheyette Lewison I Have Feelings, Too The Big Book of Nursery Rhymes and Songs Read Aloud Anthology with Stories, Rhymes and Songs <p>Heggerty Pre-Kindergarten Phonemic Awareness Scholastic: My Big World Magazine Connecticut Early Learning and Development Standards Dual Language Development Framework Connecticut ELDS to Common Core State Standards Alignment - ELA</p>
Unit Overview:	<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>	L.24.2 Point to familiar objects, people and body parts L.24.3 Respond to questions and follow simple directions	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships L.36.2 Follow two-step directions	L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)”	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>	L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)	L.36.3 Use nouns and verbs to label experiences, actions or events	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)	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

	Strand B (expressive language) Learning Progression Indicator →	L.24.6 Use words to request objects, have needs met or gain attention	L.36.7 Comment on a variety of experiences, interactions or observations	L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	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
	Strand C (language for social interaction) Learning Progression Indicator →	L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns L.24.9 Answer a basic question with a word	L.36.10 Have conversations with adults and peers that include four or more exchanges	L.48.11. Answer simple who, what, where and why questions	L.60.10 Use language to share ideas and gain information
	Interest and Engagement with Books					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
Strand D (book appreciation and knowledge) Learning Progression Indicator →	L.12.8 Engage with adults, showing shared attention to a book	L.24.11 Point to named pictures; may name or comment on familiar pictures	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book	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	
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>	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?”)	L.36.14 Enjoy telling and retelling stories and information	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text L.48.14 Ask and answer simple who, what, where and why questions related to story or text 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>	L.24.14 Hold book upright	L.36.15 Turn pages of a book	L.48.16 Look at pages of a book from left to right (or according to conventions of home language)	L.60.16 Know that books have titles, authors, illustrators or photographers
Print Concepts					
Age Range		24-36 months		3-4 years	

	Strand E (knowledge of print and its uses) Learning Progression Indicator →		L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)		L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	
	Letter Recognition					
	Age Range		3-4 years		4-5 years	
	Strand E (knowledge of print and its uses) Learning Progression Indicator →		L.48.19 Recognize some letters especially those in one’s own name		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	
	Strand F (develop phonological awareness) Learning Progression Indicator →		L.48.20 Recognize rhyming words in songs, chants or poems 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	
	Strand G (convey meaning)		24.15 Use writing tools to make scribbles		3-4 years	
		L.36.18 Draw simple shapes to represent ideas and write message using		L.48.23 Draw or “write” to convey an idea, event or story. “Writing”		
				L.60.25 Draw original stories with a beginning, middle and end		

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

	<ul style="list-style-type: none"> • Comprehension Monitoring (answering WH questions, story sequencing, story elements) • Story grammar vocabulary (first, next, last) • Print Concepts/Book Concepts • Writing (Convey meaning through drawing, letters and words) 	<p>to the current topic of discussion</p> <ul style="list-style-type: none"> • Begin to engage in conversation and follow conversational rules <p>Phonological Awareness</p> <ul style="list-style-type: none"> • Become increasingly sensitive to the sounds of spoken words • Begin to blend syllables to form words • Begin to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> • Identify 10 or more printed alphabet letters • Begin to notice beginning letters in familiar words • Begin to make some letter/sound matches <p>Interest and Engagement in Reading</p> <ul style="list-style-type: none"> • Demonstrate an interest in books and reading through body language and facial expressions • Enjoy listening to and discussing storybooks and information books read aloud • Attempt to read and write independently <p>Developing Knowledge of Literary Forms</p> <ul style="list-style-type: none"> • Begin to predict what will happen next in a story
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		<p>Written Expression</p> <ul style="list-style-type: none"> • Use known letters and approximations of letters to represent written language • Attempt to connect the sounds in a word with its letter forms • Attempt to use a variety of forms of writing • Begin to dictate words, phrases, and sentences to an adult recording on paper
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Unit Number and Title:	Mini Units: Teacher's Choice
Duration:	6 weeks
Resource(s):	<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 Connecticut Early Learning and Development Standards Dual Language Development Framework Connecticut ELDS to Common Core State Standards Alignment - ELA</p>
Unit Overview:	<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>	L.24.2 Point to familiar objects, people and body parts L.24.3 Respond to questions and follow simple directions	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships L.36.2 Follow two-step directions	L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)”	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 A (receptive language) Learning Progression Indicator →</i>	L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)	L.36.3 Use nouns and verbs to label experiences, actions or events	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)	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>	L.24.6 Use words to request objects, have needs met or gain attention	L.36.7 Comment on a variety of experiences, interactions or observations	L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	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>	L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns L.24.9 Answer a basic question with a word	L.36.10 Have conversations with adults and peers that include four or more exchanges	L.48.11. Answer simple who, what, where and why questions	L.60.10 Use language to share ideas and gain information
	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>	L.12.8 Engage with adults, showing shared attention to a book	L.24.11 Point to named pictures; may name or comment on familiar pictures	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book	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	
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>	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?”)	L.36.14 Enjoy telling and retelling stories and information	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text L.48.14 Ask and answer simple who, what, where and why questions related to story or text 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>	L.24.14 Hold book upright	L.36.15 Turn pages of a book	L.48.16 Look at pages of a book from left to right (or according to conventions of home language)	L.60.16 Know that books have titles, authors, illustrators or photographers
Print Concepts					
Age Range		24-36 months		3-4 years	

	Strand E (knowledge of print and its uses) Learning Progression Indicator →		L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)		L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	
	Letter Recognition					
	Age Range		3-4 years		4-5 years	
	Strand E (knowledge of print and its uses) Learning Progression Indicator →		L.48.19 Recognize some letters especially those in one's own name		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	
	Strand F (develop phonological awareness) Learning Progression Indicator →		L.48.20 Recognize rhyming words in songs, chants or poems 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	
	Strand G (convey meaning through drawing, letters,		24.15 Use writing tools to make scribbles		3-4 years	
			L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble		L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters	
					L.60.25 Draw original stories with a beginning, middle and end	

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

		<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Become increasingly sensitive to the sounds of spoken words • Begin to blend syllables to form words • Begin to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> • Identify 10 or more printed alphabet letters • Begin to notice beginning letters in familiar words • Begin to make some letter/sound matches <p>Developing Knowledge of Literary Forms</p> <ul style="list-style-type: none"> • Begin to predict what will happen next in a story <p>Written Expression</p> <ul style="list-style-type: none"> • Use known letters and approximations of letters to represent written language • Attempt to connect the sounds in a word with its letter forms • Attempt to use a variety of forms of writing • Begin to dictate words, phrases, and sentences to an adult recording on paper
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Grade 1 English Language Arts

Course Information

Grade(s):	Grade 1
Discipline/Course:	English Language Arts (ELA)
Course Title:	Grade 1 English Language Arts
Prerequisite(s):	Kindergarten
Course Description:	<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 text, thank you letters, opinion and persuasive essay, 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 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>
Course Essential Questions:	<ol style="list-style-type: none"> 1. How do I define who I am? 2. Why change? 3. How does our environment impact our lives? 4. How do I know what to believe in what I read, hear and view? 5. Why are human relationships important? 6. Why do we seek and build community?

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

Duration:	One year
Course Materials/ Resources:	<p>Houghton Mifflin Harcourt (HMH) Into Reading Manuals HMH's Writing Workshop Manual HMH's Structured Literacy Manuals <u>Rigby Leveled Readers</u> Start Right Decodable Readers Supplemental Resources:</p> <ul style="list-style-type: none"> • Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Core texts/videos may be replaced by the publisher when titles are out of print.</p>
FPS Course Academic Expectation(s):	<ul style="list-style-type: none"> • Exploring & Understanding • Synthesizing & Evaluating
Year at a Glance (Modules):	<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) 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)</p>

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

	<p>■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt</p>
Module Overview:	<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 identifying nouns and adjectives. 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>
Standard(s):	<p>Connecticut Core Standards Reading RL.1.1/RI.1.1 Ask and answer questions about key details in a text.</p>

- RL.1.3** Describe characters, settings, and major events in a story, using key details.
- RL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- RI.1.2** Identify the main topic and retell key details of a text.
- RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1.

Foundational Skills

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds

- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- 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.

- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.

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.

Speaking and Listening

	<p>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.</p> <ul style="list-style-type: none"> 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. <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Language</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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). <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use end punctuation for sentences. b. 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. <p>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> <ul style="list-style-type: none"> c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
Essential Question(s):	<ul style="list-style-type: none"> • How can making new friends and learning new things help me?

	<ul style="list-style-type: none"> Who am I? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> People listen to others and share ideas when they are members of a community. People we meet, experiences we have, and learning new things can help us grow. Friends are important, have many different qualities and each is special in their own way. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>3 Big Questions</i>, <i>Contrasts and Contradictions</i>) Ask and answer questions Central idea and key details Features/Characteristics of text Character traits, experiences Informational text 	<ul style="list-style-type: none"> Ask questions when encountering new, confusing, or challenging information in a nonfiction text -the <i>3 Big Questions</i> signpost. Identify and explain an author's use of opposing ideas in fiction texts-the <i>Contrasts and Contradictions</i> signpost. Ask and answer questions. Describe characters, settings, and major events in a story. Identify the main topic and retell key details. Explain the differences between fiction and nonfiction texts. Compare and contrast characters. Read appropriate complexity.
Foundational Skills:	<ul style="list-style-type: none"> Phonics: short vowels, open syllables in one syllable words Phonological Awareness: <ul style="list-style-type: none"> Rhyme Blending Onset and Rime Alliteration Blending Words Deleting Words 	<ul style="list-style-type: none"> Decode short vowels, open syllables in one syllable words. Orally produce rhymes, blend onset and rimes, blend, segment and delete phonemes in words. Read/spell irregular grade level. Read aloud grade-level text with fluency, and accurate, smooth phrasing. Read/Spell words with short vowels and with open

	<ul style="list-style-type: none"> • Blending Phonemes • Segmenting Phonemes • Irregular words • Fluency - accuracy, reading rate, self-correction, phrasing • Spelling- words with short vowels, words with open syllables • Handwriting - Manuscript: m, s, t, b, a, i, n, d, p, c, o, u, r, f, g, h, e, Pencil Grip and Paper Position • Concepts of Print - letters, words and sentences, directionality, end punctuation 	<p>syllables.</p> <ul style="list-style-type: none"> • Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) • Use concepts of print (letters, words and sentences, directionality, end punctuation) to demonstrate understanding of how books work.
Writing:	<ul style="list-style-type: none"> • Narrative - oral/writing story • Constructive peer feedback • Response strategies 	<ul style="list-style-type: none"> • Sequence events and provide some sense of closure. • Focus on a topic, respond to questions and suggestions, and add details. • Recall and gather source-based information to answer questions.
Speaking & Listening:	<ul style="list-style-type: none"> • Expectations for discussions • Key and relevant details 	<ul style="list-style-type: none"> • Follow agreed-upon rules and respond to others in complete sentences during conversation, and ask questions to clarify. • Ask and answer questions, expressing ideas and feelings clearly. • Describe people, places, things, and events with relevant details.
Language:	<ul style="list-style-type: none"> • Academic Vocabulary/Critical Vocabulary: Examples: noisy, furry, 	<ul style="list-style-type: none"> • Use verbs of past, present, and future, adjectives and conjunctions.

	<p>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</p> <ul style="list-style-type: none"> ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): Examples: *event, *sequence, *repetition, alliteration, pattern, rhyme, *evidence, *detail, *author's purpose, persuade, *inform, entertain, genre, formal language, informal language, monitor, *clarify, reread, background knowledge, visual, classify, categorize, *verb, *inference, *topic, *central idea, *supporting evidence, *character, *adjective, *reason, *action, *compare, *contrast ● Generative vocabulary: words about feelings, inflection <i>-ed</i> ● Conventions of Standard English, 	<ul style="list-style-type: none"> ● Produce and expand a variety of simple and compound sentences in response to prompts using appropriate ending punctuation. ● Use conventional spelling for words with common spelling patterns. ● Use conventional spelling for frequently occurring irregular words. ● Identify root words and their inflectional forms and meanings. ● Sort, define and understand concept words. ● Using increasingly complex sentences in conversation to orally reflect and respond to text.
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	Grammar and Usage: nouns, proper nouns, capitalization	
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Unit Number and Title:	Module 2: Communities and Culture: My Family, My Community
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> • HMH's Into Reading Volume 1, Module 2 • HMH's Writing Workshop Manual • HMH's Structured Literacy Manual, Volume 1, Module 2 • Rigby Leveled Readers • Start Right Decodable Readers <p><u>Core texts:</u></p> <ul style="list-style-type: none"> ○ <i>Kids Speak Up!</i>, opinion writing ○ <i>Whose Hands Are These?</i> by Miranda Paul, informational text ○ <i>Dan Had a Plan</i> by Wong Herbert Yee, realistic fiction ○ <i>Maybe Something Beautiful</i> by F. Isabel Campoy and Theresa Howell, realistic fiction ○ <i>On the Map!</i> by Lisa Fleming, informational text ○ <i>Grandfather Counts</i> by Andrea Cheng, fiction ○ <i>Places in My Neighborhood</i> by Shelly Lyons, informational text

	<ul style="list-style-type: none"> ○ <i>Abuela</i> by Arthur Dorros, fantasy ○ <i>Who Put the Cookies in the Cookie Jar?</i> by George Shannon, informational text ○ Bringing Asha Home by Uma Krishnaswami, realistic fiction ○ <i>Curious About Jobs</i> by HMH, video ○ <i>Nana in the City</i> by Laruen Castillo, realistic fiction (writing focal text) ● Supplemental Resources: <ul style="list-style-type: none"> ○ Heggerty Phonemic Awareness Primary Curriculum ○ Literacy How Professional Learning Series: <ul style="list-style-type: none"> ■ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ■ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Social Studies - Citizenship in Our Community/Geography and Map Skills/Contributing in a Democratic Society grade 1 unit</p>
Module Overview:	<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</p>

	<p>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>
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1</p> <p>Foundational Skills</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending</p>

	<p>punctuation).</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> b. Decode regularly spelled one-syllable words. <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. <p>Writing</p> <p>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.</p> <p>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> <p>Speaking and Listening</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)</p> <p>Language</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper and lowercase letters.
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	<ul style="list-style-type: none"> b. Use common, proper, and possessive nouns. e. Use verbs to convey a sense of past, present, and future f. Use frequently occurring adjectives. <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. 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. <p>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> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. 	
Essential Questions:	<ul style="list-style-type: none"> • What makes families and communities special? • Why do we seek and build community? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • People belong to a variety of groups over a lifetime. • Belonging is a basic human need. People belong to a family and a community. • The quality of community results from the contributions of the people. People collaborate and contribute to the community's success. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments</i>, <i>3 Big Questions</i>) • Story retell • Central Message or Main topic • Story Elements 	<ul style="list-style-type: none"> • Identify and explain new information about a character or an event in fiction texts -the <i>Aha Moments</i> signpost. • Ask questions when encountering new, confusing, or challenging information in a nonfiction text -the <i>3 Big Questions</i> signpost.

	<ul style="list-style-type: none"> • Characters • Key details • Compare and contrast • Complex Informational Text 	<ul style="list-style-type: none"> • Identify the main topic with key details of a text • Describe story characters, setting, and/or events. • Compare and contrast characters and actions in stories. • Read appropriate complexity. • Use the illustrations and details to support understanding. • Connect two individuals, events, ideas, or pieces of information in a text. • Distinguish between information provided by words, pictures or illustrations. • Identify similarities in and differences between two texts on the same topic. • Ask and answer questions to determine or clarify the meaning of words and phrases. • Identify the reasons an author gives to support points in a text. • Read appropriately complex grade level informational texts.
Foundational Skills:	<ul style="list-style-type: none"> • Phonics: floss rule, final -ck, words with -all, -oll, -ull • Phonological Awareness- <ul style="list-style-type: none"> • Blending Syllables • Blending Onset and Rime • Deleting Syllables • Blending Phonemes • Segmenting Syllables • Segmenting Phonemes • Irregular words • Fluency - expression, intonation, 	<ul style="list-style-type: none"> • Decode words with final -ck, and words with -all, -oll and -ull. Understand floss rule. • Orally produce, segment and blend onset and rimes, blend, segment and delete syllables and phonemes in words. • Read/spell irregular grade level words • Read aloud grade-level text with fluency, accuracy, and intonation. Monitor for and self-correcting errors. • Spell words with floss rule, final -ck and words with -all, -oll, and -ull.

	<p>accuracy and self correction</p> <ul style="list-style-type: none"> • Spelling- words with the floss rule, final -ck, words with –all, –oll, –ull • Handwriting - Manuscript: j, l, k, z, y, x, q, w, v, s, Mm, Ss, Tt • Concepts about Print - words in sentences, commas, quotation marks 	<ul style="list-style-type: none"> • Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) • Use concepts of print to demonstrate understanding of how punctuation works in sentences and how it affects meaning.
Writing:	<ul style="list-style-type: none"> • Descriptive Essay • Constructive peer feedback 	<ul style="list-style-type: none"> • Write informative/explanatory texts that include a topic, details and closure. • Focus on a topic, respond to questions and suggestions, and add details.
Speaking & Listening:	<ul style="list-style-type: none"> • Expectations for discussions • Key Details 	<ul style="list-style-type: none"> • Follow agreed-upon rules and respond to others in complete sentences during conversation, and ask questions to clarify. • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Language:	<ul style="list-style-type: none"> • Academic Vocabulary/Critical Vocabulary: 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 	<ul style="list-style-type: none"> • Print all upper- and lowercase letters. • Use adjectives, prepositions, verbs of past, present, and future, and common, proper, and possessive nouns. • Produce and expand a variety of simple and compound sentences in response to prompts using appropriate ending punctuation and capitalization. • Use conventional spelling for words with common spelling patterns. • Use conventional spelling for frequently

	<ul style="list-style-type: none"> ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 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 ● Generative vocabulary: Words About Places and Things, Words About Actions and Directions ● Conventions of Standard English, Grammar and Usage: nouns, irregular plural nouns 	<p>occurring irregular words.</p> <ul style="list-style-type: none"> ● Identify real-life connections between words and their use. ● Using increasingly complex sentences in conversation to orally reflect and respond to text. ● Understand word meanings through the use of sentence-level context and affixes.
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Unit Number and Title:	Module 3: Life Science: How Animals Live - Amazing Animals
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Volume 1, Module 3 ● HMH's Writing Workshop Manual ● HMH's Structured Literacy Manual, Volume 1, Module 3 ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Animal Q & A</i>, informational text ○ <i>Best Foot Forward</i> by Ingo Arndt, informational text ○ <i>The Nest</i> by Carole Roberts, realistic fiction ○ <i>Whose Eye Am I?</i> by Shelley Rotner, informational text ○ <i>Blue Bird and Coyote</i> by James Bruchac, folktale ○ <i>Have You Heard the Nesting Bird?</i> by Rita Gray, narrative nonfiction ○ <i>Ol' Mama Squirrel</i> by David Ezra Stein, fantasy ○ <i>Step-by-Step Advice from the Animal Kingdom</i> by Steve Jenkins and Robin Page, procedural

	<p>text</p> <ul style="list-style-type: none"> ○ <i>Beaver Family</i> by National Geographic Kids, video ○ <i>Giraffes</i> by Kate Riggs, informational text (writing focal text) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Heggerty Phonemic Awareness Primary Curriculum ● Literacy How Professional Learning Series: <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Science - Structure, Function and Information Processing grade 1 unit</p>
Module Overview:	<p>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. 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 a research essay about their favorite animal. 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>
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>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.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>Foundational Skills</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending</p>

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.

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.

- 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.1.4 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).

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

Foundational Skills:	<ul style="list-style-type: none"> • Phonics: Review consonant digraphs sh, wh, th, ch, ng • Phonological Awareness: <ul style="list-style-type: none"> • Segmenting Initial Sound • Blending Onset and Rime • Blending Phonemes • Segmenting Phonemes • Irregular Words • Fluency - reading rate, expression, phrasing • Spelling - words with consonant digraphs • Handwriting- Manuscript: Bb, Aa, Ii, Nn, Dd, Pp, Cc, Oo, Uu • Concepts about Print - letters, words and sentences, punctuation, dialogue 	<ul style="list-style-type: none"> • Decode words with consonant digraphs sh, wh, th, ch, ng • Orally produce and segment initial sound , blend onset and rimes, and blend/segment phonemes in words. • Read/spell irregular grade level words • Read aloud grade-level text with fluency, accuracy with a focus on rate and expression and phrasing. • Spell words with consonant digraphs. • Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) • Use concepts of print to demonstrate understanding of how punctuation works in sentences, especially for dialogue and how it affects meaning.
Writing:	<ul style="list-style-type: none"> • Opinion Writing 	<ul style="list-style-type: none"> • 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.
Speaking & Listening:	<ul style="list-style-type: none"> • Expectations for discussions • Key and Relevant Details 	<ul style="list-style-type: none"> • Follow agreed-upon rules and respond to others in complete sentences during conversation, and ask questions to clarify. • Ask and answer questions about key details to clarify understanding or gather additional information.

Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: 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 ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 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 ● Generative vocabulary: Words About Time and Position, Inflection <i>-ing</i> ● Conventions of Standard English, 	<ul style="list-style-type: none"> ● Use verbs to convey a sense of past, present, and future, and use frequently occurring prepositions. ● Produce and expand a variety of simple and compound sentences in response to prompts using appropriate ending punctuation and capitalization. ● Use conventional spelling for words with common spelling patterns. ● Use conventional spelling for frequently occurring irregular words. ● Identify real-life connections between words and their use. ● Understand word meanings through the use of sentence-level context and affixes.
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	Grammar and Usage: nouns, irregular plural nouns	
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Unit Number and Title:	Module 4: Citizenship: Better Together
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Manual Volume 2, Module 4 ● HMH’s Writing Workshop Manual ● HMH’s Structured Literacy Manual, Volume 1, Module 4 ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Good Sports</i>, informational text ○ <i>Baseball Hour</i> by Carol Nevius, informational text ○ <i>Goal!</i> by Jane Medina, informational text ○ <i>Coming to America: A Muslim Family’s Story</i> by Bernard Wolf, narrative nonfiction ○ <i>Pelé, King of Soccer</i> by Monica Brown, biography ○ <i>Get Up and Go!</i> by Rozanne Lanczak Williams, informational text ○ <i>Brontorina</i> by James Hower, fantasy ○ <i>The Great Ball Game</i> by Joseph Bruchac, folktale ○ <i>If You Plant a Seed</i> by Kadir Nelson, fantasy ○ <i>Color Your World with Kindness</i> by BetterWorlddians Foundation, video

	<ul style="list-style-type: none"> ○ <i>Do Unto Otters</i> by Laurie Keller, fantasy (writing focal text) ● Heggerty Phonemic Awareness Primary Curriculum ● Literacy How Professional Learning Series: <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Social Studies - Citizenship in Our Community/Geography and Map Skills/Contributing in a Democratic Society grade 1 unit</p>
Module Overview:	<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 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</p>

	<p>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>
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.3 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>Foundational Skills</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. 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). <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. f. Read words with inflectional endings. <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding.

- b. Read grade-level text orally with accuracy, appropriate rate, and expression 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).

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.1.2 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.

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.

- 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).

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).	
Essential Question(s):	<ul style="list-style-type: none"> • Why is it important to do my best and get along with others? • Why are human relationships important? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Friends learn how to get along and be a good sport when working and playing together. • Playing fairly and persevering is important when things get challenging. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments</i>, <i>Word Gaps</i>) • Retell with key details and central message • Characters • Story elements • Text Features • Author's Purpose • Compare and Contrast • Complex Text 	<ul style="list-style-type: none"> • Identify and explain new information about a character or an event in fiction texts -the <i>Aha Moments</i> signpost • Identify unfamiliar words and look for sentence-level context clues to gain meaning- the <i>Word Gaps</i> signpost • Retell stories, including key details, and demonstrate understanding of their central message or lesson. • Ask and answer questions about key details in a text. • Use the illustrations and details in a text to describe its key ideas. • 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. • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • Identify the reasons an author gives to support points in a text.

		<ul style="list-style-type: none"> • Compare and contrast the adventures and experiences of characters in stories. • Identify basic similarities in and differences between two texts on the same topic. • With prompting and support, read various texts appropriately complex for grade 1.
Foundational Skills:	<ul style="list-style-type: none"> • Phonics: initial two consonant blends, review final two consonant blends, contractions, open and closed syllables- two syllable words • Phonological Awareness: <ul style="list-style-type: none"> • Blending Onset and Rime • Deleting Syllables • Blending Phonemes • Segmenting Phonemes • Irregular Words • Fluency - intonation, accuracy, self correction, reading rate • Spelling - words with initial two consonant blends, words with final two consonant blends, contractions, words with open and closed syllables-two syllable words • Handwriting - Manuscript: Rr, Ff, Gg, Hh, Ee, Jj, Ll, Kk, Yy • Concepts about Print- words in sentences, directionality, capitalization 	<ul style="list-style-type: none"> • Review and decode initial two consonant blends, final two consonant blends, contractions, open and closed syllables- two syllable words • Read/spell irregular grade level words • Read aloud grade-level text with fluency, accuracy with a focus on rate and intonation. expression and phrasing. Self-correcting as monitors for errors • Spell words with initial and final two consonant blends, contractions, and two syllable words with open and closed syllables. • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) • Use concepts of print to demonstrate understanding of how capitalization works in a sentence, and how it affects meaning.

Writing:	<ul style="list-style-type: none"> • Opinion Writing • Shared Writing • Response Strategies 	<ul style="list-style-type: none"> • 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. • Participate in shared research and writing projects. • Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening:	<ul style="list-style-type: none"> • Key and Relevant Details 	<ul style="list-style-type: none"> • Ask and answer questions about key details to clarify understanding or gather additional information.
Language:	<ul style="list-style-type: none"> • Parts of Speech • Sentence Construction • Common Spelling Patterns • Irregular Words • Academic Vocabulary/Critical Vocabulary: 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 • Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English 	<ul style="list-style-type: none"> • Produce and expand a variety of simple and compound sentences in response to prompts using appropriate ending punctuation and capitalization. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Use sentence-level context as a clue to the meaning of a word or phrase. • Identify real-life connections between words and their use.

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

	<ul style="list-style-type: none"> ● Heggerty Phonemic Awareness Primary Curriculum ● Literacy How Professional Learning Series: <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Science - Space Systems: Patterns and Cycles grade 1 unit</p>
Module Overview:	<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>
Standard(s):	Connecticut Core Standards

Reading

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

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

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

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

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

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

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

Foundational Skills

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

a. 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.

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.

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

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

	<p>Speaking and Listening</p> <p>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.</p> <p>a. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Language</p> <p>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> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	
Essential Question(s):	<ul style="list-style-type: none"> • Why do light and dark come and go? • How does the environment impact our lives? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • The rotation of Earth causes night and day. • There is a relationship between the Earth and the sun that causes the change of seasons. • Learning about our world and how it works helps us be good stewards for the future. 	
Learning Goal(s):	<p>Content: Students will know...</p>	<p>Skills: Students will be able to...</p>
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments</i>, <i>Contrasts</i> and <i>Contradictions</i>) • Key details and central ideas • Text Features • Compare and contrast 	<ul style="list-style-type: none"> • Identify and explain new information about a character or an event in fiction texts -the <i>Aha Moments</i> signpost • Identify and explain an author's use of opposing ideas in fiction texts-the <i>Contrasts</i> and <i>Contradictions</i> signpost • Ask and answer questions about key details in a

	<ul style="list-style-type: none"> • Text Evidence • Story Elements • Genres • Complex Texts 	<p>text.</p> <ul style="list-style-type: none"> • Identify the main topic and retell key details of a text. • Know and use various text features to locate key facts or information in a text. • Identify basic similarities in and differences between two texts on the same topic. • Identify the reasons an author gives to support points in a text. • With prompting and support, read informational texts appropriately complex for grade 1.
Foundational Skills:	<ul style="list-style-type: none"> • Phonics: VCe Long Vowel Patterns in Single-Syllable Words, Long a and Long i, VCe Long Vowel Patterns in Single-Syllable Words, Long o and Long u, VCe Long Vowel Patterns in Single-Syllable Words, Long e and VCe • Phonological Awareness <ul style="list-style-type: none"> • Deleting Syllables • Substituting Phonemes • Blending Phonemes • Segmenting Phonemes • Irregular Words • Fluency - expression, phrasing, intonation • Spelling - Words with VCe Long Vowel Patterns in Single-Syllable Words • Handwriting- Manuscript: Xx, Qq, 	<ul style="list-style-type: none"> • 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. • Orally produce and delete syllables and blend, segment and substitute phonemes in words. • Read/spell irregular grade level words • Read aloud grade-level text with fluency and accuracy with a focus on expression, phrasing and intonation. Monitor and self-correct errors. • Spell Single-Syllable Words with VCe Long Vowel Patterns. • Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) • Use concepts of print to demonstrate understanding of punctuation, focusing on commas, and how they

	<p>Ww, Vv, Zz, l, t, i</p> <ul style="list-style-type: none"> ● Concepts about Print - directionality, commas, letters, words and sentences 	<p>work in a sentence, and how they affect meaning.</p>
Writing:	<ul style="list-style-type: none"> ● Informative/Explanatory Writing ● Shared Writing ● Publishing 	<ul style="list-style-type: none"> ● Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. ● Recall information from experiences or gather information from provided sources to answer a question. ● Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Speaking & Listening:	<ul style="list-style-type: none"> ● Expectations for discussions ● Key and Relevant Details 	<ul style="list-style-type: none"> ● Follow agreed-upon rules and respond to others in complete sentences during conversation through multiple exchanges, and ask questions to clarify. ● Ask and answer questions about key details to clarify understanding or gather additional information.
Language:	<ul style="list-style-type: none"> ● Sentence Construction ● Parts of speech ● Common spelling patterns ● Irregular words ● Academic Vocabulary/Critical Vocabulary: Examples: sweep, rolls, universe, tilts, revolve, gravity, bank, trembling, nibbled, relief, scrambled, tight, arrives, avoid, nears, blanket, hidden, bare, faces, 	<ul style="list-style-type: none"> ● Produce and expand a variety of simple and compound sentences in response to prompts using appropriate ending punctuation and capitalization. ● Use singular and plural nouns with matching verbs and verbs to convey a sense of past, present, and future in basic sentences. ● Use frequently occurring conjunctions and adjectives. ● Use conventional spelling for words with common spelling patterns. ● Use conventional spelling for frequently occurring

	<p>shines, fades, pattern, seasons, weather, shivering, starry, creatures, swooping, reaching, early, waiting, touched, sloppy, blink</p> <ul style="list-style-type: none"> ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): Examples: *diagram, label, *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 ● Generative vocabulary: Suffixes <i>-er, -est</i>, Inflection <i>-s</i>, Suffixes <i>-y, -ful</i> ● Conventions of Standard English, Grammar and Usage: pronouns, verbs (action) 	<p>irregular words</p> <ul style="list-style-type: none"> ● Identify and use frequently occurring root words and their inflectional forms, and affixes as a clue to the meaning of a word. ● Identify real-life connections between words and their use.
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Unit Number and Title:	Module 6: American Holidays and Symbols: Celebrate America
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Volume 2, Module 6 ● HMH's Writing Workshop Manual ● HMH's Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>State the Facts!</i>, informational text ○ <i>You're a Grand Old Flag</i> by George Cohan, song ○ <i>Monument City</i> by Jerdine Nolen, drama ○ <i>Presidents' Day</i> by Anne Rockwell, realistic fiction ○ <i>The Contest</i> by Libby Martinez, opinion writing ○ <i>The Statue of Liberty</i> by Tyler Monroe, informational text ○ <i>Can We Ring the Liberty Bell?</i> by Martha E. H. Rustad, narrative nonfiction ○ <i>Hooray for the Holidays!</i> by Pat Cummings, realistic fiction ○ <i>Patriotic Poems</i>, by anonymous, Marci Ridlon, Kate Arnold, and Kristine O'Connell George poetry

	<ul style="list-style-type: none"> ○ <i>The Thanksgiving Door</i> by Debby Atwell, realistic fiction (writing focal text) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Heggerty Phonemic Awareness Primary Curriculum ● Literacy How Professional Learning Series: <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Social Studies - Citizenship in Our Community/Geography and Map Skills/Honoring the Past and Present grade 1 unit</p>
Module Overview:	<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</p>

	<p>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>
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>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.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>Foundational Skills</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds(phonemes).</p> <ul style="list-style-type: none"> 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.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.

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.1.5 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

	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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. <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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. <p>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> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). <p>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).</p>	
Essential Question(s):	<ul style="list-style-type: none"> • What do holidays and symbols tell us about our country? • How do stories tell us about what a culture values? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • There are a variety of patriotic holidays and symbols that citizens associate with the United States of America. • Through stories, people examine the purpose for important American events and symbols such as monuments, the Liberty Bell and other U.S. symbols. 	
Learning Goal(s):	Content:	Skills:

	Students will know...	Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Words of the Wiser</i>, <i>Numbers and Stats</i>) • Key Details • Compare and Contrast • Story Elements • Point of View/Narrator • Central Message/Main Topic • Word Meanings • Text Features • Author's Purpose 	<ul style="list-style-type: none"> • Identify story moments when a secondary character influences the main character's choices in fiction text - the <i>Words of the Wiser</i> signpost • Identify when authors use numbers to share important information in a nonfiction text - the <i>Numbers and Stats</i> signpost • Describe the connection between two individuals, events, ideas, or pieces of information in a text. • Identify who is telling the story at various points in a text. • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • Know and use various text features to locate key facts or information in a text. • Identify the reasons an author gives to support points in a text. • Explain major differences between books that tell stories and books that give information.
Foundational Skills:	<ul style="list-style-type: none"> • Phonics: Two-Syllable Words with Open, Closed, and VCe Syllables, Soft c /s/ (cent), _ce /s/ (mice), Soft g /j/ (gem), _ge /j/ (cage) • Phonological Awareness: <ul style="list-style-type: none"> • Deleting Syllables • Substituting Phonemes 	<ul style="list-style-type: none"> • Decode two-syllable words with Open, Closed, and VCe Syllables, Soft c /s/ (cent), _ce /s/ (mice), Soft g /j/ (gem), _ge /j/ (cage). • Read aloud grade-level text with fluency and accuracy with a focus on monitoring for and self-correcting errors.

	<ul style="list-style-type: none"> • Blending Phonemes • Segmenting Phonemes • Fluency - accuracy and self correction, reading rate, expression • Spelling - Two-Syllable Words with Open, Closed, and VCe Syllables, words with soft c, _ce, words with soft g, _ge • Handwriting - j, u, y, r, n, m, h, b • Concepts about Print - words in sentences, capitalization, dialogue 	<ul style="list-style-type: none"> • Spell Two-Syllable Words with Open, Closed, and VCe Syllables, words with soft c, _ce, words with soft g, _ge • Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing)
Writing:	<ul style="list-style-type: none"> • Narrative Writing • Constructive Peer Feedback • Response Strategies 	<ul style="list-style-type: none"> • 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. • Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening:	<ul style="list-style-type: none"> • Expectations for Discussions • Key Details 	<ul style="list-style-type: none"> • Ask questions to clarify. • Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Language:	<ul style="list-style-type: none"> • Academic Vocabulary/Critical Vocabulary: Examples: forever, peace, emblem, true, brag, scene, monuments, 	<ul style="list-style-type: none"> • Use common, proper, and possessive nouns, verbs to convey a sense of past, present, and future, and frequently

	<p>sights, grouchy, freedom, symbol, vote, program, split, stand, onstage, audience, contest, liberty, hope, national, towers, base, famous, center, government, brittle, signed, papers, celebrate, share, tradition, parade, Constitution</p> <ul style="list-style-type: none"> ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 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 ● Generative vocabulary: Suffixes -y, -ful, -less, Words About Actions ● Conventions of Standard English, Grammar and Usage: nouns, verbs (past tense), action words, synonyms, complete 	<p>occurring conjunctions.</p> <ul style="list-style-type: none"> ● Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ● Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ● Use sentence-level context and frequently occurring affixes as a clue to the meaning of a word or phrase.
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	sentences	
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Unit Number and Title:	Module 7: Earth Science: The Natural World-The Big Outdoors
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Volume 3, Module 7 ● HMH's Writing Workshop Manual ● HMH's Structured Literacy Manual, Volume 2 ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Storm Report</i>, opinion writing ○ <i>Rainy, Sunny, Blowy, Snowy</i> by Jane Brocket, informational text ○ <i>Sam & Dave Dig a Hole</i> by Mac Barnett, fantasy ○ <i>On Meadowview Street</i> by Henry Cole, realistic fiction ○ <i>Deserts</i> by Quinn M. Arnold, informational text ○ <i>Handmade</i> by Guadalupe Rodriguez, procedural text ○ <i>Do You Really Want to Visit a Wetland?</i> by Bridget Heos, narrative nonfiction ○ <i>Grand Canyon</i> by Sara Gilbert, informational text ○ <i>Water Cycle</i> by The Bazillions, song ○ <i>Ask Me</i> by Bernard Waber, realistic fiction (writing focal text) <p>Supplemental Resources:</p>

	<ul style="list-style-type: none"> ● Heggerty Phonemic Awareness Primary Curriculum ● Literacy How Professional Learning Series: <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt
Module Overview:	<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 simple and complex sentences, 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>
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>Foundational Skills</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> 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). <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding.

- b. Read grade-level text orally with accuracy, appropriate rate, and expression 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).

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

	<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing conventions.</p> <p>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> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> 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. <p>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).</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● How do things in nature change? ● How does our environment impact our lives? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Through observation, natural changes occur in the world in a variety of environments. ● Recycling is important to protect the land. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Numbers and Stats</i>) ● Key details and central ideas ● Compare and contrast ● Point of view or narrator ● Story Elements 	<ul style="list-style-type: none"> ● Identify and explain an author's use of repetition in fiction texts -the <i>Again and Again</i> signpost ● Identify when authors use numbers to share important information in a nonfiction text- the <i>Numbers and Stats</i> signpost ● Identify basic similarities in and differences between two texts on the same topic.

	<ul style="list-style-type: none"> • Author's purpose • Word Meanings • Complex texts • Group reading 	<ul style="list-style-type: none"> • Describe characters, settings, and major events in a story, using key details. • Identify the reasons an author gives to support points in a text. • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • With prompting and support, read prose and poetry of appropriate complexity for grade 1. • Actively engage in group reading activities with purpose and understanding.
Foundational Skills:	<ul style="list-style-type: none"> • Phonics: trigraph -tch, trigraph -dge, inflectional suffixes (es, s) • Phonological Awareness <ul style="list-style-type: none"> • Blending Phonemes • Segmenting Phonemes • Substituting Phonemes • Fluency - intonation, phrasing, accuracy and self correction • Spelling - words with trigraphs and inflectional suffixes • Handwriting- Manuscript: c, o, a, d, g, q, s, f, e • Concepts about Print - words in sentences, directionality, end punctuation 	<ul style="list-style-type: none"> • Decode words with the following features: trigraph -tch, trigraph -dge, inflectional suffixes (es, s) • Orally produce and blend, segment and substitute phonemes in words. • Read aloud grade-level text with intonation, phrasing, accuracy and self-correction. • Spell Words with with trigraphs and inflectional suffixes • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) • Use concepts of print to demonstrate understanding of words in sentences, directionality and end punctuation.
Writing:	<ul style="list-style-type: none"> • Narrative writing • Constructive Peer feedback • Response strategies • Shared writing 	<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> ● Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. ● Recall information from experiences or gather information from provided sources to answer a question. ● Participate in shared research and writing projects.
Speaking & Listening:	<ul style="list-style-type: none"> ● Expectations for discussions ● Key details 	<ul style="list-style-type: none"> ● Respond to others in complete sentences during conversation through multiple exchanges, and ask questions to clarify ● Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: 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 ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): Examples: persuade, *opinion, *topic, *reason, *fact, text 	<ul style="list-style-type: none"> ● Use common, proper, and possessive nouns, personal possessive, and indefinite pronouns and frequently occurring adjectives. ● Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ● Use conventional spelling for words with common spelling patterns. ● Use conventional spelling for frequently occurring irregular words ● Use sentence-level context and frequently occurring affixes as a clue to the meaning of a word or phrase.

	<p>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"> ● Generative vocabulary: Words About Feelings and Beliefs, Suffix <i>-less</i>, Words About Places and Things ● Conventions of Standard English, Grammar and Usage: subject-verb agreement 	
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Unit Number and Title:	Module 8: Lessons and Character-Tell Me a Story
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Volume 3, Module 8 ● HMH's Writing Workshop Manual ● HMH's Structured Literacy Manual, Volume 2, Module 8 ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Follow the Story Path</i>, informational text ○ <i>Chicken Little</i> by Rebecca and Ed Emberley, folktale ○ <i>Interrupting Chicken</i> by David Ezra Stein, fantasy ○ <i>Red Knit Cap Girl and the Reading Tree</i> by Naoko Stoop, fantasy ○ <i>Little Red Riding Hood</i> by Lisa Campbell Ernst, drama ○ <i>The Grasshopper and the Ants</i> by Jerry Pinkney, fable ○ <i>My Name is Gabriela</i> by Monica Brown, biography ○ <i>Thank You, Mr. Aesop</i> by Helen Lesterz, informational text ○ <i>The Tortoise and the Hare</i> by Speakaboos: adapted by Amy Kraft, video ○ <i>The Kissing Hand</i> by Audrey Penn (writing focal text) Supplemental Resources: <ul style="list-style-type: none"> ● Heggerty Phonemic Awareness Primary Curriculum

	<ul style="list-style-type: none"> ● Literacy How Professional Learning Series: <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt
Module Overview:	<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</p>

	PK-12 vertically aligned essential question related to the idea of change and what lessons we can learn from stories.
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>Foundational Skills</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds 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. g. Recognize and read grade-appropriate irregularly spelled words. <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. <p>Writing</p> <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.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and</p>

	<p>suggestions from peers, and add details to strengthen writing as needed.</p> <p>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.</p> <p>Speaking and Listening</p> <p>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.</p> <p>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).</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Language</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>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> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>b. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>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).</p>
Essential Question(s):	<ul style="list-style-type: none"> • What lessons can we learn from stories?

	<ul style="list-style-type: none"> • Why change? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • 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. • Like real people, characters often overcome challenges by refusing to give up and trying again. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Words of the Wiser</i>, <i>Contrasts and Contradictions</i>) • Key Details • Story Elements • Compare and Contrast • Complex Texts • Text Features 	<ul style="list-style-type: none"> • Identify story moments when a secondary character influences the main character's choices in fiction texts-the <i>Words of the Wiser</i> signpost • Identify and explain an author's use of opposing ideas in fiction texts-the <i>Contrasts and Contradictions</i> signpost • Ask and answer questions about key details in a text. • Retell stories, including key details, and demonstrate understanding of their central message or lesson. • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • Use illustrations and details in a story to describe its characters, setting, or events. • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Foundational Skills:	<ul style="list-style-type: none"> • Phonics: Inflectional Suffixes -ed, all jobs for -y, vowel teams -ee, -ea • Phonological Awareness: <ul style="list-style-type: none"> • Blending Phonemes 	<ul style="list-style-type: none"> • Decode words with the following features: Inflectional Suffixes -ed, all jobs for -y, vowel teams -ee, -ea • Read aloud grade-level text with intonation,

	<ul style="list-style-type: none"> • Segmenting Phonemes • Substituting Phonemes • Irregular Words • Fluency - reading rate, expression, phrasing • Spelling - words with inflectional ending -ed, words with y, word with vowel teams • Handwriting- Manuscript: v, w, z, x, k, Ll, Tt, Ii • Concepts about Print - capitalization, letters, words and sentences, directionality 	<p>phrasing, accuracy and self-correction.</p> <ul style="list-style-type: none"> • Read and spell irregular grade level words. • Spell Words with words with inflectional ending -ed, words with y, word with vowel teams • Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) • Use concepts of print to demonstrate understanding of words in sentences, directionality, capitalization and end punctuation.
Writing:	<ul style="list-style-type: none"> • Narrative Writing • Constructive Peer Feedback • Publishing 	<ul style="list-style-type: none"> • 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. • Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Speaking & Listening:	<ul style="list-style-type: none"> • Expectations for Discussions • Key Details 	<ul style="list-style-type: none"> • Follow agreed-upon rules for discussions. • Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

		<ul style="list-style-type: none"> Describe people, places and things with relevant details clearly.
Language:	<ul style="list-style-type: none"> Academic Vocabulary/Critical Vocabulary: 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 Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 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, 	<ul style="list-style-type: none"> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Use frequently occurring affixes as a clue to the meaning of a word. Identify real-life connections between , words and their use 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

	<p>*contrast</p> <ul style="list-style-type: none"> ● Generative vocabulary: Words About Actions and Directions, Suffix <i>-ly</i> ● Conventions of Standard English, Grammar and Usage: verbs (vivid), adjectives 	
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Unit Number and Title:	Module 9: Life Science: Plants and Gardens-Grow, Plants, Grow!
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH Into Reading Volume 4, Module 9 ● HMH Writing Workshop Manual ● HMH Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Plant Pairs</i>, poetry ○ <i>If I Were a Tree</i> by Dar Hosta, poetry ○ <i>So You Want Grow a Taco?</i> by Bridget Heos, procedural text ○ <i>The Curious Garden</i> by Peter Brown, fantasy ○ <i>Which Part Do We Eat?</i> by Katherine Ayres, poetry ○ <i>The Talking Vegetables</i> by Won-Ldy Paye and Margaret H. Lippert, folktale ○ <i>Amazing Plant Bodies</i> by Ellen Lawrence, informational text ○ <i>Yum! ¡MmMm! ¡Qué rico!: Americas' Sproutings</i> by Pat Mora, poetry ○ <i>A Year in the Garden</i> by Brad Hiebert, video ○ <i>One Bean</i> by Anne Rockwell, narrative nonfiction (writing focal text)

	<p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Heggerty Phonemic Awareness Primary Curriculum • Literacy How Professional Learning Series: <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Science - Structure, Function, and Information Processing grade 1 unit</p>
Module Overview:	<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 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</p>

	<p>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>
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.1.1/RI.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Foundational Skills</p> <p>RF.1.3 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> 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. <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression 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.

- 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 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.

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

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

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

	<p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>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).</p>	
Essential Question(s):	<ul style="list-style-type: none"> • What do plants need to live and grow? • How does our environment impact our lives? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Studying a variety of plants helps us learn about how plants grow, develop, and change. • Reading informational texts, fiction, and poetry can deepen understanding of life cycles and various characteristics of plant life. 	
Learning Goal(s):	<p>Content: Students will know...</p>	<p>Skills: Students will be able to...</p>
	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension • Strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Word Gaps</i>) • Key Details • Compare and Contrast • Story Elements • Complex Texts • Text Features 	<ul style="list-style-type: none"> • Identify and explain an author's use of repetition in fiction texts -the <i>Again and Again</i> signpost • Identify unfamiliar words and look for sentence-level context clues to gain meaning- the <i>Word Gaps</i> signpost • Ask and answer questions about key details in a text. • Describe the connection between two individuals, events, ideas, or pieces of information in a text. • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • Identify basic similarities in and differences between two texts on the same topic. • Read prose and poetry of appropriate complexity

		for grade 1. <ul style="list-style-type: none"> Know and use various text features to locate key facts or information in a text. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Foundational Skills:	<ul style="list-style-type: none"> Phonics: vowel teams ai/ay, vowel teams oa/ow, vowel teams igh/ie Phonological Awareness: blending, segmenting and substituting Phonemes Fluency: intonation, accuracy and self correction, reading rate Spelling: words with vowel teams ai/ay, words with vowel teams oa/ow, words with vowel teams igh/ie Handwriting: Manuscript: Jj, Uu, Yy, Rr, Nn, Mm, Hh, Bb, Pp Concepts about Print: words in sentences, end punctuation, letters, words and sentences 	<ul style="list-style-type: none"> Decode words with vowel teams ai/ay, vowel teams oa/ow, vowel teams igh/ie Orally produce and blend, segment and substitute phonemes in words. Read aloud grade-level text with intonation, accuracy and self-correction and reading rate. Spell Words with vowel teams ai/ay, vowel teams oa/ow, vowel teams igh/ie Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) Use concepts of print to demonstrate understanding of words in sentences, capitalization and end punctuation.
Writing:	<ul style="list-style-type: none"> Informative/Explanatory Writing Constructive Peer Feedback 	<ul style="list-style-type: none"> Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
Speaking & Listening:	<ul style="list-style-type: none"> Expectations for Discussions Key Details 	<ul style="list-style-type: none"> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: 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 ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 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 ● Generative vocabulary: Words About Places and Things, Prefix <i>un-</i> 	<ul style="list-style-type: none"> ● Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ● Sort and define words by category by one or more key attributes to gain a sense of the concepts the categories represent. ● Identify real-life connections between words and their use. ● 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.
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	<ul style="list-style-type: none"> ● Conventions of Standard English, Grammar and Usage: Linking words, sentence types/ending punctuation. 	
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Unit Number and Title:	Module 10: Innovation: Dare to Dream
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Volume 1, Module 10 ● HMH's Writing Workshop Manual ● HMH's Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Kids Are Inventors, Too!</i>, informational text ○ <i>What Can You Do?</i> by Shelley Rotner and Sheila Kelly, informational text ○ <i>Young Frank Architect</i> by Frank Viva, realistic fiction ○ <i>Charlotte the Scientist is Squished</i> by Camille Andros, fantasy ○ <i>Sky Color</i> by Peter H. Reynolds, realistic fiction ○ <i>The Have a Good Day Cafe</i> by Frances Park, realistic fiction ○ <i>We Are the Future</i> by Jane Medina, Nikki Grimes, and Anonymous, poetry ○ <i>I Am Amelia Earhart</i> by Brad Meltzer, biography ○ <i>Catching the Moon: The Story of a Young Girl's Baseball Dream</i> by Crystal Hubbard, narrative nonfiction ○ <i>Joaquín's Zoo</i> by Pablo Bernasconi, fantasy ○ <i>Marconi and the Radio</i> by StoryBots, video ○ <i>The Girl Who Could Dance in Outer Space</i> by Maya Cointreau, biography (writing focal text) ● Supplemental Resources: <ul style="list-style-type: none"> ● Heggerty Phonemic Awareness Primary Curriculum

	<ul style="list-style-type: none"> ● Literacy How Professional Learning Series: <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt
Module Overview:	<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 a biographical 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</p>

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

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

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

- 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).
- c. 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.

Essential Question(s):	<ul style="list-style-type: none"> • How can thinking in new ways help solve problems? • How is conflict essential to our growth? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • There are people we can learn from that have been brave and tried new things. • People can meet challenges and solve problems through perseverance. • By persevering, people can achieve their own dreams, which can benefit individuals, their communities, and the world. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Contrasts and Contradictions</i>, <i>3 Big Questions</i>) • Story retell to include key details and central message. • Story structure • Compare and Contrast • Complex text 	<ul style="list-style-type: none"> • Identify and explain an author's use of opposing ideas in fiction texts-the <i>Contrasts and Contradictions</i> signpost • Ask questions when encountering new, confusing, or challenging information in a nonfiction text -the <i>3 Big Questions</i> signpost • Retell stories, including key details, and demonstrate understanding of their central idea, message or lesson. • Describe characters, settings, and major events in a story, using key details. • Use illustrations and details in a story to describe its characters, setting, or events. • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • Describe the connection between two individuals, events, ideas, or pieces of information in a text. • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

		<ul style="list-style-type: none"> With prompting and support, read various texts of appropriate complexity for grade 1.
Foundational Skills:	<ul style="list-style-type: none"> Phonics: r controlled vowels Phonological Awareness: Blending, segmenting and substituting phonemes Fluency: intonation, phrasing, expression Spelling: words with r controlled vowels Handwriting: Manuscript: Cc, Oo, Aa, Dd, Gg, Qq, Ss, Ff, Ee Concepts about Print: directionality, commas, end punctuation 	<ul style="list-style-type: none"> Decode words with r controlled vowels Orally produce and blend, segment and substitute phonemes in words. Read aloud grade-level text with intonation, phrasing and expression. Spell Words with r controlled vowels. Practice using stroke and letter formation (continuous stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) Use concepts of print to demonstrate directionality, commas, and end punctuation.
Writing:	<ul style="list-style-type: none"> Opinion Writing Publishing Shared Writing Response Strategies 	<ul style="list-style-type: none"> 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. Use a variety of digital tools to produce and publish writing, including in collaboration with peers. Participate in shared research and writing projects. Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening:	<ul style="list-style-type: none"> Expectations for Discussion Key Details 	<ul style="list-style-type: none"> Ask questions to clarify.

		<ul style="list-style-type: none"> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Language:	<ul style="list-style-type: none"> Parts of Speech Sentence Construction Common Spelling Patterns Word Meanings Academic Vocabulary/Critical Vocabulary: 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, scraps, neat, golden, usually Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 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, 	<ul style="list-style-type: none"> Use common, proper, and possessive nouns and frequently occurring adjectives. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts with end punctuation. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Use frequently occurring affixes as a clue to the meaning of a word. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. Identify real-life connections between words and their use.

	<p>rhyme, *text organization, chronological order, *connection, *character, *reason, *action, prefix, base word, *compare, *contrast</p> <ul style="list-style-type: none"> ● Generative vocabulary: Prefix re-, Words About Places and Things ● Conventions of Standard English, Grammar and Usage: pronouns, verb: vivid, revising, helping, contractions, pronouns. 	
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Grade 2 English Language Arts

Course Information

Grade(s):	2
Discipline/ Course:	English Language Arts (ELA)
Course Title:	Grade 2 ELA
Prerequisite(s):	Grade 1
Course Description: <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>
Course Essential Questions:	<ul style="list-style-type: none"> ● How do I define who I am? ● Why change? ● How does our environment impact our lives? ● How do I know what to believe in what I read, hear and view? ● Why are human relationships important? ● Why do we seek and build community?

	<ul style="list-style-type: none"> • How do stories tell us about what a culture values? • How is conflict essential to our growth? • How does language work? • How do I develop my writer's voice? • What do good skilled readers do? • How do I participate in collaborative conversations to deepen my understanding? • How do I best support and present my findings and conclusions?
Course Enduring Understand-ings:	<ul style="list-style-type: none"> • 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. • Change allows you to try new things and learn from your mistakes. • The environment can influence our behavior and motivation, our mood, and our ability to interact with those around us. • 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. • Plants are living things and have basic needs that must be met for survival. • Living things depend on each other and the environment in which they live. • 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. • When deciding whether to trust a piece of information, think about who said it and what evidence they gave. • As humans, the relationships we form with other people are vital to our mental and emotional well-being and even our survival. • Our accomplishments, special memories, as well as obstacles we have overcome are all experiences that shape our lives. • Good citizens help make people's lives better, making their homes, schools and communities better places. • Storytelling is at the core of culture. It is how histories are passed down, how customs are shared and how traditions are preserved. • 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.

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

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

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

	Cross-curricular connections: Social Studies - People Making a Difference in Fairfield/Working Together as a Community grade 2 unit
Unit Overview:	<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>
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.2.2 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.

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.

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.

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

	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.	
Essential Question(s):	<ul style="list-style-type: none"> • How can being a good citizen make a difference to others? • Why are human relationships important? • Why do we seek and build community? • Why are communities important? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • As humans, the relationships we form with other people are vital to our mental and emotional well-being and even our survival. • Good citizens help make people's lives better, making their homes, schools and communities better places. • Getting involved by helping others is a great way to make the world better. • 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. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Words of the Wiser</i>, <i>3 Big Questions</i>). • Genre characteristics • Central idea • Questioning Strategies • Setting • Clarification and Monitoring • Summarization • Character Analysis 	<ul style="list-style-type: none"> • 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. • Question what an author of informational text says and how it relates to what they already know- the <i>3 Big Questions</i> signpost. • Identify the features of personal narrative, biography, informational text, realistic fiction and videos.

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

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

	<p>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"> ● Instructional vocabulary (*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 ● Generative vocabulary: words that describe actions, people, places and things, inflections -ed and -ing ● Conventions of Standard English, 	<ul style="list-style-type: none"> ● Discuss how to build vocabulary by replacing a word with an antonym. ● Make real-life connections between words and their use. ● Identify the subject of a sentence. ● Use subjects and predicates correctly in speaking and writing.
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	Grammar and Usage: capitalization, subjects and predicates, spelling of singular and plural nouns, spelling of singular and plural possessive nouns, contractions, and ending punctuation	
Unit Number and Title:	Module 2: Science Exploration: Look Around and Explore!	
Duration:	15-18 Days	
Resource(s):	<ul style="list-style-type: none"> • HMH's Into Reading Module 2 • HMH's Writing Workshop, Module 2 Informational Text: Descriptive Essay • HMH's Structured Literacy Manual • Rigby Leveled Readers • Start Right Decodable Readers <p>Core texts:</p> <ul style="list-style-type: none"> ○ Get Curious Video: <i>Mystery Animal Hunt</i> ○ <i>What's the Matter</i>, informational text ○ <i>The Important Book</i>, by Margaret Wise Brown, narrative nonfiction ○ <i>Many Kinds of Matter</i>, by Jennifer Boothroyd, informational text ○ <i>It's Only Stanley</i> by Jon Agee, fantasy ○ <i>The Great Fuzz Frenzy</i>, by Janet Stevens and Susan Stevens Crummel, fantasy ○ <i>Water Rolls, Water Rises</i>, by Pat Mora, poetry ○ <i>If You Find a Rock</i> by Barbara Hirsch Lember, informational text ○ <i>The Puddle Puzzle</i>, by Ellen Weiss, drama ○ <i>Looking at Art</i>, by Andrew Stevens, Media: fine art ○ <i>Uncommon Traveler</i> by Dan Brown, biography <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Literacy How Professional Learning Series 	

	<ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt
Unit Overview:	<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>
Learning Goals	
Standard(s):	Common 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.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

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

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

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

RI.2.10. 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.

	<p>Writing</p> <p>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.</p> <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.</p> <p>Speaking and Listening</p> <p>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.</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>Language</p> <p>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.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. <p>L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). <p>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.</p>
Essential Question(s):	<ul style="list-style-type: none"> • How does exploring help us understand the world around us? • How do I know what to believe in what I read, hear, and view?

Enduring Understanding(s):	<ul style="list-style-type: none"> • 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. • When deciding whether to trust a piece of information, we need to think about who said it and what evidence they gave. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moment</i>, <i>Contrasts and Contradictions</i>). • Author's purpose • Central idea • Inferences • Setting • Connections • Genre characteristics • Print and graphic features 	<ul style="list-style-type: none"> • Recognize the point in some stories where a character suddenly understands something clearly- the <i>Aha Moment</i> signpost. • Recognize opposing ideas in informational text and how those ideas fit with what they already know- the <i>Contrasts and Contradictions</i> signpost. • Use clues in the text as well as ask and answer questions to determine the author's purpose. • Recognize the central idea and supporting evidence, including relevant details. • Make inferences and use evidence to support understanding. • Describe the importance of setting using descriptive words and evidence to support ideas. • Make connections to personal experiences, texts, or society. • Recognize characteristics of informational text, fantasy, narrative nonfiction, poetry, drama and fine art. • Determine how the author's use of print and graphic features to achieve a specific purpose.

Foundational Skills:	<p>Phonological Awareness-</p> <ul style="list-style-type: none"> • Blending phonemes • Segmenting phonemes <p>Phonics: 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>Handwriting- Manuscript: r, j, k, q, v, y, M, T, D, C, E, I, F, L, S, A, O, U</p> <p>Spelling- 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>Irregular words: nothing, about, around, away, women, woman</p> <p>Fluency- accuracy, self-correction, phrasing and intonation</p>	<ul style="list-style-type: none"> • Blend and segment phonemes • 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 • 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 • Read/spell irregular grade level words • Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression • Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing).

Writing:	<ul style="list-style-type: none"> • Descriptive essay • Informational text • Process Writing 	<ul style="list-style-type: none"> • Select a topic for an informational piece and use prewriting strategies to plan writing. • Use details and features of informational text in writing. • Incorporate feedback from teachers and peers in writing. • Use technology to publish writing. • Use revision strategies to enhance writing pieces.
Speaking and Listening:	<ul style="list-style-type: none"> • Conversation strategies • Collaboration • Active listening • Questioning strategies • Proper/academic language 	<ul style="list-style-type: none"> • Share information and ideas in cooperative learning interactions by speaking loudly and clearly and at a reasonable rate. • Work collaboratively with diverse media and formats. • Listen actively during a discussion. • Ask and answer questions. • Demonstrate use of formal English when appropriate.
Language:	<ul style="list-style-type: none"> • Academic Vocabulary/Critical Vocabulary: hollow, petals, ticklish, tender, splashed, sail, amount, material, space, example, easily, forms, planet, tasty, odd, recognize, clanking, funky, buzzing, fit, gasped, frenzy, battleground, 	<ul style="list-style-type: none"> • Use text features, pictures, and words to determine the meaning of unfamiliar content-area words. • Explain the meaning of text-specific vocabulary. • Answer questions and discuss meanings to develop vocabulary. • Make real-life connections between words and their use.

	<p>feud, strokes, tumbline, plumes, wisps, pavement, mossy, outstretched, scoop, underside, agency, business, confidently, located, eagerly, seeps, mystery, ace</p> <ul style="list-style-type: none"> ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 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 ● Generative vocabulary: Words That Name Places, Suffixes -er, -est, Inflections -s and -es ● Conventions of Standard English, Grammar and Usage: nouns and adjectives, punctuation for sentence 	<ul style="list-style-type: none"> ● Discuss how to build vocabulary by replacing a word with a synonym. ● Edit essay for subject-verb agreement, capitalization, punctuation, and spelling. ● Properly punctuate different sentence types.
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	type, subject-verb agreement, capitalization	
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Unit Number and Title:	Module 3: Relationship Skills: Meet in the Middle
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> • HMH's Into Reading Module 3 • HMH's Writing Workshop, Module 3 Opinion: Persuasive Text • HMH's Structured Literacy Manual • Rigby Leveled Readers • Start Right Decodable Readers <p>Core texts:</p> <ul style="list-style-type: none"> • <i>Get Curious Video: The Compromise Kid</i> • <i>Meet Me Halfway</i>, informational text • <i>Mango, Abuela, and Me</i>, by Meg Medina, realistic fiction • <i>Big Red Lollipop</i>, by Rukhsana Khan, realistic fiction • <i>Three Hens and a Peacock</i>, by Lester L. Laminack, fantasy • <i>Working with Others</i>, by Robin Nelson, informational text • <i>Gingerbread for Liberty!</i>, by Mara Rockliff, biography • <i>Serious Farm</i>, by Tim Egan, fantasy • <i>Pepita and the Bully</i>, by Ofelia Dumas Lachtman, realistic fiction • <i>Be a Hero! Work it Out!</i>, by Ruben Cooley, Media: Infographic • <i>Mr. Tiger Goes Wild</i>, by Peter Brown, fantasy <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Literacy How Professional Learning Series <ul style="list-style-type: none"> ◦ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

	<ul style="list-style-type: none"> ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Social Studies - People Making a Difference in Fairfield/Working Together as a Community grade 2 unit</p>
Unit Overview:	<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 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>

Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>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.</p> <p>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.</p> <p>RI.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <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.</p> <p>Foundational Skills</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. <p>RF 2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression.

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

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

- b. Use commas in greetings and closings of letters.

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.

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

	<ul style="list-style-type: none"> 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). d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). <p>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.</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● How can people work out disagreements and understand others' point of view? ● How is conflict essential to our growth? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● 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. ● 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. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Contrasts and Contradictions</i>, <i>Extreme or Absolute Language</i>). ● Central idea ● Point of view ● Genre characteristics 	<ul style="list-style-type: none"> ● Recognize opposing ideas in informational text and how those ideas fit with what they already know- the <i>Contrasts and Contradictions</i> signpost. ● 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>

	<ul style="list-style-type: none"> • Comprehension strategies • Theme • Predictions 	<p>signpost.</p> <ul style="list-style-type: none"> • Determine the central idea of a text by identifying and synthesizing important pieces of information. • Distinguish between first- and third-person narrator and discuss how the words and pictures help readers know who is telling a story. • Identify the features of realistic fiction, fantasy and biography. • Use strategies such as asking and answering questions to monitor and clarify their understanding of a text. • Use clues in the text to determine the theme, and explain the theme using text evidence. • Make and evaluate predictions before, during and after reading to deepen their understanding of text.
Foundational Skills:	<p>Phonological Awareness:</p> <ul style="list-style-type: none"> • Blending phonemes • Segmenting phonemes <p>Phonics: VCe long a, i, u, o, e; soft c, _ce; soft g, _ge; trigraphs tch, dge; VCe syllables</p> <p>Handwriting: Manuscript: H, N, G, W, P, B, R, J, K, Q, V, Y, X, x, Z, z</p> <p>Spelling: words with VCe long a, i, u, o, e; soft c, _ce; soft g, _ge; trigraphs tch, dge; multisyllabic words with VCe syllables</p>	<ul style="list-style-type: none"> • Blend and segment phonemes • Decode words with VCe long a, i, u, o, e; soft c, _ce; soft g, _ge; trigraphs tch, dge; VCe syllables • Encode words with VCe long a, i, u, o, e; soft c, _ce; soft g, _ge; trigraphs tch, dge; multisyllabic words with VCe syllables • Read/spell irregular grade level words • Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression • Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) • Demonstrate proper writing position including

	<p>Irregular words: buy, guy, anyone, anything</p> <p>Fluency: reading rate, automaticity, phrasing, intonation and expression</p>	<p>correct posture, pen or pencil grip, and paper position. (ongoing)</p>
Writing:	<ul style="list-style-type: none"> • Opinion text features • Writing Process 	<ul style="list-style-type: none"> • Identify and use key features of opinion writing. • Use prewriting strategies to plan an opinion writing piece. • Revise draft to add specific and relevant details and evidence.
Speaking and Listening:	<ul style="list-style-type: none"> • Conversational skills • Collaboration • Listening strategies • Questioning and responding strategies • Proper academic language 	<ul style="list-style-type: none"> • Share information and ideas in cooperative learning interactions by speaking loudly and clearly at a reasonable rate. • Work collaboratively with diverse media and formats. • Listen actively during a discussion. • Ask and answer questions. • Demonstrate use of formal English when appropriate.
Language:	<ul style="list-style-type: none"> • Academic Vocabulary/Critical Vocabulary: 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, 	<ul style="list-style-type: none"> • Use context clues and background knowledge to determine the meaning of unfamiliar words.

	<p>respectful, practice, booming, skill, threatening, persuade, humor, admit, terrible, immediately, probably, wrinkled, frown, yanked, dragged, mumbled, nearby, excuses, hesitant</p> <ul style="list-style-type: none"> ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): *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, *compare, *contrast, context clue, *verb ● Generative vocabulary: Words About Communication, Inflections -ed and -ing, Prefixes un- and re- ● Conventions of Standard English, Grammar and Usage: adverbs 	
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Unit Number and Title:	Module 4: Lessons and Character: Once Upon a Time
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> • HMH's Into Reading Module 4 • HMH's Writing Workshop, Module 4 Narrative: Imaginative Story • HMH's Structured Literacy Manual • Rigby Leveled Readers • Start Right Decodable Readers <p>Core texts:</p> <ul style="list-style-type: none"> • Get Curious Video: <i>Ever After</i> • <i>A Recipe for a Fairy Tale</i>, recipe • Surfer of the Century: The Life of Duke Kahanamoku by Ellie Crowe, narrative nonfiction • <i>Goldilocks and the Three Dinosaurs</i>, by Mo Willems, fairy tale • <i>How to Read a Story</i>, by Kate Messner, Informational Text • King for a Day by Rukhasana Khan, realistic fiction • <i>Rabbit's Snow Dance</i>, by James and Joseph Bruchac, fable • <i>A Crow, a Lion, and a Mouse! Oh, My!</i>, retold by Crystal Hubbard, Drama • <i>Hollywood Chicken</i>, by Lisa Fleming, fantasy • <i>Perfect Season for Dreaming</i>, by Benjamin Alire Sáenz, fantasy • <i>If the Shoe Fits: Two Cinderella Stories</i>, retold by Pleasant DeSpain, fairy tale • <i>Those Clever Crows</i>, from the New York Times, video • <i>Aunt Isabel Tells A Good One</i>, by Kate Duke, fantasy <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel

	<p>Eberhardt</p> <ul style="list-style-type: none"> ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt
Unit Overview:	<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, 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.</p> <p>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.</p>

Learning Goals	

DRAFT

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.

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

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

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

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.
- 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>L.2.5. 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>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.</p>	
Essential Question(s):	<ul style="list-style-type: none"> • What lessons can we learn from the characters in stories? • How is conflict essential to our growth? • Why are human relationships important? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Important life lessons can be learned not only from real life experiences but also from stories that convey a message. • 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. • Human relationships are essential in establishing connections with others because connecting with others makes you feel good and enriches your life. 	
Learning Goal(s):	<p>Content: Students will know...</p>	<p>Skills: Students will be able to...</p>
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Quoted Words</i>). • Text structure • Inferences • Visualization • Genre characteristics • Plot elements • Figurative language 	<ul style="list-style-type: none"> • 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. • Notice quoted words in nonfiction text and think about why those words are important- the <i>Quoted Words</i> signpost. • Recognize organizational patterns such as chronological order and cause and effect,, and discuss how the use of text structure contributes to

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

	Fluency: Phrasing, intonation, accuracy, self-correction, rate and automaticity	
Writing:	<ul style="list-style-type: none"> • Genre characteristics • Process writing 	<ul style="list-style-type: none"> • Use features of narrative text in writing. • Draft a multiple-paragraph narrative text. • Set goals for writing. • Use prewriting strategies to plan writing.
Speaking and Listening:	<ul style="list-style-type: none"> • Conversational skills • Collaboration • Listening strategies • Questioning and responding strategies • Proper academic language 	<ul style="list-style-type: none"> • Share information and ideas in cooperative learning interactions by speaking loudly and clearly at a reasonable rate. • Work collaboratively with diverse media and formats. • Listen actively during a discussion. • Ask and answer questions. • Demonstrate use of formal English when appropriate.
Language:	<ul style="list-style-type: none"> • Academic Vocabulary/Critical Vocabulary: 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, literary, continued, indigestion, console, chore, thrilled, superb, beamed, pleasure, jealous, dashed, hobbled 	<ul style="list-style-type: none"> • Explain the meaning of domain-specific vocabulary. • Label parts of speech: nouns, verbs, adjectives.

	<ul style="list-style-type: none"> ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 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 ● Generative vocabulary: Multiple Meaning Words, Words That Describe People, Places and Things, Words that Describe Actions ● Conventions of Standard English, Grammar and Usage: parts of speech, capitalization, end punctuation 	
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Unit Number and Title:	Module 5: Leadership Skills: Lead the Way
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> • HMH's Into Reading Module 5 • HMH's Writing Workshop, Module 5 Informational Text: Personal Essay • HMH's Structured Literacy Manual • Rigby Leveled Readers • Start Right Decodable Readers <p>Core texts:</p> <ul style="list-style-type: none"> • Get Curious Video: <i>What it Takes to Be a Great Leader</i> • <i>What's Good to Read? Book Reviews For Kids by Kids!</i>, opinion article • <i>Seed by Seed: The Legend and Legacy of John "Appleseed" Chapman</i>, by Esme Raji Codell, legend • <i>Going Places</i>, by Peter and Paul Reynolds, fantasy • <i>My Dream Playground</i>, by Kate M. Becker, realistic fiction • <i>Wilma Rudolph: Against All Odds</i>, by Stephanie E. Macceca, biography • <i>Great Leaders: Abigail Adams and W.E.B. Du Bois</i>, opinion writing • <i>Whoosh!</i> By Chris Barton, biography • <i>Who Are Government's Leaders?</i> by Jennifer Boothroyd, informational text • <i>Thomas Edison and the Light Bulb</i>, video • <i>Stand Tall, Molly Lou Melon</i>, by Patty Lovell, fantasy • <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

	<ul style="list-style-type: none"> ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Social Studies - People and Groups That Have Made a Difference Over Time/Leadership Past and Present grade 2 unit</p>
Unit Overview:	<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>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards Reading 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.</p>

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.2.5 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.2.8 Describe how reasons support specific points the author makes in a text.

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.

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.2.3 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.2.4. 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.

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.

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*).

	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.	
Essential Question(s):	<ul style="list-style-type: none"> • What are the qualities of a good leader? • What makes me special? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • All effective leaders possess qualities that have a positive impact on their communities. • 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. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Tough Questions</i>, <i>Contrasts and Contradictions</i>). • Facts and opinions • Genre characteristics • Questioning • Character traits • Summarizing texts 	<ul style="list-style-type: none"> • Notice when a character asks a difficult question and think about what this question says about the character- the <i>Tough Questions</i> signpost. • Recognize opposing ideas in informational text and how those ideas fit with what they already know- the <i>Contrasts and Contradictions</i> signpost. • Distinguish fact from opinion and explain an author's opinion and supporting details. • Recognize characteristics of an opinion article, legend, fantasy, realistic fiction, and biography. • Ask and answer questions to gain information and support understanding. • Describe and analyze the internal and external traits of characters. • Summarize texts in ways that maintain meaning and logical order, including by paraphrasing. • Compare and contrast texts about the same topic.
Foundational Skills:	Phonological Awareness:	<ul style="list-style-type: none"> • Blend and segment phonemes

	<ul style="list-style-type: none"> • Blending Phonemes • Segmenting Phonemes <p>Phonics: Spelling changes for suffix addition, words with consonant + le, vowel teams ee, ea, ey</p> <p>Handwriting: Manuscript H, h, B, b, P, p, C, c, O, o, A, a, D, d, G, g, Q, q</p> <p>Spelling: Spelling changes for suffix addition, words with consonant + le, vowel teams ee, ea, ey</p> <p>Irregular Words: because, other, another, always, almost</p> <p>Fluency: Expression; phrasing and intonation</p>	<ul style="list-style-type: none"> • Decode words with spelling changes for suffix addition, words with consonant + le, vowel teams ee, ea, ey. • Encode words with spelling changes for suffix addition, words with consonant + le, vowel teams ee, ea, ey. • Read/spell irregular grade level words • Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression • Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> • Characteristics of a personal essay. • Writing process 	<ul style="list-style-type: none"> • Write from the perspective of a character in a story, using text evidence to support ideas. • Revise a personal essay, incorporating specific feedback. • Use prewriting strategies to plan and draft a personal essay.
Speaking and Listening:	<ul style="list-style-type: none"> • Conversational skills • Collaboration • Listening strategies • Oral retell 	<ul style="list-style-type: none"> • Share information and ideas in cooperative learning interactions by speaking loudly and clearly at a reasonable rate. • Work collaboratively with diverse media and

	<ul style="list-style-type: none"> • Questioning and responding strategies • Proper academic language 	<p>formats.</p> <ul style="list-style-type: none"> • Listen actively during a discussion. • Use key details and appropriate, relevant facts to tell a story or recount an experience. • Ask and answer questions. • Demonstrate use of formal English when appropriate.
Language:	<ul style="list-style-type: none"> • Academic Vocabulary/Critical Vocabulary: 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 • Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): persuade, *opinion, *reason, fact, literal language, figurative language, simile, *evidence, *character, *dialogue, external trait, internal trait, perspective, 	<ul style="list-style-type: none"> • Ask and answer questions to determine the meaning of content-area words. • Discuss the meaning of similes.

	<p>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"> ● Generative vocabulary: Words That Name People, Suffixes -y and -ly, Prefix dis- ● Conventions of Standard English, Grammar and Usage: nouns, adjectives, capitalization, end punctuation 	
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Unit Number and Title:	Module 6: Earth Science: Weather - Weather Wise
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading, Volume 2, Module 6 ● HMH's Writing Workshop Manual, Module 6: Poetry ● HMH's Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers <p>Core texts:</p> <ul style="list-style-type: none"> ○ <i>Get Curious Video: Wonderful Weather</i> ○ <i>Weather Through the Seasons</i>, informational text ○ <i>Freddy the Frogcaster</i> by Janice Dean, fantasy ○ <i>Wild Weather</i> by Thomas Kingsley Troupe, narrative nonfiction ○ <i>The Story of Snow</i> by Mark Cassino, informational text ○ <i>Cloulette</i> by Tom Lichtenheld, fantasy ○ <i>Get Ready for Weather</i> by Lucy Jones, informational text ○ <i>Fall Leaves</i> by Loretta Holland, informational text ○ <i>Whatever the Weather</i>, poetry ○ <i>Rain Cloud in a Jar</i> by Sci-Tech Discovery Center, video ○ <i>When the Moon is Full</i> by Mary Azarian, Poetry <p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

Unit Overview:	<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>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>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.</p> <p>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.</p> <p>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.</p>

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.

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.

	<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Language</p> <p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5. 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>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.</p>	
Essential Question(s):	<ul style="list-style-type: none"> • How does weather affect us? • How does our environment impact our lives? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • 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. • The environment can influence our behavior and motivation, our mood, and our ability to interact with those around us. 	
Learning Goal(s):	<p>Content: Students will know...</p>	<p>Skills: Students will be able to...</p>

Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension • Strategies or <i>signposts</i> (i.e., <i>Aha Moments</i>, <i>Numbers and Stats</i>). • Point of view • Inferring • Genre characteristics • Key ideas • Character analysis • Questioning strategies • Cause and effect • Author's purpose 	<ul style="list-style-type: none"> • Recognize the point in some stories where a character suddenly understands something clearly- the <i>Aha Moment</i> signpost. • 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. • Recognize characteristics of informational text, fantasy, narrative nonfiction, and poetry. • Identify the narrator and use of first- and third-person point of view. • Make inferences and use evidence to support understanding. • Use context clues to determine the meaning of unfamiliar content-area words. • Locate and gain information from text features. • Ask and answer questions before, during, and after reading to deepen understanding.
Foundational Skills:	<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Blending Phonemes • Segmenting Phonemes <p>Phonics: Words with vowel teams ay, ay, ey, eigh, ow, oa, oe, ie, igh</p> <p>Handwriting: Manuscript S, s, F, f, E, e, V, v, W, w, A, z, X, x, K, k</p> <p>Spelling: Words with vowel teams ay, ay, ey, eigh, ow, oa, oe, ie, igh</p> <p>Irregular Words: both, only, people</p>	<ul style="list-style-type: none"> • Blend and segment phonemes • Decode words with vowel teams ay, ay, ey, eigh, ow, oa, oe, ie, igh • Encode words with vowel teams ay, ay, ey, eigh, ow, oa, oe, ie, igh • Read/spell irregular grade level words • Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression • Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) • Demonstrate proper writing position including

	Fluency: Accuracy and self-correction; reading rate and automaticity; phrasing and intonation	correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> Organizational strategies Writing process 	<ul style="list-style-type: none"> Organize for structure around an idea, writing a poem in stanzas. Brainstorm ideas for a poem about weather, using prewriting strategies to plan writing. Revise and rearrange draft content to add sensory details and incorporate feedback.
Speaking and Listening:	<ul style="list-style-type: none"> Conversational Skills Collaboration Listening strategies Oral retell Questioning and responding strategies Proper academic language 	<ul style="list-style-type: none"> Share information and ideas in cooperative learning interactions by speaking loudly and clearly at a reasonable rate Work collaboratively with diverse media and formats Listen actively during a discussion. Use key details and appropriate, relevant facts to tell a story or recount an experience. Ask and answer questions. Demonstrate use of formal English when appropriate.
Language:	<ul style="list-style-type: none"> Academic Vocabulary/Critical Vocabulary: climate, precipitation, temperature, toasty, chief, hazy, boast, ruin, accurate, tough, pellets, predict, clings, funnel, occur, excess, damage, visible, particles, depends, 	<ul style="list-style-type: none"> Discuss the author's use of text features using the words graphs, maps, and icons. Identify the names of digital tools used for finding and sharing information. Discuss context clues using text features, pictures, and words to figure out an unknown

	<p>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</p> <ul style="list-style-type: none"> ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 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 clue, prefix, base word, *verb ● Generative vocabulary: Suffixes -er, -est, Prefixes un-, re-, Inflections -ed, -ing ● Conventions of Standard English, Grammar and Usage: capitalize “I” and words at the beginning of sentences, verb tenses 	<p>word’s meaning.</p> <ul style="list-style-type: none"> ● Discuss weather-related ideas using academic language. ● Identify descriptive and sensory words. ● Identify first-person pronouns and capitalize the pronoun I.
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Unit Number and Title:	Module 7: Important People: Everyone Has a Story
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> • HMH's Into Reading, Volume 3, Module 7 • HMH's Writing Workshop Manual, Module 7: Narrative Text: Imaginative Story • HMH's Structured Literacy Manual • Rigby Leveled Readers • Start Right Decodable Readers <p>Core texts:</p> <ul style="list-style-type: none"> ○ <i>Get Curious Video: The Story of Me</i>, video ○ <i>Get to Know Biographies</i>, opinion essay ○ <i>Cooper's Lesson</i> by Sun Yung Cogan, realistic fiction ○ <i>Miss Moore Thought Otherwise</i> by Jan Pinborough, biography ○ <i>Shining Star: The Anna May Wong Story</i> by Paula Yoo, nonfiction ○ <i>Only One Year</i> by Andrea Cheng ○ <i>I Am Helen Keller</i> by Brad Meltzer, biography ○ <i>The Three Lucys</i> by Hayan Charara, realistic fiction ○ <i>Allie's Basketball Dream</i> by Barbara E. Barber, fiction ○ <i>The Camping Trip That Changed America</i> by Barb Rosenstock and Mordecai Gerstein, historical fiction ○ <i>How to Make a Timeline</i> by Boyd N. Gillin, procedural text ○ <i>The Stories He Tells</i> by James Bruchac, biography ○ <i>Molly, by Golly!</i> by Dianne Ochiltree, legend ○ <i>Drum Dream Girl</i> by Margarita Engle, poetry ○ <i>Roberto Clemente</i>, video ○ <i>How I Became a Pirate</i> by Melinda Long and David Shannon, fantasy ○ <i>Salt in His Shoes</i> by Delores Jordan <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Literacy How Professional Learning Series

	<ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Social Studies - People and Groups That Have Made a Difference Over Time/Leadership Past and Present grade 2 unit</p>
Unit Overview:	<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 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</p>

	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.
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>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.</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>Writing</p> <p>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.</p> <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.</p> <p>Foundational Skills</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. 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.
- Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.
 - 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.

- 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).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- 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

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

- Use commas in greetings and closings of letters.

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

- Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- 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.	
Essential Question(s):	<ul style="list-style-type: none"> How do our experiences shape our lives? What makes me special that helps to define who I am? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> Our accomplishments, special memories, as well as obstacles we have overcome are all experiences that shape our lives. Every person has a story and unique characteristics. Overcoming obstacles begins with believing in yourself. Change allows you to try new things and learn from your mistakes. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Contrasts and Contradictions</i>). Text structure Author's ideas and opinions Text features to Question strategies Comprehension strategies Inferencing strategies Central idea Visualization Setting 	<ul style="list-style-type: none"> 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. Recognize opposing ideas in informational text and how those ideas fit with what they already know- the <i>Contrasts and Contradictions</i> signpost. Recognize characteristics of an opinion essay, biography, historical fiction, procedural text, legend. Distinguish fact from opinion and explain an author's opinions and supporting details. Generate questions to develop a research plan. Identify chronological order and discuss how its use contributes to the author's purpose.
Foundational Skills:	Phonological Awareness	<ul style="list-style-type: none"> Blend and segment phonemes

	<ul style="list-style-type: none"> • Blending Phonemes • Segmenting Phonemes <p>Phonics: Syllable division VC/CV; r-controlled vowels ar, are, air, ear; homophones</p> <p>Handwriting: Cursive c, a, d, g, q, o, i, t, p, u, w, j, e, l, f, h, b</p> <p>Spelling: Multisyllabic words with VC/CV pattern; words with r-controlled vowels ar, are, air, ear; homophones</p> <p>Irregular Words: beauty, beautiful, heart, toward, together</p> <p>Fluency: Phrasing and intonation; expression; accuracy and self-correction</p>	<ul style="list-style-type: none"> • Decode words with syllable division VC/CV; r-controlled vowels ar, are, air, ear; homophones • Encode multisyllabic words with VC/CV pattern; words with r-controlled vowels ar, are, air, ear; homophones • Read/spell irregular grade level words • Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression • Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for cursive handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> • Imaginative story elements • Narrative text elements • Organizational strategies • Integrating dialogue • Prewriting strategies 	<ul style="list-style-type: none"> • Create a main character for imaginative text and use prewriting strategies to plan writing. • Use features of narrative text and descriptions to write an imaginative text. • Add character traits, a problem and a solution to a draft of an imaginative text.
Speaking & Listening:	<ul style="list-style-type: none"> • Oral language • Multi-word responses. • Discussion techniques • Cooperative listening and speaking 	<ul style="list-style-type: none"> • Answer questions using multi-word responses. • Share information and ideas about a topic under discussion. • Discuss what the author is trying to persuade the

		<p>reader to think or do.</p> <ul style="list-style-type: none"> Share ideas and listen respectfully as others share ideas.
Language:	<ul style="list-style-type: none"> Academic Vocabulary/Critical Vocabulary: 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, whirl, reminding, dared, alone, deserved, starlit, allowed Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 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, 	<ul style="list-style-type: none"> Use time-order words to tell the order of events in a biography and the sequence of steps in a process. Use punctuation, including long dashes, ellipses, and capital letters, as clues to how to read a text. Use specific, descriptive words to describe a setting in a story. List adjectives that describe how characters look and act Discuss features of narrative fiction using the vocabulary words beginning, middle, and end.

	<p> *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 </p> <ul style="list-style-type: none"> ● Generative vocabulary: Compound Words, Suffixes -ful and -less, Prefix pre- ● Conventions of Standard English, Grammar and Usage: conventions for dialogue 	
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Unit Number and Title:	Module 8: Life Science: Plants- Time to Grow!
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading, Volume 3 Module 8 ● HMH's Writing Workshop Manual, Module 8: Informational Text: Procedural Text ● HMH's Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ Get Curious Video: <i>Totally Growing Live</i>, video ○ <i>The Growth of a Sunflower</i>, photo essay ○ <i>From Seed to Pine Tree</i>, informational text ○ <i>Experiment with What a Plant Needs to Grow</i> by Nadia Higgins, informational text ○ <i>The Legend of the Indian Paintbrush</i> by Tomie dePaola, legend ○ <i>Jack and the Beanstalk</i> by Helen Lester, fairy tale ○ <i>The Blue Roses</i> by Linda Boyden, realistic fiction ○ <i>Jackie and the Beanstalk</i> by Lori Mortensen, fairy tale ○ <i>The Patchwork Garden</i> by Diane DeAnda, realistic fiction ○ <i>Don't Touch Me</i> by Elizabeth Preston, informational text ○ <i>George Washington Carver, The Wizard of Tuskegee</i> by StoryBots, video ○ <i>From Seed to Plant</i> by Gail Gibbons, informational text ○ <i>The Ugly Vegetables</i> by Grace Lin ● Supplemental Resources: <ul style="list-style-type: none"> ○ Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

	<ul style="list-style-type: none"> ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Science - Biodiversity and Ecosystems grade 2 unit</p>
Unit Overview:	<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> <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.</p>
Learning Goals	
Standard(s):	Connecticut Core Standards Reading RL.2.3 Describe how characters in a story respond to major events and challenges.

	<p>RI.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.</p> <p>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.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>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.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <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.</p> <p>Writing</p> <p>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.</p> <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.</p> <p>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.</p> <p>Foundational Skills</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels.
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- 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.

Language

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. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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>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.</p>	
Essential Question(s):	<ul style="list-style-type: none"> • What do plants need to live and grow? • How does our natural environment impact all living things? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Plants are living things and have basic needs (air, water and sunlight) that must be met for survival. • 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. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Word Gaps, Contrasts and Contradictions</i>). • Text Features • connections • Text Organization • How to choose and use sources • Characters • Retell • Figurative Language • Story Structure • Cause and Effect • Genres and their features • Compare and contrast 	<ul style="list-style-type: none"> • Notice an unfamiliar word or phrase and look for clues to help understand why the author used it- the <i>Word Gaps</i> signpost. • Recognize opposing ideas in informational text and how those ideas fit with what they already know- the <i>Contrasts and Contradictions</i> signpost. • Recognize the characteristics of photo essays, informational texts, legends, fairy tales and videos. • Locate and gain information using graphics, photographs, and captions. • Compare and contrast important details in two texts on the same topic. • Recognize cause-and-effect organizational

	<ul style="list-style-type: none"> • Written response strategies • Main idea and supporting details 	<p>patterns in a variety of media, and discuss how the use of text structure contributes to the author's purpose.</p> <ul style="list-style-type: none"> • Identify primary and secondary sources. • Describe and analyze the internal and external traits of characters.
Foundational Skills:	<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Blending Phonemes • Segmenting Phonemes <p>Phonics: Words with r-controlled vowels or, ore, our, er, ir, ur, eer, ear, or, ar</p> <p>Handwriting: Cursive k, r, s, v, m, n, x, y, z, A, C, O, U, V</p> <p>Spelling: Words with r-controlled vowels or, ore, our, er, ir, ur, eer, ear, or, ar</p> <p>Irregular Words: someone, everyone, learn, earth, early, their</p> <p>Fluency: Reading rate and automaticity; expression; phrasing and intonation</p>	<ul style="list-style-type: none"> • Blend and segment phonemes • Decode words with r-controlled vowels or, ore, our, er, ir, ur, eer, ear, or, ar. • Encode words with r-controlled vowels or, ore, our, er, ir, ur, eer, ear, or, ar. • Read/spell irregular grade level words • Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression • Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for cursive handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> • Procedural Text 	<ul style="list-style-type: none"> • Understand elements of procedural text. • Use prewriting skills to plan writing. • Repeat steps in a process orally. • Plan a draft by integrating steps in a process. • Organize content in writing. • Develop draft into a focused piece.

		<ul style="list-style-type: none"> • Organize steps in a logical order. • Revise for parallel structure. • Write legibly. • Use technology to create procedural text.
Speaking & Listening:	<ul style="list-style-type: none"> • Effective participation in a range of conversations • Collaboration • Active listening • Questioning and answering • Command of formal English when appropriate 	<ul style="list-style-type: none"> • Use details from the text to explain their ideas during a discussion. • Use the words cause and effect to explain relationships within a text. • Share information and ideas in cooperative learning interactions. • Work collaboratively and build on the ideas of others.
Language:	<ul style="list-style-type: none"> • Academic Vocabulary/Critical Vocabulary: fertilize, germinate, survive, winged, rise, scales, mature, trapping, lumber, minerals, fuels, 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 	<ul style="list-style-type: none"> • Use sequence words such as first, next, then, and last to retell a story. • Explain the meaning of figurative language, including similes, idioms, and alliteration. • Use cause-and-effect clue words to explain relationships within a text. • 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.

	<ul style="list-style-type: none"> ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 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 ● Generative vocabulary: Reference Sources, Prefix mis-, Prefix dis- ● Conventions of Standard English, Grammar and Usage: action verbs 	
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Unit Number and Title:	Module 9: Life Science: Animal Habitats-Home Sweet Habitat
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading, Volume 3 Module 9 ● HMH's Writing Workshop Manual, Module 9: Informational Text: Research Report ● HMH's Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Creature Comforts</i>, video ○ <i>The Best Habitat for Me</i>, opinion essay ○ <i>Nature's Patchwork Quilt</i> by Mary Miche, informational text ○ <i>The Long, Long Journey</i> by Sandra Markle, informational text ○ <i>Kali's Story</i> by Jennifer Keats Curtis, informational text ○ <i>Sea Otter Pups</i> by Ruth Owen, informational text ○ <i>At Home in the Wild</i>, poetry ○ <i>Out of the Woods</i> by Rebecca Bond, narrative nonfiction ○ <i>Abuelo and the Three Bears</i> by Jerry Tello, folktale ○ <i>Ducklings Jump from Nest</i> by Terra Mater Factual Studio, video ○ <i>The Great Kapok Tree</i> by Lynne Cherry, fantasy Supplemental Resources: <ul style="list-style-type: none"> ● Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

	Cross-curricular connections: Science - Biodiversity and Ecosystems grade 2 unit
Unit Overview:	<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>
Learning Goals	
Standard(s):	Connecticut Core Standards Reading RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 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.

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.2.8 Describe how reasons support specific points the author makes in a text.

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.

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

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

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.2.2 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.

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).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

	<p>L.2.5. 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>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.</p>	
Essential Question(s):	<ul style="list-style-type: none"> • How do living things in a habitat depend on each other? • How do different habitats meet the basic needs of the animals that live there? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Living things depend on each other and the environment in which they live. • Conditions in different habitats help animals to survive by meeting their basic needs of shelter, protection and food. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Numbers and Stats</i>, <i>Memory Moment</i>). • Key ideas • Figurative language • Questioning/Response strategies • Comprehension strategies • Author's purpose • Informational text features • Visualization • Elements of poetry 	<ul style="list-style-type: none"> • 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. • 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. • Recognize characteristics of an opinion essay, informational text, poetry, narrative nonfiction, folktales • Explain what an author is trying to persuade a reader to think or do. • Identify and explain figurative language including idioms.

		<ul style="list-style-type: none"> Recognize organizational patterns of a text, such as chronological order or cause and effect, and discuss how it contributes to an author's purpose. Paraphrase definitions from digital reference sources and events from a story in chronological order. Explain visual patterns, structures, repetition, and the use of descriptive language in a poem.
Foundational Skills:	<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blending Phonemes Segmenting Phonemes <p>Phonics: Words with syllable division V/CV, VC/V; vowel team oo, ou and vowel u</p> <p>Handwriting: Cursive I, D, E, J, S, G, H, K, F, L, T</p> <p>Spelling: Multisyllabic words with V/CV and VC/V patterns; words with vowel team oo, ou and vowel u</p> <p>Irregular Words: friend, move, prove</p> <p>Fluency: Phrasing and intonation; expression</p>	<ul style="list-style-type: none"> Blend and segment phonemes Decode words with syllable division V/CV, VC/V; vowel team oo, ou and vowel u. Encode words with syllable division V/CV, VC/V; vowel team oo, ou and vowel u. Read/spell irregular grade level words Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for cursive handwriting. (ongoing) Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> Research Report Response to text with text evidence 	<ul style="list-style-type: none"> Use background knowledge to brainstorm ideas on a topic. Use multiple prewriting strategies to plan

		writing. <ul style="list-style-type: none"> • Develop an idea with specific and relevant details. • Develop a research plan, conduct research for writing and cite sources. • Paraphrase facts and add details to informational text in an organized manner.
Speaking & Listening:	<ul style="list-style-type: none"> • Active listening 	<ul style="list-style-type: none"> • Answer questions using multi-word responses. • Share information and ideas about a topic under discussion. • Share information and ideas in cooperative learning interactions. • Ask and answer questions about key ideas in a text. • Listen actively and ask questions to clarify information. • Share ideas following rules for discussion.
Language:	<ul style="list-style-type: none"> • Academic Vocabulary/Critical Vocabulary: 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, 	<ul style="list-style-type: none"> • Discuss chronological events in an informational text using time-order words. • Alphabetize words and use a dictionary or glossary to determine meaning and pronunciation. • Share information using specific vocabulary words related to a topic. • Use conjunctions to create compound sentences. • Proofread for proper mechanics, including capitalization of the first word in a sentence, punctuation at the end of a sentence, and verb

	<p>arrive, grumpy, joking, tucked, stubborn, growled, shrugged, offered</p> <ul style="list-style-type: none"> ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 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, *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 ● Generative vocabulary: Words That Name Places, Prefix mis-, Prefix pre- ● Conventions of Standard English, Grammar and Usage: descriptive nouns and verbs, simple and compound sentences, subject-verb agreement 	<p>tense.</p>
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Unit Number and Title:	Module 10: Geography and Culture: Many Cultures, One World
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading, Volume 4, Module 10 ● HMH’s Writing Workshop Manual, Module 10: Correspondence (Letter) ● HMH’s Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Fiesta!</i>, video ○ <i>Hello, World!</i>, informational text ○ <i>Where on Earth Is My Bagel?</i> By Frances and Ginger Park, realistic fiction ○ <i>Trombone Shorty</i>, by Troy Andrews, autobiography ○ <i>Caravan</i> by Lawrence McKay, fiction ○ <i>Time for Cranberries</i> by Lisl Detlefsen, narrative nonfiction ○ <i>Home to Medicine Mountain</i> by Chirori Santiago, fiction ○ <i>May Day Around the World</i> by Tori Telfer, narrative nonfiction ○ <i>Goal!</i> by Sean Taylor, informational text ○ <i>Dreams Around the World</i> by Takashi Owaki, informational ○ <i>Poems in the Attic</i> by Nikki Grimes, poetry ○ <i>Crazy Horse’s Vision</i> by Joseph Bruchac, nonfiction ○ <i>What’s for Lunch Around the World?</i>, video ○ <i>The Name Jar</i> by Yangsook Choi, realistic fiction ● Supplemental Resources: <ul style="list-style-type: none"> ● Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

	<ul style="list-style-type: none"> ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt
Unit Overview:	<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 a thank-you letter to someone who taught them something about his or her culture 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>
Learning Goals	
Standard(s):	Connecticut Core Standards Reading 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.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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

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

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

RI.2.10 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.
- 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.2.4 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.

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

L.2.5 Demonstrate understanding of 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.

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

Foundational Skills:	<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Blending Phonemes • Segmenting Phonemes <p>Phonics: Vowel teams ew, ui, ue, au, aw, ough, ea and vowel a</p> <p>Handwriting: Cursive Z, P, R, B, Q, C, c, A, a, D, d, G, g, Q, q, P, p</p> <p>Spelling: Words with vowel teams ew, ui, ue, au, aw, ough, ea and vowel a</p> <p>Irregular Words: often, listen, laugh, through</p> <p>Fluency: Phrasing and intonation; accuracy and self-correction; reading rate and automaticity</p>	<ul style="list-style-type: none"> • Blend and segment phonemes • Decode words with syllable division V/CV, VC/V; vowel team oo, ou and vowel u. • Encode words with syllable division V/CV, VC/V; vowel team oo, ou and vowel u. • Read/spell irregular grade level words • Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression • Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for cursive handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> • Thank-You Letter 	<ul style="list-style-type: none"> • Understand elements of correspondence. • Use features of a letter in writing. • Draft a thank-you letter. • Revise drafts for variety in sentences. • Use technology to publish writing.
Speaking & Listening:	<ul style="list-style-type: none"> • Fluency • Active listening 	<ul style="list-style-type: none"> • Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • Answer questions using multi-word responses. • Listen actively and ask relevant questions to learn

		<p>more information during a discussion.</p> <ul style="list-style-type: none"> • Share information and ideas in cooperative learning interactions. • Work collaboratively by building on the ideas of others.
Language:	<ul style="list-style-type: none"> • Academic Vocabulary/Critical Vocabulary: 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 • Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): *heading, graphic, speech bubble, pronunciation, literal language, figurative language, simile, hyperbole, *inference, *evidence, *conclusion, *theme, moral, *topic, plagiarism, story structure, *event, *plot, *conflict, resolution, prediction, confirm, *central idea, 	<ul style="list-style-type: none"> • Identify similes and hyperbole and discuss the meanings. • Discuss how an author of a video uses graphic features to achieve specific purposes. • Use prewriting strategies to identify a topic and plan writing. • Elaborate ideas for revising letters. • Identify compound subjects and predicates. • Proofread writing for spelling and standard English conventions.

	<p>*topic, connection, experience, *detail, caption, graphic feature, label, *compare, *contrast, suffix, adjective, adverb</p> <ul style="list-style-type: none"> ● Generative vocabulary: Suffixes -ion, -tion, -sion, -y, -ly ● Conventions of Standard English, Grammar and Usage: proper nouns, pronouns, commas in a letter, commas in dates, compound subjects and predicates, punctuation for a letter 	
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Grade 3 English Language Arts

Course Information

Grade(s):	3
Discipline/Course:	English Language Arts (ELA)
Course Title:	Grade 3 English Language Arts
Prerequisite(s):	Grade 2
Course Description: <i>Program of Studies</i>	<p>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.</p>
Course Essential Questions:	<ul style="list-style-type: none"> ● How do I define who I am? ● Why change? ● How does our environment impact our lives? ● How do I know what to believe in what I read, hear and view? ● Why are human relationships important? ● Why do we seek and build community? ● How is conflict essential to our growth? ● How do stories tell us about what a culture values? ● Why do we have/need rules of language? ● How do I develop my writer’s voice?

	<ul style="list-style-type: none"> • What do good skilled readers do? • How do I participate in collaborative conversations to deepen my understanding? • How do I best support and present my findings and conclusions?
Course Enduring Understandings:	<ul style="list-style-type: none"> • When readers “walk in the character’s shoes” they learn about the character and themselves. • Other people can help teach us important lessons about ourselves, others, and the world around us. • Students will come to understand the importance of words and how new vocabulary helps to express ideas and feelings. • Various symbols in our country’s history came to represent the values and ideals of the United States. • 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. • 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. • Sports can bring people together to work as a team. • Other people can help teach us important lessons about ourselves, others, and the world around us. • Animals utilize behaviors and characteristics, or traits, to help them survive. • The environment can influence people’s behavior and motivation to act. • Human health and wellbeing are related to our natural environment. • A dedicated individual or group of people can help make a community stronger and better. • 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. • Determination, support, and hard work can create an environment where anything is possible. • Positive conflict presents opportunities for individual growth and development. Engaging in constructive disagreements allows people to challenge their own assumptions, expand their

	<p>knowledge and skills, and gain a broader understanding of different perspectives.</p> <ul style="list-style-type: none"> • A food's journey to our table often comes from a farm. • Food is a commonality across cultures, communities and societies, serving as a universal medium for communication and a source of shared experiences. • 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. • In order to communicate and <u>understand</u> context, we need to follow the rules of language. • 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. • When thoughts and ideas are shared through conversation, it helps people validate and confirm their thinking as well as <u>change their thinking</u> based on new information shared by others. Through discussion, people can support or defend their thinking by providing evidence.
Duration:	One year
Course Materials/ Resources:	<p>Houghton Mifflin Harcourt's Into Reading Houghton Mifflin Harcourt's Writing Workshop Manual <u>Rigby Leveled Readers</u></p> <p>Core texts/videos may be replaced by the publisher when titles are out of print.</p>
FPS Course Academic Expectation(s):	<p>Exploring and Understanding Synthesizing and Evaluating</p>
Year at a Glance (Units):	<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)</p> <p>Module 5: Teamwork (15-18 days)</p> <p>Module 6: Animal Behaviors (15-18 days)</p> <p>Module 7: Make a Difference (15-18 days)</p> <p>Module 8: Imagine! Invent! (15-18 days)</p> <p>Module 9: From Farm to Table (15-18 days)</p> <p>Module 10: Tell a Tale (15-18 days)</p>
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Unit Number and Title:	Module 1: Character Perspectives: What a Character
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Volume 1, Module 1 ● HMH's Writing Workshop Manual ● Rigby Leveled Readers ● Context Texts: <ul style="list-style-type: none"> ○ <i>GET CURIOUS VIDEO: Calamity Jane</i> ○ <i>Zach Jumps In</i>, realistic fiction ○ <i>Yasmin's Hammer</i> by Ann Malaspina, realistic fiction ○ <i>Marisol McDonald Doesn't Match</i>, by Monica Brown, illustrated by Sara Palacios ○ <i>Judy Moody Mood Martian</i> by Megan McDonald, illustrated by Peter H. Reynolds ○ <i>Stink and the Freaky Frog Freakout</i> by Megan McDonald, illustrated by Peter H. Reynolds ○ <i>Scaredy Squirrel, Fantasy</i> by Mélanie Watt ○ <i>Weslandia</i> by Paul Fleischman (writing focal text) ○ The Name Jar by Yangsook Choi
Unit Overview:	<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>
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>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.</p> <p>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</p> <p>Foundational Skills</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. 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.)

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.3.4 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).

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

		<ul style="list-style-type: none"> • Describe an author's use of figurative language to achieve a purpose. • Explain the meanings of similes, idioms, and onomatopoeia in a text. • Make inferences and use evidence to support understanding. • Identify text and graphic features and explain author's purpose for using them. • 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.
Foundational Skills:	<ul style="list-style-type: none"> • Short Vowels • Long Vowels • Cursive Handwriting 	<ul style="list-style-type: none"> • Differentiate and decode the short vowel sounds for <i>a, e, i, o, u</i>. • Recognize VC spelling pattern for short vowel sounds. • Decode multisyllabic words with short vowel syllables. • Differentiate the long vowel sounds for <i>a, e, i, o, u</i>. • Recognize the VCe spelling pattern for long vowel

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

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

		<ul style="list-style-type: none"> • Share information on a collaborative project. • Brainstorm and choose research topics. • Develop research questions. • Choose a question to research. • Explain ideas to present a research plan. • Provide feedback during discussion.
Language:	<ul style="list-style-type: none"> • Academic Vocabulary/Critical Vocabulary: 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 • Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): *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, 	<ul style="list-style-type: none"> • Answer questions using module vocabulary. • Identify real-life connections between words and their use. • Answer questions and discuss meanings to develop vocabulary. • Identify and discuss narrator and point of view. • Use newly acquired vocabulary expressively. • Understand the meaning of words with short and long vowel patterns. • Express predictions using the words <i>predict</i> and <i>correct</i>. • Review and extend understanding of word meanings. • Use context to determine the meanings of unfamiliar words. • Discuss literary elements using the terms <i>major character</i> and <i>minor character</i>. • Discuss words with the prefixes mis-, un-, and non- to show how the target of prefixes change the meaning of the base word. • Discuss theme using the terms <i>theme</i>, <i>topic</i>, <i>moral</i>, and <i>lesson</i>. • Discuss words with the suffixes -ful and -less, and how the suffixes change the meaning of base words

	<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"> ● Generative Vocabulary: prefixes: mis, un, non, suffixes: ful, less ● Conventions of Standard English, Grammar and Usage: common and proper nouns, adjectives, capitalization and punctuation 	<ul style="list-style-type: none"> ● Articulate the meaning of an idiom using real-life examples ● Identify pronouns that signal point of view ● Determine the meaning of grade-level academic vocabulary with prefixes and suffixes. ● Use a dictionary or glossary to determine the meanings of unknown words. ● Describe how derivational suffixes turn words into different parts of speech. ● Create word webs using vocabulary. ● Discuss text features using the term <i>capital letters</i>.
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Unit Number and Title:	Module 2: Character Expressions: Use Your Words
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Module 2 ● HMH's Writing Workshop Manual ● Rigby Leveled Readers ● Core Texts: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Use Your Words</i> ○ <i>Wordy Birds</i>, informational text ○ <i>A LOL Story</i>, informational text ○ <i>Dear Primo: A Letter to My Cousin</i> by Duncan Tonatiuh, realistic fiction/letters ○ <i>Adventures with Words</i>, poems ○ <i>Shanghai Messenger</i> by Andrea Cheng, fiction ○ <i>The Upside Down Boy</i> by Juan Felipe Herrera, memoir ○ <i>Dear Dragon</i> by Josh Funk, fantasy/ letters ○ <i>The Lemonade War</i> by Jacqueline Davies (writing focal text) ○ <i>The Proudest Blue</i> by Ibtihaj Muhammad
Unit Overview:	<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>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>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.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>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.</p> <p>Foundational Skills</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on

	<p>successive readings.</p> <p>Writing</p> <p>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.)</p> <p>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.</p> <p>Speaking and Listening</p> <p>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> <p>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.</p> <p>Language</p> <p>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.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. 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>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Essential Question(s):	<ul style="list-style-type: none"> How do people use words to express themselves?

Enduring Understanding(s):	<ul style="list-style-type: none"> Students will come to understand the importance of words and how new vocabulary helps to express ideas and feelings. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> Text and Graphic Features Retell Point of View Character Development Questioning Elements of Poetry Figurative language Visualizing <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Contrasts and Contradictions</i>). 	<ul style="list-style-type: none"> Recognize characteristics of letters and poems. Identify text and graphic features and explain their purpose. Recognize characteristics of text messages Paraphrase key events and details. Evaluate details in a text to determine key ideas. Identify the narrator of a text, and distinguish between first and third person. Explain characters' perspective in a text. Explain how characters develop throughout the plot. Write a response that demonstrates understanding of the text. Ask and answer questions about a text to gain a deeper understanding. Use text evidence to support answers. Read poetry fluently. Identify and explain elements of poetry, including structure and rhyme scheme. Identify different types of poems and their differences. Identify an author's use of figurative language to achieve a specific purpose. Explain the meanings of metaphors in a text. Use story details to create mental images about what is read.

		<ul style="list-style-type: none"> Identify when a character realizes something suddenly or asks a difficult question and explain how it impacts the story and makes them wonder.
Foundational Skills:	<ul style="list-style-type: none"> Short Vowel Words Long Vowels Words Cursive Handwriting 	<ul style="list-style-type: none"> Recognize and decode words with short vowel sounds. Recognize and decode words with long <i>o</i> spelling patterns. Read and spell words with the long <i>i</i> and long <i>o</i> sound and understand their meanings. Recognize and learn spelling patterns for the long <i>i</i> and long <i>o</i> sounds. Recognize and decode multisyllabic words with short and long vowel sounds. Recognize and decode multisyllabic words with open and closed syllables. Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.
Writing:	<ul style="list-style-type: none"> Elements of writing a correspondence Writing process of a correspondence 	<ul style="list-style-type: none"> Listen and ask relevant questions Follow oral instructions Speak coherently during classroom discussions Work collaboratively Make and describe connections between self and text while reading Establish a purpose for reading Evaluate and synthesize new information

		<ul style="list-style-type: none"> • Discuss ideas in a text • Explain relationships among the characters • Use content print/digital resources to determine meaning • Read and understand domain-specific vocabulary • Evaluate and synthesize new information • Use prewriting strategies to plan writing • Plan a draft of a letter • Use an organizational structure • Craft an engaging idea for writing • Revise letter to develop an idea • Edit letter for correct pronoun usage • Edit letter for correct punctuation • Spell words with increased accuracy • Edit letter for capitalization and spelling • Edit writing for complete sentences and subject-verb agreement • Publish letters • Sign letters in cursive • Share writing • Hold collaborative discussions
Speaking and Listening:	<ul style="list-style-type: none"> • Topic knowledge synthesis • Formal and informal language 	<ul style="list-style-type: none"> • Discuss the content of a read-aloud text. • Develop questions for research. • Research answers to questions. • Recognize appropriate resources. • Plan and organize a multimedia presentation. • Differentiate between primary and secondary sources. • Present research results. • Identify multimedia formats.

		<ul style="list-style-type: none"> ● Identify the steps in creating a multimedia presentation. ● Listen actively and provide feedback during discussion. ● Distinguish between formal and informal language. ● Adapt spoken language to purpose. ● Express ideas using formal and informal language. ● Identify and internalize key vocabulary. ● Self-assess project work using rubric. ● Ask questions about a text, using words such as <i>what</i>, <i>when</i>, and <i>why</i>.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: 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 ● Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): graphic feature, text feature, type, event, retell, *narrator, *point of view, *prefix, *suffix, *base word, ellipses, label, *character, character 	<ul style="list-style-type: none"> ● Identify real-life connections between words and their use. ● Identify the types of words and meanings used in letters and poems. ● Answer questions and discuss meanings to develop vocabulary. ● Use newly acquired vocabulary expressively. ● Use context to determine the meanings of unfamiliar words. ● Identify new vocabulary using strategic learning techniques. ● Identify and internalize key vocabulary to communicate questions and ideas about a research topic. ● Discuss characters using academic language. ● Discuss text and graphic features using academic vocabulary. ● Discuss similes and metaphors using academic

	<p>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</p> <ul style="list-style-type: none"> ● Generative Vocabulary: prefixes: re, pre, dis, suffixes: y, ly ● Conventions of Standard English, Grammar and Usage: capitalization, punctuation, pronouns, and subject-verb agreement 	<p>vocabulary.</p> <ul style="list-style-type: none"> ● Discuss target vocabulary words and expand vocabulary knowledge. ● Identify elements of poetry, using the words <i>stanzas</i>, <i>rhyme</i>, and <i>rhyme pattern</i>. ● Read words with long and short vowels and understand their meaning. ● Read words with open and closed syllables and understand their meanings. ● Discuss words with the prefixes re- and pre- to show understanding of the target prefixes and how they change the meaning of words. ● Discuss words with the prefixes dis- to show understanding of the target prefix and how it changes the meaning of the base word. ● Discuss words with suffixes -y and -ly to show understanding of the target suffixes and how they change the meaning of base words.
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Unit Number and Title:	Module 3: Government and Citizenship: Let Freedom Ring
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> • HMH's Into Reading Module 3 • HMH's Writing Workshop Manual • Rigby Leveled Readers • Core Texts: <ul style="list-style-type: none"> ○ <i>GET CURIOUS VIDEO: American Landmarks</i> ○ <i>American Places, America Ideals</i>, informational text ○ <i>The U.S. Constitution</i>, by Norman Pearl, illustrated by Mathew Skeens ○ <i>Why we Celebrate The Fourth of July</i>, informational video ○ <i>The Flag Maker</i>, by Susan Campbell Bartoletti, illustrated by Claire A. Nivola ○ <i>Why is The Statue of Liberty Green?</i> by Martha E.H. Rustad, Illustrated by Holli Conger ○ <i>All the Places to Love</i> by Patricia MacLachlan Paintings by Nick Wimmer (writing focal text) ○ Juneteenth for Mazie by Floyd Cooper <p>Cross-curricular connections: Social Studies - The Structure and Function of Government: Connecticut and Fairfield/State Constitution and Government grade 3 unit Social Studies - The Impact of The Indigenous Peoples and Geography on Fairfield/Cultural Communities in Connecticut Present and Past grade 3 unit</p>

Unit Overview:	<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>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <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.</p> <p>RI.3.2 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.

	<ul style="list-style-type: none"> 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. <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language</p> <p>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.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	
Essential Question(s):	<ul style="list-style-type: none"> • How do historic places, documents, and symbols represent our nation? • Why do we seek and build communities? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Various symbols in our country's history came to represent the values and ideals of the United States. • 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. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • Author's Purpose • Summary • Synthesis • Central Idea 	<ul style="list-style-type: none"> • Identify and explain author's purpose. • Summarize the text by identifying the central ideas and relevant details. • Evaluate details to determine key ideas.

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

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

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

Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: loyal, sovereignty, democracy, civic, delegates, convention, domestic, welfare, posterity, endowed, declaring, independence, presented, gritty, hoisted, broad ● Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 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, sequence, content-area words, context clue, analyze, interpret, media techniques, clarify, prediction, *character, *event, 	<ul style="list-style-type: none"> ● Use newly acquired vocabulary to answer questions. ● Identify and use multiple- meaning words using strategic learning techniques. ● Identify real-life connections between words and their use. ● Answer questions and discuss meanings to develop vocabulary. ● Use newly acquired vocabulary expressively. ● Use context to determine the meanings of unfamiliar words. ● Use a dictionary or glossary to determine the meanings of unknown words. ● Define and discuss content area words using context clues. ● Discuss target vocabulary words and expand vocabulary knowledge. ● Discuss words with the suffixes -y and -less and the prefix dis- to show understanding of the target suffixes and prefix. ● 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. ● Discuss words with the prefix im- to show understanding of the target prefix. ● Create word webs using vocabulary.
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	<p>literary elements, *plot, *setting, bullet points, formal language, pacing, *presentation, elaboration, expository, *topic</p> <ul style="list-style-type: none"> ● Generative Vocabulary: Suffixes-y, ly, -less; Prefix-dis, -im; Suffix-er/-est ● Conventions of Standard English, Grammar and Usage: apostrophes, capitals and punctuation 	
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Unit Number and Title:	Module 4: Theater and Performance: Stories on Stage
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Module 4 ● HMH's Writing Workshop Manual ● Rigby Leveled Readers ● Core Texts: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Auditions</i> ○ <i>The Lion King's Friend</i>, informational text ○ <i>That's Entertainment</i>, opinion text ○ <i>The Saga of Pecos Bill</i> by Anthony D. Fredericks, drama/ tall tale ○ <i>Little Melba and Her Big Trombone</i> by Katheryn Russell-Brown, ○ <i>The Traveling Trio</i> by Cesky Krumlov of Czech Republic, informational video ○ <i>Gigi and the Wishing Ring</i>, adapted from the Italian fairy tale by Sumi Collina, drama/ classic tale ○ <i>Characters and Prologue</i> of drama/ myth ○ <i>The Rough Face Girl</i> by Rafe Martin ○ <i>Cendrillon- A Caribbean Cinderella</i> by Robert D. San Souci ○ <i>Crossing Bok Chitto</i>, A Choctaw Tale of Friendship and Freedom by Tim Tingle (writing focal text)
Unit Overview:	<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</p>

	<p>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>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <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.</p> <p>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.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>Foundational Skills</p>

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.

Language

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.

	<ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). <p>L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 	
Essential Question(s):	<ul style="list-style-type: none"> • Why might some stories be better told as plays? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • 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. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • Author's claim • Visualizing • Elements of a Drama • Figurative Language • Literary Elements • Media Techniques • Retell • Theme/topic • Monitor and clarify • Summarize • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Contrasts and Contradictions</i>). 	<ul style="list-style-type: none"> • Identify the author's claim and supporting facts. • Distinguish between facts and opinions. • Ask questions about the text and create mental images while reading. • Identify elements of drama. • Explain the author's use of figurative language . • Write sentences using imagery . • Recognize characteristics of an argumentative text. • Analyze literary elements of characters, setting, plot and events. • Discuss characters and how they develop. • Analyze the use of media techniques to achieve specific purposes. • Retell a drama to reinforce understanding of the plot, events and theme.

		<ul style="list-style-type: none"> ● Identify the author's message or theme. ● Analyze how plot elements reveal the author's purpose. ● Distinguish between theme and topic. ● Ask questions about the text and create mental images while reading. ● Listen actively to analyze or clarify information . ● Monitor comprehension and make adjustments to improve understanding of the text. ● Summarize the central ideas and details of an informational video. ● Identify when a character acts differently than they would expect and explain how that impacts the story. ● Identify when a character shares advice or insights to another character and explain how this affects the character and the life lesson learned.
Foundational Skills:	<ul style="list-style-type: none"> ● Consonant Digraphs ● Vowel Diphthongs ● Cursive Handwriting 	<ul style="list-style-type: none"> ● Recognize and decode words with the consonant digraphs <i>ch</i>, <i>tch</i>, <i>sh</i>, <i>wh</i>, <i>th</i>, <i>ph</i>, and <i>ng</i>. ● Spell and write words with consonant digraphs. ● Learn spelling patterns for consonant digraphs <i>ch</i> and <i>tch</i>. ● Recognize and decode words with vowel diphthongs <i>ow</i> and <i>ou</i>. ● Learn spelling patterns for vowel diphthongs <i>ow</i> and <i>ou</i>. ● Decode and read words with vowels <i>au</i>, <i>aw</i>, <i>al</i>, and <i>o</i>. ● Spell and write words with vowels <i>au</i>, <i>aw</i>, <i>al</i>, and <i>o</i>.

		<ul style="list-style-type: none"> • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.
Writing:	<ul style="list-style-type: none"> • Elements of narrative writing • The writing process of writing a narrative 	<ul style="list-style-type: none"> • Make and describe personal connections to sources. • Understand genre features. • Access prior knowledge. • Actively listen to participate in group discussions. • Build background knowledge about an unfamiliar topic to prepare to read. • Synthesize information to make, correct and confirm predictions. • Set a purpose for reading. • Make connections across a text. • Analyze narrative text for author's craft. • Read and understand domain specific vocabulary. • Set goals for writing. • Use technology to assist with writing. • Use multiple prewriting strategies to plan a draft. • Plan and develop the first draft. • Use knowledge of story structure to begin drafting a story. • Understand different ways to create an engaging beginning. • Draft a beginning, multi-paragraph middle, and ending to a story.

		<ul style="list-style-type: none"> • Revise drafts. • Add dialogue and dialogue tags • Edit writing for possessive pronouns. • Proofread writing for grammar, usage, and mechanics . • Publish written works as part of the writing process.
Speaking and Listening:	<ul style="list-style-type: none"> • Summarization and Paraphrasing • Evaluation and Organization • Synthesis • Oral Instructions 	<ul style="list-style-type: none"> • Listen to fluent reading. • Use details to connect to meaning. • Comprehend details to connect to meaning. • Paraphrase information read aloud. • Summarize information read aloud. • Use acquired language to summarize and paraphrase information. • Comprehend content to determine relevance to a topic. • Use sequence words to write instructions. • React to presentation. • Self-assess project work using a rubric. • Determine relevance of information for research. • Organize information for research to demonstrate understanding. • Listen actively and provide feedback during discussion. • Present a project. • Follow oral instructions. • Write instructions.
Language:	<ul style="list-style-type: none"> • Academic Vocabulary/Critical Vocabulary: audition, rehearse, 	<ul style="list-style-type: none"> • Read words with consonant digraphs and understand their meaning.

	<p>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</p> <ul style="list-style-type: none"> ● Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): *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, theme, *topic, brainstorm, evaluate, *research, clarify, monitor, *root, character trait, instructions, sequence, evidence, perspective, *reasons, transition word ● Generative Vocabulary: prefixes: in, im, suffixes: er, or, Latin Root: aud, vis 	<ul style="list-style-type: none"> ● Spell words with ch and tch and understand their meaning. ● Use newly acquired vocabulary expressively and to answer questions and demonstrate understanding. ● Identify real-life connections between words and their use. ● Use context to determine the meanings of unfamiliar words. ● Determine the meaning of the grade-level academic vocabulary with prefixes, suffixes, and Latin roots. ● Use a dictionary or glossary to determine the meanings of unknown words. ● Identify shades of meaning using strategic learning techniques. ● Discuss words with the prefixes in- and im- to show understanding. ● Discuss target vocabulary words and expand vocabulary knowledge by playing a word game. ● Use acquired language to summarize and paraphrase. ● Read, articulate sounds and spell words with vowel diphthongs ou and ow and understand their meaning. ● Discuss words with the suffixes -er and -or to show understanding of the target suffixes. ● Read and spell words with vowels au, aw, oi and o and understand their meaning. ● Identify and use multi-meaning words using strategic learning techniques. ● Discuss words with Latin roots -aud and -vis to
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	<ul style="list-style-type: none">• Conventions of Standard English, Grammar and Usage: punctuating dialogue, possessive pronouns, capitalization and punctuation	show understanding of the roots.
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Unit Number and Title:	Module 5: Relationship Skills: Teamwork
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Module 5 ● HMH's Writing Workshop Manual ● Rigby Leveled Readers ● Core Texts: <ul style="list-style-type: none"> ○ <i>Competition Cooperation-and FUN!</i>, informational text ○ <i>Get Curious Video: How Do We Win?</i> ○ <i>Teamwork = Victory!</i>, informational text ○ <i>Soccer Shootout by Jake Maddox illustrated by Mathew Shipley</i> ○ <i>Fiction Video: Bend It Like Bianca</i> ○ <i>Running Rivals</i> by Jake Maddox, illustrated by Oriol Vidal ○ <i>The True Story of an Amazing All Brother Baseball Team: Brothers at Bat</i> by Audry Vernick, Illustrated by Steven Salarno ○ <i>The Carver Chronicles Don't Feed The Geckos!</i>, by Karen English, illustrated by Laura Freeman (writing focal text)
Unit Overview:	<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 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</p>

	<p>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>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p> <p>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.</p> <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.</p> <p>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.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>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.</p>

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.

	<p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>Language</p> <p>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.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. 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). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	
Essential Question(s):	<ul style="list-style-type: none"> What can sports teach us about working together and forming relationships? Why are human relationships important? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> Sports can bring people together to work as a team. Other people can help teach us important lessons about ourselves, others, and the world around us. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> Author's Purpose Questioning Literary Elements Theme/topic Monitor and Clarify 	<ul style="list-style-type: none"> Identify and explain the author's purpose. Ask and answer questions to deepen understanding of a text and gain information. Explain relationships among characters and character development.

	<ul style="list-style-type: none"> • Author's Craft • Media Techniques • Predicting • Figurative Language • Text Structure • Point of View • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Contrasts and Contradictions</i>). 	<ul style="list-style-type: none"> • Explain the influence of setting on plot. • Explain the use of text structure. • Identify the theme and distinguish between topics. • Analyze how the author's use of language contributes to voice. • Recognize how the author's voice contributes to mood. • Monitor comprehension and make adjustments to improve understanding when needed. • Identify sound and visual elements. • Listen actively to analyze and clarify information. • Analyze the use of media techniques to achieve specific purposes. • Make, correct, and confirm predictions based on text features and genre characteristics. • Explain the author's use of sound devices and imagery. • Analyze the use of text structure to achieve specific purposes. • Identify transitions that indicate chronology in text. • Identify the narrator. • Distinguish between first- and third-person point of view. • Identify when a character acts differently than they would expect and explain how that impacts the story. • Identify things that are surprising and things that challenged, changed or confirmed what they already knew as they read nonfiction.
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Foundational Skills:	<ul style="list-style-type: none"> • Diphthongs • Homophones • Contractions • Cursive Handwriting 	<ul style="list-style-type: none"> • Recognize and decode words with diphthongs <i>oi</i> and <i>oy</i>. • Learn to spell words with the /oi/ sound spelled <i>oi</i> and <i>oy</i>. • Recognize and decode multisyllabic words with diphthongs <i>oi</i> and <i>oy</i>. • Recognize and decode homophones. • Learn to spell homophones. • Recognize and decode contractions with <i>n't</i>, <i>'d</i>, <i>'ve</i>. • Learn to spell contractions. • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.
Writing:	<ul style="list-style-type: none"> • Elements of persuasive writing • The writing process of writing a persuasive letter 	<ul style="list-style-type: none"> • Describe a personal connection to sources. • Build background knowledge. • Set goals for writing. • Understand audience and purpose. • Understand features of persuasive writing. • Use prewriting strategies to plan writing. • Draft a multi-paragraph text (introduction, body paragraphs, strong conclusion). • Use organizational patterns correctly. • Draft a persuasive letter. • Add details to support a position. • Write a strong conclusion.

		<ul style="list-style-type: none"> ● Revise a draft. ● Understand possessive pronouns. ● Apply correct punctuation. ● Work collaboratively and use peer feedback to improve writing. ● Proofread for correct possessives and spelling, and mechanics. ● Publish writing. ● Use technology to assist with writing. ● Share writing. ● Engage in collaborative discussions.
Speaking and Listening:	<ul style="list-style-type: none"> ● Citations ● Summary and Paraphrasing ● Discussion Rules 	<ul style="list-style-type: none"> ● Listen to fluent reading. ● Keep records of sources while doing research. ● Create a bibliography/works cited page. ● Use acquired writing and language skills. ● Recall facts and details from text read orally. ● Paraphrase and summarize information read aloud. ● Use acquired language to summarize and paraphrase. ● Recognize and describe the features of realistic fiction. ● Synthesize knowledge gained from text. ● Follow rules of discussion. ● Listen actively during a discussion. ● Make relevant comments and ask questions during a discussion. ● Comprehend content to discuss ideas about topics.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: collaboration, 	<ul style="list-style-type: none"> ● Articulate the author's purpose using the word <i>inform</i> and <i>entertain</i>.

	<p>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</p> <ul style="list-style-type: none"> ● Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 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 language, alphabetical order, bibliography, *source, live action, media, sound elements, visual elements, paraphrase, summarize ● Generative Vocabulary: suffixes: er, or, er/est, ment, Greek Roots: bio, Latin roots: vid ● Conventions of Standard English, Grammar and Usage: pronouns, sentence structure, homophones, contractions 	<ul style="list-style-type: none"> ● Read and spell words with diphthongs oi and oy and understand their meaning and articulate the sound in multisyllabic words. ● Answer questions and discuss meaning to develop vocabulary. ● Articulate questions and answers about the selection. ● Summarize to confirm understanding of a text read aloud. ● Use newly acquired vocabulary expressively. ● Identify literary elements, including the terms major and minor characters, narrator and point of view, using text evidence. ● Discuss words with the suffixes er, or, er/est, and -ment to show understanding of their meaning. ● Articulate the story's topic and theme. ● Discuss target vocabulary words and create word webs to expand vocabulary knowledge. ● Articulate strategies for clarifying comprehension. ● Identify and articulate sound elements used in video and transition words that indicate a sequence text structure. ● Discuss words with Greek root <i>bio</i> and Latin root <i>vid</i> to show understanding. ● Use acquired language to summarize and paraphrase information. ● Articulate what has been learned about the essential question from their reading. ● Express predictions using the words predict and correct.
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		<ul style="list-style-type: none">• Read and spell contractions with n't, 'd, 've and understand their meanings.• Identify and explain the use of repetition.• Articulate ideas and opinions about module selections.
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Unit Number and Title:	Module 6: Life Science: Animal Behaviors
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> • HMH's Into Reading 6 • HMH's Writing Workshop Manual • Rigby Leveled Readers • Core texts: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Shall We Dance?</i> ○ <i>Living Glass</i>, informational text ○ <i>Frozen Alive</i>, informational text ○ <i>This is Your Life Cycle</i> by Heather Lynn Miller, narrative nonfiction/ fantasy ○ <i>The Nose Awards</i> by Manu Callejon, magazine article ○ <i>Octopus Escapes Again!</i> By Laurie Ellen Angus, narrative nonfiction ○ <i>T.J. The Siberian Tiger Cub</i> by Ann Whitehead Nagada and Cindy Bickel ○ <i>In November</i> by Cynthia Rylant (writing focal text) <p>Cross-curricular connections: Science - Interdependent Relationships and Ecosystems grade 3 unit</p>
Unit Overview:	<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>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <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.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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.</p> <p>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).</p> <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).</p> <p>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.</p> <p>Foundational Skills</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multi-syllable words. Read grade-appropriate irregularly spelled words. <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>

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

Language

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>L.3.5 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>	
Essential Question(s):	<ul style="list-style-type: none"> • What behaviors help animals survive? • How does our environment impact our lives? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Animals utilize behaviors and characteristics, or traits, to help them survive. • The environment can influence people's behavior and motivation to act. • Human health and wellbeing are related to our natural environment. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • Text and Graphic Features • Summarize • Author's Purpose • Author's Craft • Questioning • Central Idea • Figurative Language • Monitor and Clarify • Text Structure • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Contrasts and Contradictions</i>). 	<ul style="list-style-type: none"> • Recognize characteristics of informational text. • 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. • Summarize using the central ideas and relevant ideas. • Recognize the author's purpose. • Recognize that authors use language to create a style or voice. • Explain how the author's voice contributes to mood. • Ask and answer questions to deepen understanding and gain information. • Recognize the central ideas in a text and identify the supporting evidence for them.

		<ul style="list-style-type: none"> • Evaluate details to determine key ideas that support the central ideas. • Explain the author's use of figurative language. • Make adjustments to improve understanding when comprehension breaks down. • Recognize a variety of text structures. • Analyze the use of text structure to achieve specific purposes. • Identify things that are surprising and things that challenged, changed or confirmed what they already knew as they read nonfiction. • Identify unknown words when they are reading and look for clues to help them understand it.
Foundational Skills:	<ul style="list-style-type: none"> • R Controlled Vowels • Cursive Handwriting 	<ul style="list-style-type: none"> • Differentiate the /ar/ and /or/ sounds. • Recognize spelling patterns for /ar/ and /or/. • Learn to spell words with vowel + /r/ sounds. • Decode multisyllabic words with /ar/ and /or/. • Recognize vowel sound /ur/ spelled <i>er, ir, ur, or</i>. • Decode words with <i>er, ir, ur, or</i>. • Recognize and decode multisyllabic words with <i>er, ir, ur, or</i>. • Recognize vowel sound /ir/. • Decode words with /ir/. • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.

Writing:	<ul style="list-style-type: none"> • Elements of expository writing • The writing process of an expository essay 	<ul style="list-style-type: none"> • Engage in the writing process. • Use support from peers to revise drafts. • Use purposeful structure to organize writing. • Provide a clear statement of the main idea. • Conclude with the restatement of the main idea. • Use features of informational writing. • Use multiple pre-writing strategies to plan writing. • Use research to identify and narrow a topic and to identify relevant information. • Cite sources when researching a topic. • Set goals for writing. • Draft multiple-paragraph expository texts. • Explain ideas with details, examples, and descriptions. • Revise drafts to include prepositional phrases and improve sentence structure. • Edit writing for capitalization, punctuation, and mechanics. • Proofread writing for spelling. • Use technology to produce and publish writing. • Share writing.
Speaking and Listening:	<ul style="list-style-type: none"> • Presentation • Collaboration • Synthesis 	<ul style="list-style-type: none"> • Listen to fluent reading. • Recall facts and details from text read orally. • Summarize to confirm understanding of text read aloud. • Interpret messages in the media. • Plan and give an informational presentation. • Use formal language in an informational presentation.

		<ul style="list-style-type: none"> • Analyze media techniques to communicate information. • Use nonverbal cues to help communicate with listeners. • Develop a plan and share responsibility on a collaborative project. • Follow rules of discussion and collaboration. • Listen actively during a discussion. • Make relevant comments and ask questions during a discussion. • Take turns and cooperate. • Present a project. • Provide feedback during discussion. • Self-assess project work using a rubric.
Language:	<ul style="list-style-type: none"> • Academic Vocabulary/Critical Vocabulary: 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 • Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): bold text, caption, graphic feature, photo, text feature, *main idea, summary, 	<ul style="list-style-type: none"> • Articulate the connections between text and related graphics. • Read, spell, articulate and understand words with -ar, -or, -ore, -er, -ir, -ur, -or, -air, -are, -ear, -ere, -ear, -ere, -eer, -eir, -ier. • Articulate the /ur/, /ar/, and /ir/ sound and read multisyllabic words with those sounds. • Answer questions and discuss meanings to develop vocabulary. • Articulate content area vocabulary to summarize a text. • Summarize to confirm understanding of a text read aloud. • Identify new vocabulary and use newly acquired vocabulary to answer questions. • Learn to use a thesaurus to find synonyms and

	<p>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</p> <ul style="list-style-type: none"> ● Generative Vocabulary: prefixes: uni, bi, tri, un, suffix: ly ● Conventions of Standard English, Grammar and Usage: parts of speech, prepositions, prepositional phrases, capitalization, and punctuation 	<p>develop new vocabulary, using strategic learning techniques.</p> <ul style="list-style-type: none"> ● Articulate questions and answers about the selection, the author's purpose for writing, and the central idea and supporting details. ● Discuss familiar words with Latin prefixes uni-, bi-, tri- to show understanding of their meaning. ● Discuss and use the prefix un- and the suffix -ly to show understanding. ● Discuss target vocabulary words and explore shades of meaning to expand vocabulary knowledge. ● Describe the tone and mood of a selection. ● Use content-area words to describe media. ● Articulate what has been learned about the essential question. ● Identify and explain the use of repetition. ● Articulate strategies for clarifying comprehension. ● Articulate comparisons and the purpose of a bar graph. ● Create word families using target vocabulary in order to expand vocabulary knowledge.
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Unit Number and Title:	Module 7: Community and Citizenship: Make a Difference
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> • HMH's Into Reading Module 7 • HMH's Writing Workshop Manual • Rigby Leveled Readers • Core texts: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Kids Change the World</i> ○ <i>The Eco-Troubador</i>, Biography ○ <i>Let's Build a Park</i> ○ <i>Farmer Will Allen and the Growing Table</i>, by Jacqueline Briggs Martin, Illustrated by Eric-Shabazz Larkin ○ <i>One Plastic Bag Isatou Ceesay and the Recycling Women of the Gambia</i> by Miranda Pearl, Illustrated by Elisabeth Zunon ○ <i>Energy Island</i> by Allan Drummond ○ <i>The Storyteller's Candle</i> by Lucia Gonzalez Illustrated by Lulu Delacre ○ <i>What if Everybody Did That?</i> By Ellen Javernick, Illustrated by Colleen M. Madden (writing focal text) <p>Cross-curricular connections: Social Studies - The Structure and Function of Government: Connecticut and Fairfield/State Constitution and Government grade 3 unit Social Studies - The Impact of The Indigenous Peoples and Geography on Fairfield/Cultural Communities in Connecticut Present and Past grade 3 unit STEAM - Playground Design grade 3 unit</p>
Unit Overview:	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

	<p>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 help make a community stronger and better.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>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.</p> <p>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.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI 3.6 Distinguish their own point of view from that of the author of a text.</p> <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).</p>

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.
- 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.)

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.

	<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>L.3.5 Demonstrate understanding of 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>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>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).</p> <p>Speaking and Listening</p> <p>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> <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 (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>
Essential Question(s):	<ul style="list-style-type: none"> • How can one person make a meaningful difference in their local or global community? • Why do we seek and build community?
Enduring Understanding(s):	<ul style="list-style-type: none"> • A dedicated individual or group of people can help make a community stronger and better. • 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.

Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • Author's Purpose • Predictions • Text Structure • Point of View • Inferences • Text and Graphic Features • Figurative Language • Literary Elements • Synthesize • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Contrasts and Contradictions</i>). 	<ul style="list-style-type: none"> • Recognize the author's purpose and identify the author's audience. • Explain how text structure supports the author's purpose. • Make, correct and confirm predictions. • Recognize characteristics of argumentative text. • Recognize patterns on how a text is organized and determine text structure. • Identify first or third person point of view. • Recognize that the author's point of view may differ from the reader. • Make inferences and use text evidence to support and develop understanding of a text. • Recognize and analyze text and graphic features. • Identify examples of figurative language. • Explain an author's use of imagery and similes. • Explain how characters develop using relationships, traits, actions and words. • Explain the influence of setting on plot. • Analyze plot elements. • Evaluate text details to determine their importance. • Discuss, listen, and make comments after listening to or reading a text. • Write a response that demonstrates understanding of the text. • Use text evidence and new vocabulary to write a response. • Identify when a character suddenly realizes

		<p>something or becomes aware of and explain how this might impact the story and change things.</p> <ul style="list-style-type: none"> Identify when words are quoted by an author explain why it is important to the text/author's purpose.
Foundational Skills:	<ul style="list-style-type: none"> Compound Words and Abbreviations Irregular Plurals Words with /oo/ Cursive Handwriting 	<ul style="list-style-type: none"> Recognize and decode compound words. Recognize and decode abbreviations. Read compound words and understand their meanings. Spell compound words. Spell abbreviations. Spell multisyllabic words and abbreviations and understand their meanings. Recognize and use irregular plural nouns. Read and understand irregular plural nouns. Learn to spell irregular plurals. Form and use irregular plural nouns. Recognize spelling patterns of irregular plural nouns. Differentiate the long and short /oo/ sounds. Recognize spelling patterns for the long and short /oo/ sounds. Read words with long and short /oo/ sounds and understand their meanings. Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. Demonstrate proper writing position including correct posture, pen or pencil grip, and paper

		position.
Writing:	<ul style="list-style-type: none"> • Elements of Opinion Writing • The Writing Process of an Opinion Essay 	<ul style="list-style-type: none"> • Understand features of argumentative writing. • Set goals for writing. • Use multiple prewriting strategies to plan drafts. • Identify audience and purpose. • Choose reasons to support your opinion. • Features of an introduction, body and conclusion. • Understand a call to action. • Understand the purpose of persuasive language and techniques. • Draft multiple-paragraph opinion text/essay. • Revise to use persuasive language, strong support and reasons. • Use sufficient evidence to explain reasons. • Use details that support main ideas. • Revise to connect ideas for clarity and coherence. • Understand the importance of a purposeful structure. • Understand the use of the apostrophe in contractions and possessives. • Edit drafts using correct capitalization, punctuation, and spelling. • Publish written work. • Use technology to assist writing. • Share writing. • Respond to ideas in student writing.
Speaking and Listening:	<ul style="list-style-type: none"> • Evaluation and Organization of Information • Paraphrase/Cite Sources 	<ul style="list-style-type: none"> • Listen to fluent reading. • Make and confirm predictions about a selection read aloud.

	<ul style="list-style-type: none"> • Topic Knowledge Synthesis • Listening Comprehension 	<ul style="list-style-type: none"> • Use predictions to support self-monitoring and comprehension. • Develop research questions. • Choose a question to research. • Gather information from a variety of sources. • Take notes. • Identify and internalize key vocabulary to communicate ideas about a research topic. • Determine relevance of information for research. • Organize information for research to demonstrate understanding. • Use keywords to organize information. • Paraphrase text and recognize plagiarism. • Cite sources in a bibliography. • Use acquired writing and language skills to paraphrase text. • Present a project. • Listen actively and provide feedback during discussion. • Self-assess project work using a rubric. • Have students react to presentations.
Language:	<ul style="list-style-type: none"> • Academic Vocabulary/Critical Vocabulary: 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, 	<ul style="list-style-type: none"> • Answer questions using module vocabulary. • Articulate an author's purpose and intended audience. • Read compound words and understand their meanings. • Spell multi-syllable words and abbreviations and understand their meaning. • Use context and comprehend text. • Answer questions and discuss meanings to develop

	<p>concluded, troubadour, landfills, caustic, consciousness, enthusiasm</p> <ul style="list-style-type: none"> ● Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): *audience, author's purpose, reason, confirm, prediction, *suffix, text structure, *narrator, *point of view, brainstorm, *primary source, *research, *secondary source, background knowledge, evidence, 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 ● Generative Vocabulary: suffixes: ion, ness, able, Compound Words ● Conventions of Standard English, Grammar and Usage: transition 	<p>vocabulary.</p> <ul style="list-style-type: none"> ● Build academic vocabulary through guided discussions and answering questions. ● Use predictions to support self-monitoring and comprehension. ● Use newly acquired vocabulary expressively. ● Identify new vocabulary using strategic learning techniques. ● Discuss words with suffixes -ion, -ness, -able to show understanding of target suffix. ● Use graphic organizers to list problems and solutions from a text. ● Discuss target vocabulary words and expand vocabulary knowledge. ● Identify and internalize key vocabulary to communicate ideas about a research topic. ● Articulate what has been learned about the essential question from reading. ● Read, understand, and spell irregular plurals and understand their meanings. ● Discuss key ideas in the text with academic language and teacher support. ● Discuss and elaborate on new ideas gained from a text. ● Identify personal pronouns and articulate how they demonstrate the narrator. ● Articulate connections between text and related visuals. ● Use keywords to organize information. ● Compare subjects from two selections using sentence frames for support.
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	<p>words, apostrophes in contractions and possessives, capitalization and punctuation</p>	<ul style="list-style-type: none"> • Share text details and offer examples. • Read and spell words with /oo/ and /oo/ and understand their meanings. • Internalize and use new academic language. • Discuss compound words to show understanding of how to determine their meaning. • Use academic language to discuss text and graphic features. • Analyze text with modeling and support. • Use acquired writing and language skills to paraphrase text. • Discuss connection between reading and the essential question. • Articulate ideas and opinions about module selections. • Use transition words and phrases in writing.
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Unit Number and Title:	Module 8: Inventions: Imagine! Invent!
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Module 8 ● HMH's Writing Workshop Manual ● Rigby Leveled Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Getting There</i> ○ <i>(Some of) the Greatest Inventions</i>, informational text ○ <i>A Century of Amazing Inventions</i>, informational text ○ <i>Timeless Thomas: How Thomas Edison Changed Our Lives</i> by Gene Barretta, biography ○ <i>A Bumpy Ride</i> by Sharon Kutz Cooper and Rachel Young, informational text ○ <i>Rosie Revere Engineer</i> by Andrea Beaty, narrative poem ○ <i>Edison's Best Invention</i>, opinion text ○ <i>Now and Ben: The Modern Inventions of Benjamin Franklin</i> by Gene Barretta (writing focal text) ○ Whoosh Lonnie Johnson's Super Soaker by Chris Barton ○ Magic Ramen: The story of Momofuku Ando by Andrea Wang ○ The Man Who Walked Between the Towers by Mordicai Gerstein <p>Cross-curricular connections: Social Studies - The Role of Fairfield and Connecticut in America's Story/Innovations, Industry, and Economic Growth grade 3 unit STEAM unit 3 - Toy Design task grade 3</p>

Unit Overview:	<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>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards Reading Literature RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal 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</p>

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.

SL 3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

	<p>Language</p> <p>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.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. 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). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 	
Essential Question(s):	<ul style="list-style-type: none"> What does it take to make a successful invention? How is conflict essential to our growth? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> Determination, support, and hard work can create an environment where anything is possible. 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. 	
Learning Goal(s):	<p style="text-align: center;">Content Students will know...</p>	<p style="text-align: center;">Skills Students will be able to...</p>

Reading:	<ul style="list-style-type: none"> • Text and Graphic Features • Inferring • Text Structures • Central Idea • Predictions • Author's Purpose • Literary Elements • Figurative Language • Summarize • Claims and Supporting Details • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Contrasts and Contradictions</i>). 	<ul style="list-style-type: none"> • Recognize and explain the importance of features in informational text. • Recognize and explain the purpose of text and graphic features. • Make inferences using text evidence and background knowledge. • Recognize the central idea and its supporting evidence. • Evaluate relevant details to determine key ideas. • Make, correct and confirm predictions. • Recognize characteristics of informational text. • Recognize and explain the author's purpose. • Identify major and minor characters. • Analyze how characters and setting affect the plot. • Discuss the purpose of imagery and analyze the author's use of it. • Summarize text in ways that maintain meaning. • Identify a claim and evaluate the supporting evidence in an argumentative text. • Distinguish facts from opinions in an argumentative text. • Identify unknown words when they are reading and look for clues to help them understand it. • Identify when a character shares advice or insights to another character and explain how this affects the character and the life lesson learned.
Foundational Skills:	<ul style="list-style-type: none"> • Prefixes and Suffixes • Words with -ed and -ing • Plurals • Cursive Handwriting 	<ul style="list-style-type: none"> • Understand meanings of prefixes and suffixes. • Use meanings of prefixes and suffixes to decode words. • Spell words with prefixes and suffixes to

		<p>understand their meaning.\</p> <ul style="list-style-type: none"> • Learn to spell words with -ed and -ing. • Spell words with -ed and -ing and understand their meaning. • Recognize and decode words with prefixes re- and un-. • Recognize and decode words with suffixes -less and -ness. • Decode words with common suffixes. • Describe how suffixes turn words into different parts of speech. • Read words with prefixes re-, un-, and suffixes -less, -ness and understand their meanings. • Recognize and use plural words formed by changing y to i. • Recognize base words in plurals. • Read and understand plural words formed by changing y to i. • Use singular nouns ending with consonant, singular nouns ending with consonant y to form plural nouns. • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.
Writing:	<ul style="list-style-type: none"> • Elements of a Research Report • The Writing Process of a Research 	<ul style="list-style-type: none"> • Turn prewriting into a draft. • Write an introduction with a topic sentence.

	<p>Report</p>	<ul style="list-style-type: none"> ● Add details to support the topic sentence. ● Write a conclusion. ● Check for plagiarism . ● Use a confident voice. ● Make personal connections to ideas. ● Identify and gather relevant information. ● Plan to draft a research report. ● Set writing goals. ● Understand features of information text. ● Choose a topic. ● Identify primary and secondary sources. ● Create and follow a research plan. Gather and evaluate resources. ● Take notes and organize ideas for writing. ● Revise writing for transitions, run-on and sentence fragments. ● Use peer feedback to revise. ● Listen actively and offer feedback. ● Edit for capitalization and punctuation. ● Publish writing. ● Use technology to assist with writing. ● Engage in collaborative discussions. ● Reflect on goals.
<p>Speaking and Listening:</p>	<ul style="list-style-type: none"> ● Oral Instructions ● Multimedia Presentations ● Topic Knowledge Synthesis ● Listening Comprehension 	<ul style="list-style-type: none"> ● Listen to fluent reading. ● Identify key details from a read-aloud text. ● Follow oral instructions. ● Write instructions. ● Use sequence words to write instructions, ● Plan and give a persuasive presentation. ● Use formal persuasive language in a presentation.

		<ul style="list-style-type: none"> ● Organize ideas in a presentation in a logical sequence. ● Demonstrate active listening skills. ● Use acquired language skills to give a presentation. ● Identify multimedia formats. ● Plan and organize a multimedia presentation. ● Present research information using multimedia. ● Use acquired language to plan a multimedia presentation. ● React to presentations.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: 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 ● Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): caption, graphic feature, *heading, label, text feature, timeline, background knowledge, *inference, 	<ul style="list-style-type: none"> ● Answer questions using module vocabulary. ● Use knowledge of prefixes and suffixes to read and understand words. ● Spell words with -ed and -ing and understand their meaning. ● Answer questions and discuss meanings to develop vocabulary. ● Use newly acquired vocabulary expressively. ● Use strategic learning techniques to master the use of reference sources to understand new vocabulary. ● Articulate the purpose of compare/contrast text structures. ● Use knowledge of prefixes, suffixes, and syllable division patterns to read and understand multisyllabic words. ● Discuss words with the Greek root graph and the suffix -logy to show understanding of the target root and suffix. ● Articulate what has been learned about the essential question from their reading.

	<p>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"> ● Generative Vocabulary: prefix: ex, suffix: logy, Greek root: graph, Latin roots: vis, mem, cent ● Conventions of Standard English, Grammar and Usage: sentence type, transition words, capitalization and punctuation 	<ul style="list-style-type: none"> ● Read and spell words with prefixes re-, un- and suffixes -less, -ness and understand their meanings. ● Name cognates to learn a new language. ● Identify literary elements using the words character and setting. ● Discuss words with the prefix ex- to show understanding of the target prefix. ● Describe the image created by the phrase “hold on tight.” ● Use acquired language skills to give a presentation. ● Articulate what has been learned about the essential question from their reading. ● Answer questions and develop meanings to develop vocabulary. ● Read, understand, and spell plural words formed by changing y to i. ● Use strategic learning techniques to understand analogies. ● Discuss words with the Latin roots vis and mem to show understanding if the target roots. ● Discuss target vocabulary words and expand vocabulary knowledge.
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Unit Number and Title:	Module 9: Life Science: From Farm to Table
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Module 9 ● HMH's Writing Workshop Manual ● Rigby Leveled Readers ● Core Text: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Corn to Pop</i> ○ <i>Lobster Bait</i>, realistic fiction ○ <i>Great Ideas from Great Parents! Washington Elementary Needs a Greenhouse</i> ○ <i>How Did That Get In My Lunchbox?</i> By Chris Butterworth , Illustrated by Lucia Gaggiotti ○ <i>Educational Video: Carrots, Farm to Fork</i> ○ <i>Cycle of Rice, Cycle of Life: A Story of Sustainable Farming</i> by Jan Reynolds, nonfiction ○ <i>Hiromi's Hands</i> by Lynne Barasch, narrative nonfiction ○ <i>How Do You Raise a Raisin?</i> By Pam Munoz Ryan, Illustrated by Craig Brown ○ <i>It's Our Garden From Seed to Harvest in a School Garden</i> by George Ancona ○ <i>Gone Fishing A Novel Inverse by Tamera Will Wissinger Illustrated by Mathew Cordel</i> (writing focal text)
Unit Overview:	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>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>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <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.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>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.</p> <p>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</p>

	<p>independently and proficiently.</p> <p>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.</p> <p>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.)</p> <p>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.</p> <p>Language L.3.5 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).</p>
Essential Question(s):	<ul style="list-style-type: none"> • How does food get to your table? • Why do we seek and build community?
Enduring	<ul style="list-style-type: none"> • A food’s journey to our table often comes from a farm.

Understanding (s):	<ul style="list-style-type: none"> Food is a commonality across cultures, communities, and societies serving as a universal medium for communication and a source of shared experiences. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> Synthesize Text structure Text and graphic features Central idea of a text How to ask and answer questions (while reading a text) Figurative language Different forms of media techniques Monitor and clarify their reading in a text The meaning of content area words Author's point of view <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Contrasts and Contradictions</i>). 	<ul style="list-style-type: none"> Recognize characteristics of an editorial Evaluate details to determine an author's claim Distinguish fact from opinion Synthesize information to create new understanding Recognize and explain the use of text structure Recognize text and graphic features and explain the purpose in a text Recognize the central idea in an informational text Identify relevant supporting details in an informational text Generate questions before, during and after watching a video Listen actively to a video to recognize media techniques Identify the author's use of imagery and figurative language and its purpose Monitor comprehension while reading a text Recognize organizational patterns in informational text Explain how text structure contributes to the author's purpose Use context to determine the meaning of content area words Identify the narrator and distinguish between first and third person

		<ul style="list-style-type: none"> ● Identify things that are surprising and things that challenged, changed or confirmed what they already knew as they read nonfiction. ● Identify and explain the importance of exact numbers or statistics that an author uses in nonfiction texts.
Foundational Skills:	<ul style="list-style-type: none"> ● Suffixes- ful, -y, -ly, -er, -or ● Spelling patterns: ough and augh ● How to decode and spell words with /j/ and /s/ ● Cursive Handwriting 	<ul style="list-style-type: none"> ● Decode and read words with suffixes -ful, -y, -ly, -er, -or. ● Identify and know the meaning of words with -ful, -y, -ly, -er, -or. ● Write and spell words with suffixes ful, -y, -ly, -er, -or. ● Learn spelling patterns for suffixes -ful, -ly, -er. ● Recognize spelling patterns for suffixes ful, -y, -ly, -er, -or. ● Decode and read words with ough and augh. ● Spell and write words with ough and augh. ● Use knowledge of word families to read unfamiliar or difficult words. ● Learn spelling patterns for words with ough and augh. ● Recognize spelling patterns for words with ough and augh ● Decode and read words with /j/ and /s/. ● Spell and write words with /j/ and /s/. ● Learn spelling patterns for words with /j/ and /s/. ● Recognize spelling patterns for words with /j/ and /s/. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing,

		<p>connected letters to write faster) for cursive handwriting.</p> <ul style="list-style-type: none"> • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.
Writing:	<ul style="list-style-type: none"> • Elements of Poetry • The Writing Process of Writing Poetry 	<ul style="list-style-type: none"> • Draft a poem. • Use the strategy of “show, don’t tell.” • Use multiple prewriting strategies to plan a first draft. • Set goals for writing. • Understand how to focus on a topic. • Focus on a topic through freewriting. • Revise to improve sound, meaning and word choice. • Understand the effect of precise words and sensory words in a poem. • Revise draft. • Edit drafts for correct capitalization, punctuation, and spelling. • Proofread classmates’ writing for capitalization, punctuation, and correct spelling. • Publish written works as part of the writing process. • Use technology to assist with writing. • Share writing.
Speaking and Listening:	<ul style="list-style-type: none"> • Plan and Gather Information • Interpretation and analysis of media • Engagement/Discussion • Topic Knowledge Synthesis 	<ul style="list-style-type: none"> • Listen to fluent reading. • Make inferences about a text read orally. • Choose a research project. • Develop research questions. • Choose a question to research.

		<ul style="list-style-type: none"> ● Identify and internalize key vocabulary to communicate ideas about a research topic. ● Interpret messages in media. ● Analyze media techniques to communicate information. ● Use content area words to describe media. ● Follow rules of discussion. ● Listen actively during a discussion. ● Make relevant comments and ask questions during a discussion. ● Comprehend content in order to discuss ideas about topics. ● Present a project. ● Listen actively and provide feedback during discussion. ● Self-assess project work using a rubric. ● React to presentations.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: agriculture, reap, nutrition, tilling, stalk, dairy, curds, tingly, scarlet, grove, rotation, prepping, storage, vine, burly, shrivel, layout, arbor, transplanted, mulch, blooming, kernels, hesitate, bellow, mesh, bait, winch ● Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 	<ul style="list-style-type: none"> ● Answer questions using module vocabulary. ● Articulate the authors claim and support. ● Read, spell, and understand words with suffixes -ful, -y, -ly, -er, and -or. ● Comprehend text using teacher support. ● Answer questions and discuss meanings to develop vocabulary. ● Articulate the process of synthesizing. ● Use understanding of oral language to make inferences about a text read aloud. ● Use newly acquired vocabulary expressively. ● Use strategic learning techniques to identify context clues and determine word meaning.

	<p>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</p> <ul style="list-style-type: none"> ● Generative Vocabulary: prefix: in, re, suffix: ful, ness, able, ion, Compound Words ● Conventions of Standard English, Grammar and Usage: capitalization and punctuation 	<ul style="list-style-type: none"> ● Identify language that signals text structure. ● Discuss words with the prefixes in- and re- and the suffix -ful to show understanding of the target affixes. ● Identify and describe the purpose of text and graphic features. ● Discuss target vocabulary words and expand vocabulary knowledge by creating word webs. ● Articulate the central idea and supporting details in an informational text. ● Identify and internalize key vocabulary and communicate ideas about a research topic. ● Ask and answer questions about a text and video. ● Articulate sounds for ough and augh and read words containing those sounds. ● Read and spell words with ough and augh and understand their meanings. ● Identify and explain the use of sound and visual elements. ● Describe the image the author creates . ● Discuss words with the suffixes -ness and -able to show understanding of the target word. ● Identify and describe the purpose of different typefaces. ● Use content-area words to describe media. ● Articulate what has been learned about the essential question from reading. ● Articulate the process for clarifying understanding. ● Articulate sounds, read, spell, and understand meaning for words containing /j/ and /s/.
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		<ul style="list-style-type: none"> ● Use strategic learning techniques to master the use of reference sources to understand new vocabulary. ● Identify transition words for a sequence text structure. ● Identify the narrator and the point of view using text evidence. ● Comprehend content to discuss ideas about topics. ● Discuss words with the suffix -ion and compound words to show understanding of their meaning. ● Explain how to use context to determine the meaning of content-area words. ● Articulate what has been learned about the essential question from reading. ● Articulate ideas and opinions about module selections. ● Use sequence words and phrases in writing. ● React to presentations.
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Unit Number and Title:	Module 10: Community and Culture: Tell a Tale
Duration:	15 - 18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Module 10 ● HMH's Writing Workshop Manual ● Rigby Leveled Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Tortoise and Hare</i> ○ <i>Aesop's Fable</i>, fable ○ <i>Why We Share Stories</i>, informational text ○ <i>When the Giant Stirred</i> by Celia Godkin, legend ○ <i>Why the Sky is Far Away: A Nigerian Folk Tale</i> by Marci Stillerman, folktale ○ <i>Cinder Al and the Stinky Footwear</i> by Roger Lore, fairy tale ○ <i>Compay Mono and Comay Jicotea</i>, retold by Joe Hayes, folktale ○ <i>The Plot Chickens</i> by Mary Jane and Herm Auch, imaginative story (writing focal text)
Unit Overview:	<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>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>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.</p> <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.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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.</p> <p>Foundational Skills</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p>

	<p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Writing</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>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.)</p> <p>Speaking and Listening</p> <p>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> <p>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.</p> <p>Language</p> <p>L.3.2 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Choose words and phrases for effect.</p> <p>L.3.4 Read with sufficient accuracy and fluency to support comprehension.</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>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).</p>
Essential Question(s):	<ul style="list-style-type: none"> • Why is it important to pass stories down to the next generation? • How do stories tell us about what a culture values?

Enduring Understanding (s):	<ul style="list-style-type: none"> • 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. • Stories convey our sense of right and wrong, our organizational culture, and our expectations of others. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • Central Idea • Inferences • Author's Craft • Theme • Figurative Language • Visualization • Retelling • Author's Purpose • Literary Elements • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Contrasts and Contradictions</i>). 	<ul style="list-style-type: none"> • Recognize characteristics of an informational text. • Recognize the central, or main ideas of an informational text. • Identify relevant details that support central ideas. • Make inferences about the text using background knowledge and text evidence. • Recognize the author's voice by recognizing the mood and tone that the author creates. • Identify the theme of a text and how it develops. • Recognize the difference between topic and theme. • Identify and explain examples of figurative language and the author's purpose for using it (simile, alliteration and imagery). • Create mental images to deepen understanding. • Retell the important ideas in a story including plot and theme) and evaluate the details to determine their importance. • Identify the author's purpose and intended audience. • Identify literary elements including major and minor characters.

		<ul style="list-style-type: none"> ● Explain how characters and setting influence the plot. ● Recognize an author's use of repetition and explain how that helps readers to understand the story or text. ● Identify when a character acts differently than they would expect and explain how that impacts the story.
Foundational Skills:	<ul style="list-style-type: none"> ● Final stable syllables tion, sure, ture ● VCCV pattern ● VCCV Syllable Division Pattern ● Words with Double Consonants ● Word Endings le, al, el, er ● Cursive Handwriting 	<ul style="list-style-type: none"> ● Decode and read words with final stable syllables tion, sure, and ture. ● Spell and write words with final stable syllables tion, sure, and ture. ● Learn spelling patterns for words with the VCCV pattern. ● Recognize spelling patterns for words with final syllables tion, sure, and ture. ● Decode and read words with the VCCV pattern. ● Spell and write words with the VCCV pattern. ● Learn spelling patterns for words with double consonants. ● Recognize spelling patterns for words with VCCV pattern. ● Decode and read word endings with in, le, al, el, and er. ● Spell and write words ending in le, al,el, and er. ● Learn spelling patterns for words ending in er and le. ● Recognize spelling patterns for words ending in le, al, el, and er. ● Practice using stroke and letter formation

		<p>(continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting.</p> <ul style="list-style-type: none"> • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position.
Writing:	<ul style="list-style-type: none"> • Elements of an Imaginative Story • The Writing Process of Writing an Imaginative Story 	<ul style="list-style-type: none"> • Establish purpose for reading. • Preview a text to evaluate story details. • Synthesize information to understand elements common to imaginative stories. • Ask and answer questions about a text. • Make connections between story, characters, and personal experience. • Evaluate story details. • Synthesize information from a story as it connects to real life. • Compose a literary text. • Understand features of narrative writing. • Use multiple prewriting strategies to plan a first draft. • Understand and plan characters, setting, and events in a narrative story. • Develop engaging ideas for literary texts. • Draft an imaginative story that introduces character and setting. • Organize a purposeful structure for narrative writing. • Develop drafts with engaging ideas. • Organize a naturally unfolding sequence of events in an imaginative story.

		<ul style="list-style-type: none"> • Develop a draft of an imaginative story with a purposeful structure. • Develop an engaging and satisfying conclusion to an imaginative story. • Revise drafts based on conferences with peers • Revise drafts to clarify organization. • Come up with creative ideas for publishing an imaginative story. • Publish an original story. • Use technology to publish a story. • Share writing.
Speaking and Listening:	<ul style="list-style-type: none"> • Oral Instructions • Evaluation and Organization of Information • Presentation • Topic Knowledge Synthesis 	<ul style="list-style-type: none"> • Listen to fluent reading. • Understand how conflict and resolution affect plot. • Connect conflict and resolution to the moral of the story. • Follow oral instructions. • Write instructions. • Use sequence words to write instructions. • Determine relevance of information for research. • Organize information for research to demonstrate relevance to a topic. • Comprehend content to determine relevance to a topic. • Plan and give a short presentation by telling a story they think should be retold. • Speak with appropriate volume, pace and clarity. • Organize ideas in a presentation in a logical sequence. • Demonstrate active listening skills.

		<ul style="list-style-type: none"> • Use acquired language skills to give a presentation. • Present a project. • Listen actively and provide feedback during discussion. • Self-assess project work using a rubric. • React to presentations.
Language:	<ul style="list-style-type: none"> • Academic Vocabulary/Critical Vocabulary: myth, folklore, recount, inherit, lagoon, garlands, belched, cinders, appease, barren, tempting, quantities, ominously, upcoming, proclamation, pungent, snickered, theft, inspected, 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, 	<ul style="list-style-type: none"> • Answer questions using module vocabulary. • Identify central ideas. • Read words with final syllables -tion, -sure, and -ture and understand their meanings. • Read and Spell words with the vccv pattern and understand their meanings. • Comprehend text using teacher support. • 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

	<p>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</p> <ul style="list-style-type: none"> ● Generative Vocabulary: prefixes: re, im, in, suffix: ment, Greek root: graph ● Conventions of Standard English, Grammar and Usage: verb tense 	<p>vocabulary knowledge.</p> <ul style="list-style-type: none"> ● 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 understand their meanings. ● Spell words ending in -er, and -le and understand their meanings. ● Use strategic learning techniques to identify context clues and determine word meaning. ● Articulate the author's purpose. ● Discuss words with the prefixes im - and in- to show understanding of target prefixes. ● Identify major and minor characters and setting. ● Use acquired language skills to give a presentation. ● Articulate ideas and opinions about module selections.
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Grade 4 English Language Arts

Course Information

Grade(s):	4
Discipline/Course:	English Language Arts (ELA)
Course Title:	Grade 4 ELA
Prerequisite(s):	Grade 3
Course Description: <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>
Course Essential Questions:	<ul style="list-style-type: none"> • How do I define who I am? • Why change? • How does our environment impact our lives?

	<ul style="list-style-type: none"> • How do I know what to believe in what I read, hear, and view? • Why are human relationships important? • Why do we seek and build community? • How do stories tell us about what a culture values? • How is conflict essential to our growth? • Why do we have/need rules of language? • How do I develop my writer's voice? • What do good skilled readers do? • How do I participate in collaborative conversations to deepen my understanding? • How do I best support and present my findings and conclusions?
Course Enduring Understandings:	<ul style="list-style-type: none"> • Our identities are shaped by many things including our experiences, personal interests, and passions. • Senses are powerful tools that help us experience the world. • People can face challenges with various types of support. • Heroes use personal courage and confidence to overcome challenges. • Sharing our creative talents can build community and make the world a better place. • Earth has amazing and unique natural wonders. • Eating healthful, sustainable food is good for our bodies and our world. • Working together can preserve our planet and its natural resources. • Communication is ever changing. • Rules are essential in order to communicate meaning and understand context. • 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. • 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. • Collaborative conversations happen when students are engaged in thoughtful, respectful discourse that makes thinking visible, while being held accountable for participating and all voices heard. • Use evidence and examples to support your points and implications, and showcase through a variety of forms (powerpoint, Google Slides, presentations)

Duration:	One year
Course Materials/ Resources:	HMH's Into Reading HMH's Writing Workshop Manual Rigby Leveled Library Nat Geo Kids Magazine Core texts/videos may be replaced by the publisher when titles are out of print.
FPS Course Academic Expectation(s):	Exploring and Understanding Synthesizing and Evaluating
Year at a Glance (Units):	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)

Unit Number and Title:	Module 1: Character Perspectives: What Makes Us Who We Are?
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Module 1 ● HMH's Writing Workshop Manual Module 1 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>The Story of You</i>, informational ○ <i>Flora & Ulysses: The Illuminated Adventures</i>, fantasy, Kate DiCamillo ○ <i>Yes! We Are Latinos</i>, narrative poetry, Alma Flor Ada and F. Isabel Campoy ○ <i>The Year of the Rat</i>, realistic fiction, Grace Lin ○ <i>Fight Back</i> by A.M. Dassu, realistic fiction ○ <i>Kitoto the Mighty</i>, folktale, Tololwa M. Mollel ○ <i>Amazing Faces</i> by Lee Bennett Hopkins, poetry ○ <i>Zora Hurston and the Chinaberry Tree</i> by William Miller, narrative nonfiction ○ <i>La Mariposa</i>, narrative, Francisco Jimenez ○ <i>Michael's Melody</i>, realistic fiction ● Video <ul style="list-style-type: none"> ○ <i>Life</i> <p>Cross-curricular connections: Social Studies - The United States as a Region/Location, Place, and Movement grade 4 unit</p>
Unit Overview:	<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 & 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>
Learning Goals	
Standard(s):	<p>Reading: Literature</p> <p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>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.</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>Speaking & Listening</p> <p>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.</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>Language</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>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.</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>		
Essential Question(s):	<ul style="list-style-type: none"> • How do your experiences help to shape your identity? • How do I define who I am? 		
Enduring Understanding(s):	<ul style="list-style-type: none"> • Where you grow up, who you know, and the events in your life help to shape your identity. 		
Learning Goal(s):	<table border="1"> <thead> <tr> <th data-bbox="548 1317 1144 1380">Content</th><th data-bbox="1144 1317 1906 1380">Skills</th></tr> </thead> </table>	Content	Skills
Content	Skills		

	Students will know...	Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments</i>) • Central Idea • Critical Vocabulary • Self-monitoring Strategies • Retelling • Summarization • Author's purpose • Graphic features • Character Roles • Point of View • Infer • Theme • Author's Craft 	<ul style="list-style-type: none"> • Explain the story character's development, setting, internal conflict, and plot.- the <i>Aha Moment</i> signpost. • Identify the central idea. • Determine supporting details. • Define critical vocabulary using context clues. • Ask and answer questions during reading to self-monitor for comprehension. • Use sequencing words to retell narrative text • Summarize an informational text. • Determine author's purpose: to entertain, inform or persuade. • Identify text and graphic features. • Identify & explain how characters contribute to plot. • Identify who is narrating the story. • Determine how narration informs character perspective. • Determine the author's message. • Identify the theme. • Provide text evidence to support the theme. • Identify 5 techniques of the author's craft. • Determine how word choice contributes to an author's style.
Foundational Skills:	<ul style="list-style-type: none"> • Short and Long Vowels 	<ul style="list-style-type: none"> • Decode • Encode
	<ul style="list-style-type: none"> • Fluency 	<ul style="list-style-type: none"> • Practice using stroke and letter formation

		<p>(continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</p> <ul style="list-style-type: none"> • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) • Read with: <ul style="list-style-type: none"> ■ accuracy ■ appropriate rate ■ expression
Writing:	<ul style="list-style-type: none"> • Narrative Writing Process 	<ul style="list-style-type: none"> • Brainstorm ideas. • Select a writing topic. • Create a story map (introduction, characters, setting, plot (events), conflict and conclusion/resolution. • Write a draft following the narrative structure. • Use direct and indirect dialogue. • Use a variety of sentence types. • Punctuate dialogue. • Engage in peer review to revise writing. • Revise their writing. • Edit for: complete sentences, spelling, punctuation, capitalization & grammar. • Evaluate writing using a rubric. • Set goals. • Share final draft with peers.
Speaking & Listening:	<ul style="list-style-type: none"> • Reflective Discussions 	<ul style="list-style-type: none"> • Participate in discussions about a text or piece of writing.

Language:	<p>Academic Vocabulary/Critical Vocabulary: 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>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy) *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>Generative Vocabulary: Prefixes un-, in-, im-, re-, mis-, pre-, dis-, mis-, pre-, dis-</p> <p>Conventions of Standard English, Grammar and Usage: declarative,</p>	<ul style="list-style-type: none"> • Understand how prefixes and suffixes change the meaning of words. • Identify types of figurative language. • Explain how figurative language uses imagery to: create special effects, feelings, make a point and connect ideas in text.
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	interrogative, exclamatory and imperative sentences, punctuating dialogue, homophones, homonyms	
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Unit Number and Title:	Module 2: Life Sciences: The Five Senses - Come to You Senses
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Module 2 ● HMH's Into Writing Manual Module 2 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>What Are the Five Senses</i>, informational ○ <i>The Man Who Climbed Everest</i>, informational ○ <i>The Science Behind Sight</i>, informational, Louise Spilsbury ○ <i>Blind Ambition (from Nat. Geo. Kids magazine)</i>, personal narrative, Matthew Cooper and Rachel Buchholz ○ <i>The Game of Silence</i>, historical fiction, Louise Erdrich ○ <i>Apex Predators</i>, informational, Steve Jenkins ● Videos <ul style="list-style-type: none"> ○ <i>Super Senses</i> ○ <i>Animal Sense</i> <p>Cross-curricular connections: Science - Waves and Information Processing grade 4 unit</p>
Unit Overview:	<p>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 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 Weißenmayer, 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>
Learning Goals	
Standard(s):	<p>Reading: Literature</p> <p>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).</p> <p>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.</p>

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 digital

sources; take notes and categorize information, and provide a list of sources.

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,

	<p>words, or actions].”).</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>Speaking & Listening</p> <p>4.1 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>Language</p> <p>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.</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>L.4.5 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>	
Essential Question(s):	<ul style="list-style-type: none"> • How do people and animals use their senses to navigate the world? • How do our senses help us overcome challenges and achieve goals? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Senses are powerful tools that help us experience the world. • Animals’ senses help them survive. • Environmental adaptations can help people with disabilities fully participate in the world around them. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension 	<ul style="list-style-type: none"> • Explain the story character’s development,

Reading:	<p>strategies or <i>signposts</i> (i.e., <i>Aha Moments</i>, <i>Contrast and Contradictions</i>)</p> <ul style="list-style-type: none"> • Summarization • Text Features • Text Structures • Definitions of content area vocabulary • Central Idea • Figurative Language • Visualization of text • Plot elements • Author's Craft 	<p>internal conflict, and plot.- the <i>Aha Moment</i> signpost.</p> <ul style="list-style-type: none"> • Question what they read.-the <i>Contrasts and Contradictions</i> signpost. • Summarize informational and narrative text. • Identify text features. • Identify text structures. • Use context and text features to determine meaning of content area vocabulary. • Determine the central idea of text. • Recognize figurative language such as simile, idiom and metaphor. • Use language in the selection to visualize characters and events. • Identify and analyze plot elements. • Recognize features of author's craft.
Reading Foundational Skills:	<ul style="list-style-type: none"> • Short and long vowels • Syllable division patterns • Fluent Reading 	<ul style="list-style-type: none"> • Decode and Encode short and long vowels. • Decode and encode syllable division patterns VCCV, VCV, VV. • Read a text with accuracy and appropriate rate and expression. • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> • Informational writing process 	<ul style="list-style-type: none"> • Identify, audience and purpose for writing.

		<ul style="list-style-type: none"> • Brainstorm ideas and select a topic for writing a description. • Create a detailed web to gather information which includes main ideas and details. • Write a first draft that follows the informational structure (description). • Use model text to identify features and include in writing. • Use facts, specific details and descriptive language in writing. • Draft an introduction and conclusion. • Engage in peer review to provide and receive feedback on writing. • Revise writing to repair fragments and incorporate peer feedback. • Edit draft using complete sentences and correct spelling, punctuation, capitalization & grammar. • Evaluate writing using a rubric and set goals. • Share final draft with peers.
Speaking & Listening:	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • participate in a variety of collaborative discussions about a text in which they summarize information and/or paraphrase peers' ideas.
Language:	Academic Vocabulary/Critical Vocabulary: 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,	<ul style="list-style-type: none"> • Identify idioms. • Identify similes. • Identify metaphors. • Determine why author's use specific types of figurative language. • Use and encode homophones correctly.

	<p>coveted</p> <p>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy):*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>Generative Vocabulary: Latin Root lumin, Suffixes -ness, -ment, -y, -ly</p> <p>Conventions of Standard English, Grammar and Usage: common and proper nouns, adjectives, sentence fragments</p>	
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Unit Number and Title:	Module 3: Relationship Skills: Rise to the Occasion
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Module 3 ● HMH's Into Writing Manual Module 3 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>Ellen Ochoa</i>, biography ○ <i>Never Give Up</i>, argumentative text ○ <i>Rent Party Jazz</i>, historical fiction, William Miller ○ <i>Hurricanes: A Force of Nature</i>, informational text/interview ○ <i>Sixteen Years in Sixteen Seconds: The Sammy Lee Story</i> by Paula Yoo ○ <i>Catch Me if You Can</i>, play, Carol Schaffner ○ <i>My diary from Here to There</i>, autobiographical fiction, Amada Irma Pérez ○ <i>The Kite Fighters</i>, argument, Linda Sue Park ● Video <ul style="list-style-type: none"> ○ <i>Rise Up</i>
Unit Overview:	<p>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.</p> <p>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</p>

	<p>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.</p> <p>Students will read a variety of texts to understand how people meet personal challenges. Students will read a historical fiction text, <i>Rent Party Jazz</i>, 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 <i>Ellen Ochoa</i> 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 <i>Catch Me If You Can</i>, learners will gain exposure to idioms, adages and proverbs as well as recognize the elements of drama. <i>My Diary from Here to There</i> introduces students to Amanda, a young girl whose diary describes her Mexican family's immigration experience from Mexico to the US. Finally, in <i>Kite Fighters</i>, students learn that it is common to struggle when we try something new but through practice, problem solving and perseverance, people can have success.</p> <p>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.</p>
Learning Goals	
Standard(s):	<p>Reading Literature</p> <p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies,</p>

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.

SL4.4 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.

SL4.5 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).
- 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.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 words with similar but not identical meanings (synonyms).

Essential Question(s):	<ul style="list-style-type: none"> • What does it take to meet a challenge? • Why are human relationships important? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • People can face challenges with various types of support. • Certain character traits are important in order to overcome a challenge. • People support one another through challenges in one another's lives. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Words of the Wiser</i>, <i>Quoted Words</i>) • Claim • Text synthesis • Author's craft • Story elements • Theme • Visualization of text • Elements of Drama • Figurative Language • Prediction • Point of View • Primary vs Secondary Sources • Research process 	<ul style="list-style-type: none"> • Explain the story's theme, or its big idea, moral, or lesson.- the <i>Words of the Wiser</i> signpost. • Identify quotes to tell a person's opinion or point of view. - the <i>Quoted Words</i> signpost. • Identify the author's claim in an argumentative text. • Connect known information to what they are learning from a text. • Identify author's craft techniques of language, anecdote and hyperbole. • Identify conflict, resolution, rising and falling action and climax in a story. • Explain how a story's setting affects the plot. • Identify and infer basic themes. • Explain the author's purpose /message. • Identify how visualizing a text helps support comprehension. • Identify elements of drama including dialogue, scene, act, and stage directions. • Distinguish between literal vs. figurative language in text.

		<ul style="list-style-type: none"> • Make and confirm predictions before, during and after reading. • Identify Point of View as a way to understand. • Who is narrating the story and how it informs character perspective. • Explain how point of view differs from fiction and nonfiction texts. • Identify, compare and contrast primary and secondary sources. • Take notes from text for research.
Foundational Skills:	<ul style="list-style-type: none"> • Vowel sounds • Fluency 	<ul style="list-style-type: none"> • Decode and encode vowel sounds. • Read with accuracy, appropriate rate and expression. • Practice using stroke and letter formation. (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing).
Writing:	<ul style="list-style-type: none"> • Opinion writing process 	<ul style="list-style-type: none"> • Use terminology related to opinion/argument texts. • Identify and use transition words appropriately. • Write a response to a prompt which includes text evidence.
Speaking & Listening:	<ul style="list-style-type: none"> • Formal and informal discussion • Oral presentation 	<ul style="list-style-type: none"> • use collaborative discussion routines in order to participate in discussion. • Use formal or informal language appropriately for

		<p>the given format (small group vs. whole class).</p> <ul style="list-style-type: none"> ● Present information clearly and logically to a large group on a given topic. ● Use visuals as needed to enhance the presentation.
Language:	<p>Academic Vocabulary/Critical Vocabulary: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>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy): 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 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>	<ul style="list-style-type: none"> ● Explain the difference between synonyms and antonyms. ● Use roots and affixes to determine the meanings of words. ● Define idiom and proverb. ● Define homonyms. ● Use end punctuation correctly. ● Use commas correctly.

	<p>Generative Vocabulary: Suffixes -ful, -ous, -less, Latin Roots vis, aud, spec, Prefixes over-, under-</p> <p>Conventions of Standard English, Grammar and Usage: declarative, exclamatory and interrogative sentences, subject-verb agreement, quotation marks</p>	
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Unit Number and Title:	Module 4: Community Heroes: Heroic Feats
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Module 4 ● HMH's Writing Workshop Manual Module 4 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>Mack and the Hidden Tree House</i>, realistic fiction ○ <i>Who's a Hero</i>, informational ○ <i>Prince Charming Misplaces His Bride</i>, fairy tale, Christopher Healy ○ <i>Heroes</i>, by Ken Mochizuki ○ <i>The Legend of Freedom Hill</i> by Linda Jacobs Altman, realistic fiction ○ <i>Smokejumpers to the Rescue!</i>, narrative nonfiction, Laurie Toupin ○ <i>Irena's Jars of Secrets</i> by Marcia Vaughan, narrative nonfiction ○ <i>Louis Sockalexis: Native American Baseball Pioneer</i> by Bill Wise ○ Malala Yousafzai: <i>Warrior with Words</i> by Karen Abouraya, narrative nonfiction ○ <i>Perseus and the Fall of Medusa</i>, myth/play, Claire Daniel ○ <i>St. Augustine: A Story of America</i>, narrative nonfiction, Cynthia Benjamin ○ <i>Love Will See You Through</i>, narrative, Angela Farris Watkins ● Video <ul style="list-style-type: none"> ○ <i>Everyday Heroes</i> <p>Cross-curricular connections: Social Studies - The United States as a Region/Regional Interdependence grade 4 unit</p>
Unit Overview:	<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</p>

	<p>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>
Learning Goals	
Standard(s):	<p>Reading: Literature</p> <p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>RL.4.9 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>

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.4.1 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: 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.

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.

	<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> 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].”). 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>Speaking & Listening</p> <p>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.</p> <ol style="list-style-type: none"> 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>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.</p> <p>Language</p> <p>L.4.4 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> <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). <p>L.4.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
Essential Question(s):	<ul style="list-style-type: none"> What makes someone a hero?

	<ul style="list-style-type: none"> How do conflict and challenge contribute to personal growth? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> Heroes use personal courage and confidence to overcome challenges. Conflict and challenge can make a person stronger in order to overcome obstacles. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>3 Big Questions, Contrasts and Contradictions</i>) Theme Text and graphic features Visualization of Text Point of view vs. character perspective Inference Text Structure Synthesis Elements of Drama Self-monitoring strategies 	<ul style="list-style-type: none"> Understand character or setting by thinking about why the characters do what they do.-the <i>Contrasts and Contradictions</i> signpost. Question what the author says and how it relates to what they already know.- the <i>3 Big Questions</i> signpost. Identify and infer basic themes. Explain the author's purpose/message. Explain how text features and graphics help a reader understand a text. Use text features and graphics to deepen comprehension. Explain how visualizing a text helps support comprehension. Identify the narrator's point of view and explain how it differs from character perspective. Use what they know about a topic in addition to information in the text to draw conclusions and make inferences. Use text clues to identify different text structures (chronological, cause-effect, problem-solution & comparison-contrast). Connect what they know to what they are learning

		<p>from a text to develop and deepen understanding.</p> <ul style="list-style-type: none"> • Identify elements of drama including dialogue, scene, act, and stage directions. • Explain how plays differ from prose and poems. • Explain how different elements of drama help readers understand characters and plot. • Ask and answer questions during reading to self-monitor and ensure comprehension. • Use context clues to determine the meaning of unfamiliar words.
Foundational Skills:	<ul style="list-style-type: none"> • Multisyllabic words • Plural nouns • Fluent Reading 	<ul style="list-style-type: none"> • Decode multisyllabic words. • Decode and encode vowel + /r/ sounds /ôr/ and /ûr/. • Decode and encode vowels with regular and irregular plurals. • Read a text with appropriate phrasing, rate and expression. • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> • Elements of written response 	<ul style="list-style-type: none"> • Provide text evidence when writing a response to reading.
Speaking & Listening:	<ul style="list-style-type: none"> • Oral Directions • Dramatic performance 	<ul style="list-style-type: none"> • Follow and restate oral instructions. • Create instructions for others to follow.

		<ul style="list-style-type: none"> ● Prepare for and rehearse in order to perform a play.
Language:	<p>Academic Vocabulary/Critical Vocabulary: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</p> <p>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy): 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>Generative Vocabulary: Prefixes sub-, fore-, Suffixes -able, -ible, Suffixes -able, -ible</p>	<ul style="list-style-type: none"> ● Identify roots, prefixes and suffixes. ● Distinguish between homophones and homonyms. ● Use homophones and homonyms correctly. ● Define imagery.

	Conventions of Standard English, Grammar and Usage: punctuation, homophones, homonyms	
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Unit Number and Title:	Module 5: Art and Culture: Art Everywhere
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Module 5 ● HMH's Writing Workshop Manual Module 5 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>Carmen Lopez Garza: Bringing Memories to Life</i>, biography ○ <i>Why Art Centers Matter</i>, argumentative text ○ <i>The Beatles Were Fab (and They Were Funny)</i>, biography, Kathleen Krull and Paul Brewer ○ <i>Let's Dance Around the World</i>, informational, Leticia Ann Kimura and Annabel Wildrick ○ Just Like Me by Fourteen Artists, narrative nonfiction ○ A Song for Cambodia by Michelle Lord, biography ○ <i>Capoeira: Game! Dance! Martial Art!</i> By George Ancona, nonfiction ○ <i>The Art of Poetry</i> ("Necessary Gardens" "Eating Alphabet Soup" "The Big-Word Girl" "Balloon" "The Arrow and the Song" "Quiet Water" "Better Fun", poetry, J. Patrick Lewis, Bob Raczka, Henry Wadsworth Longfellow, Francisco Alarcón ○ <i>Mr. Ferris and His Wheel</i>, informational, Kathryn Gibbs Davis ● Video <ul style="list-style-type: none"> ○ Art for All ○ How Can Photos Take Us Back in Time?, #MetKids
Unit Overview:	<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

Standard(s):	<p>Connecticut Core Standards</p> <p>Reading: Literature</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>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.</p> <p>Reading: Informational Text</p> <p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>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.</p> <p>Reading: Foundational Skills</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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.4.4 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 words with similar but not identical meanings (synonyms).	
Essential Question(s):	<ul style="list-style-type: none"> How far can your talents take you? How does art tell us about what a culture values and help build community? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> Sharing our creative talents can build community and make the world a better place. Art is a reflection of culture and an expression of ideas. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Quoted Words</i>, <i>Contrasts and Contradictions</i>) Fact and Opinion Support an argument Self Monitoring Strategies Central Idea Nonfiction Text Features Visualization Elements of Poetry Theme 	<ul style="list-style-type: none"> Understand character or setting by thinking about why the characters do what they do.-the <i>Contrasts and Contradictions</i> signpost. Notice quotes to tell a person's opinion or point of view.- the <i>Word Gaps</i> signpost. Identify facts and opinions. Explain the difference between fact and opinion. Identify the evidence provided in a text to support a claim. Use questioning before, during and after reading to ensure comprehension. Use text clues to identify central idea. Use text features and graphics to deepen comprehension. Use five senses to visualize when reading poetry. Identify structure of poetry. Identify literary devices used in poetry. Identify and infer basic seems of poetry.

Foundational Skills:	<ul style="list-style-type: none"> • Base Words • Base words in multisyllabic words • Spelling Patterns • Long Vowels • Fluent Reading 	<ul style="list-style-type: none"> • Decode words with sound/spelling changes. • Decode multisyllabic words where final y changes to i when adding suffix (er, est, ed, es). • Recognize spelling in regular and irregular plural nouns. • Identify base words in multisyllabic words. • Encode words with ed or ing. • Decode and encode words with spelling patterns for final long e (y,ey, ie). • Read a text with appropriate phrasing, rate and expression. • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> • Expository Writing Process 	<ul style="list-style-type: none"> • Brainstorm and craft central idea. • Draft expository essay. • Edit and revise draft.
Speaking & Listening:	<ul style="list-style-type: none"> • Active Listening • Discussion 	<ul style="list-style-type: none"> • Engage in discussion as an active participant. • Use collaborative discussion routines in order to participate in discussion about a video.
Language:	Academic Vocabulary/Critical Vocabulary: inspiration, expressive, creativity, sculpture, dignified, stunned, polished, regretted, hilarious, observant,	<ul style="list-style-type: none"> • Identify idioms in text. • Identify descriptive language and sensory words. • Explain the use of similes and metaphors and differentiate between them.

	<p>flattered, trampled, curator, foreground, background, rhythmic, distinctive, highlight, horizontal, necessary, unsurpassed, stir, extraordinarily, cruising, plunges</p> <p>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy): 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>Generative Vocabulary: Suffixes -ity, -ty, -er, -or, -ist, -er, -or, -ist</p> <p>Conventions of Standard English, Grammar and Usage: compound sentences</p>	<ul style="list-style-type: none"> • Describe allusion. • Determine the meaning of and use words with er, or, and ist. • Determine the meaning of and use words with un and in.
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Unit Number and Title:	Module 6: Earth Science: Natural Wonders: Marvels and Nature
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Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> • HMH's Into Reading Module 6 • HMH's Writing Workshop Manual Module 6 • Rigby Leveled Readers • Core Texts <ul style="list-style-type: none"> ○ <i>Incredible Waterfalls</i>, informational ○ <i>Seven Natural Wonders</i>, informational ○ <i>Mariana Trench</i>, informational, Michael Woods and Mary Woods ○ <i>Weird and Wondrous Rocks</i>, informational, April Pulley Sayre ○ <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 ○ <i>Grand Canyon: A Trail Through Time</i>, literary nonfiction, Linda Vieira ○ <i>Coral Reefs</i>, correspondence, Jason Chin • Videos <ul style="list-style-type: none"> ○ <i>Amazing Planet Earth</i> ○ <i>Grand Canyon</i> <p>Cross-curricular connections: Science - Earth's Systems grade 4 unit</p>
Unit Overview:	<p>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.</p> <p>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</p>

	<p>literary nonfiction (narrative nonfiction) to build knowledge across genres.</p> <p>Students will read <i>Mariana Trench</i> 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 <i>Weird and Wonderful Rocks</i> 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, <i>Nature’s Wonders: Poetry about our Amazing Earth</i> 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, <i>Grand Canyon: A Trail Through Time</i>, 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.</p> <p>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.</p>
Learning Goals	
Standard(s):	<p>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.</p>

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

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.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations

	<p>where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>Language</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>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.</p> <ul style="list-style-type: none"> c. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 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>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> d. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. e. Recognize and explain the meaning of common idioms, adages, and proverbs. f. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	
Essential Question(s):	<ul style="list-style-type: none"> • What makes Earth’s natural wonders exciting and unique? • How do Earth’s changes over time create natural wonders? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Earth is full of unique places with amazing wonders on land, in the ocean, and in the sky. • The Natural Wonders of the World are scenic places that are often visited, can support life, and some people work to protect them. • The Earth’s surface has changed over time creating the landscape we inhabit and will continue to change in the future. 	
Learning Goal(s):	<p style="text-align: center;">Content Students will know...</p>	<p style="text-align: center;">Skills Students will be able to...</p>

Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Contrasts and Contradictions</i>, <i>Word Gaps</i>) • Text and graphic features • Summarization • Text Structure • Structural Elements of Poetry • Literary Devices of Poetry • Author's Craft in Poetry • Fact versus Opinion • Inferring 	<ul style="list-style-type: none"> • Question what they read...the <i>Contrasts and Contradictions</i> signpost. • Question unfamiliar words or phrases in the text-the <i>Word Gaps</i> signpost. • Recognize characteristics of informational text. • Identify text and graphic features. • Use text and graphic features to understand text. • Determine central ideas and supporting details. • Summarize central idea and relevant details. • Recognize cause and effect text structure. • Identify structural elements of poetry: line break and stanza. • Identify literary devices in poetry: rhyming, rhythm, imagery. • Identify the author's craft techniques: mood, voice and figurative language. • Understand the difference between fact and opinion. • Make inferences from ideas in the text. • Identify reasons and evidence that support inferred ideas.
Foundational Skills:	<ul style="list-style-type: none"> • Spelling patterns • Fluent Reading 	<ul style="list-style-type: none"> • Decode and encode words with k, ng, kw. • Decode and encode words with prefixes: re, un, and dis. • Read a text with appropriate phrasing, rate and expression. • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive

		<p>handwriting. (ongoing)</p> <ul style="list-style-type: none"> • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> • Parts of a Formal Letter • Summarization 	<ul style="list-style-type: none"> • Draft a formal letter using formal language and organizational structure. • Write a summary of an informational text including the central idea and relevant supporting details.
Speaking & Listening:	<ul style="list-style-type: none"> • Questioning 	<ul style="list-style-type: none"> • Generate and ask questions about a text to aid comprehension.
Language:	<p>Academic Vocabulary/Critical Vocabulary: scenic, landscape, canyon, landform, trench, summit, thrive, prehistoric, vital, glimpse, submersible, remotely, autonomous, trench, summit, thrive, prehistoric, vital, glimpse, submersible, remotely, autonomous, shatter, sentries, chasm, glistens, embedded, eroding</p> <p>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy): graphic feature, text feature, *summarize, dictionary, reference source, *central idea, *detail, *supporting evidence, *root, prefix, cause, chronology, *compare, *contrast,</p>	<ul style="list-style-type: none"> • Identify figurative language in text : simile and metaphor. • Determine the meaning of words with auto, bio, photo, graph.

	<p>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>Generative Vocabulary: Greek Roots auto, bio, photo, graph, Suffixes -ness, -ment, Prefix -inter</p> <p>Conventions of Standard English, Grammar and Usage: sentence structure and verb tenses</p>	
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Unit Number and Title:	Module 7: Traditional Stories and Culture: Tricksters and Tall Tales
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Module 7 ● HMH's Into Writing Manual Module 7 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>Anaya</i>, informational ○ <i>A Tale of Traditional Tales</i>, informational ○ <i>Thunder Rose</i>, informational, Jerdine Nolen ○ <i>The Crane Girl</i> by Curtis Manley, fiction, haiku ○ <i>A Man Called Raven</i>, by Richard Van Camp, fantasy ○ <i>Blind Ambition (from Nat. Geo. Kids magazine)</i>, personal narrative, Matthew Cooper and Rachel Buchholz ○ <i>In the Days of King Adobe (from Watch Out for Clever Women)</i>, folktale, Joe Hayes ○ <i>A Pair of Tricksters</i>, fable/trickster tale, John and Caitlin Matthews; Aesop ○ <i>Ten Suns: A Chinese Legend</i>, legend, Eric A. Kimmel ○ <i>The Luck of the Loch Ness Monster</i>, narrative, A.W. Flaherty ● Videos <ul style="list-style-type: none"> ○ <i>A Poor, Defenseless Wolf</i> ○ <i>Ten Suns: A Chinese Legend</i>
Unit Overview:	<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</p>

	<p>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>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading Literature</p> <p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>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.</p> <p>Reading Informational Text</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>

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.

- 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].”).

Speaking & Listening

SL.4.1 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.

- 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.

	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	
Essential Question(s):	<ul style="list-style-type: none"> • What can you learn from studying characters in traditional tales? • How do stories tell us about what a culture values? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Traditional stories teach lessons about life and the world around us. • Stories share traditions and customs that are valued and important to preserve. 	
Learning Goal(s): Skills)	Content Students will know...	Skills Students will be able to...
	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments and Again and Again</i>) • Central Idea • Traditional Stories • Retell • Character • Prediction • Theme • Synthesizing Information 	<ul style="list-style-type: none"> • Explain the story, events, character, or setting change.-the <i>Aha Moments</i> signpost. • Repetition is an important Symbol.- the <i>Again and Again</i> signpost. • Determine central idea and supporting details. • Recognize features of traditional tales. • Recognize features of folktales. • Recognize characteristics of fables/trickster tales. • Recognize traits of a legend. • Retell a familiar story including plot elements and themes. • Use text evidence to identify character traits. • Make,correct and confirm predictions using the text. • Define theme as the message or lesson the author wants to share with the reader. • Recognize the theme and support with text

		evidence. <ul style="list-style-type: none"> • Define synthesizing as putting together information to see ideas in new ways. • Learn the steps of synthesizing.
Foundational Skills:	<ul style="list-style-type: none"> • Spelling Patterns • Fluency 	<ul style="list-style-type: none"> • Decode and Encode multisyllabic words with suffixes: -ful, -less, -ness, -ment. • Determine the meaning of words with -ion. • Decode multisyllabic words with the VCCV pattern. • Decode multisyllabic words with VCV pattern • Read aloud grade level text with fluency and accuracy. • Use expression to aid comprehension. • Read grade level text at an appropriate rate. • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> • Narrative 	<ul style="list-style-type: none"> • Engage in writing as a process. • Use prewriting strategies to plan the first draft of an imaginative story. • Narrow the topic of the story. • Select an audience and purpose for the story. • Describe in depth the characters, setting, and

		<p>events in a story.</p> <ul style="list-style-type: none"> • Plan the first draft of an imaginative story. • Describe writing plans by using graphic organizers. • Compose an informational free write featuring a topic sentence. • Develop a first draft by organizing its structure and developing an engaging idea. • Write in a short time frame. • Examine and identify types of conflict in literary texts. • Compose the first draft of an imaginative story. • Recognize the pattern of organization in a literary text. • Identify resolution in a literary text. • Organize and develop the structure and ideas of a first draft. • Use transition words to manage a sequence of events. • Revise a literary text to improve its organization and clarity of content. • Pose and respond to questions. • Revise drafts for clarity of content, with support from peers and adults. • Utilize elements of style, such as word choice. • Choose words to convey ideas precisely. • Revise drafts to provide clarity. • Edit drafts to check for elements of an imaginative story, maintain complete sentences and subject-verb agreement, ensure correct
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		<p>capitalization and punctuation.</p> <ul style="list-style-type: none"> • Publish written works as part of the writing process. • Use technology to produce and publish writing.
Speaking & Listening:	<ul style="list-style-type: none"> • Retell • Paraphrase text read aloud 	<ul style="list-style-type: none"> • Use story elements in your own words to retell a story. • Use language structure such as first then finally. • Use active listening to paraphrase read aloud.
Language:	<p>Academic Vocabulary/Critical Vocabulary: trickster, shrewd, exaggeration, legendary, recall, vividly, accentuated, partial, splendor, resourceful, disposition, commendable, devastation, thrifty, generous, character, fascinated, succulent, clamped, gratitude, withered, scorching, reckless, assumed, prosper</p> <p>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy): *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,</p>	<ul style="list-style-type: none"> • Define and identify idioms, adages and proverbs. • Identify figurative language in a traditional story: simile, metaphor, hyperbole and sensory language.

	<p>sound elements, visual elements, reference source, text feature, graphic feature, *cause, *effect, literary elements, sequence, *elaboration, *transition words</p> <p>Generative Vocabulary: Suffixes -ion, -ity, -ty, Prefixes mis-, pre-, dis</p> <p>Conventions of Standard English, Grammar and Usage: adverbs, action verbs</p>	
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Unit Number and Title:	Module 8: Nutrition and Healthy Habits: Food for Thought
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Module 8 ● HMH's Into Writing Manual Module 8 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>Not So Sweet</i>, informational ○ <i>To Your Health</i>, informational, ○ <i>Eco-Friendly Food</i>, informational, Cath Senker ○ <i>Bug Bites</i>, informational, ○ <i>Now You're Cooking</i>, realistic fiction, Rene Saldana Jr. ○ <i>It's Disgusting and We Ate It</i>, argumentative, James Solheim ● Videos <ul style="list-style-type: none"> ○ <i>Cupcake vs. Apple</i> ○ <i>Kids Rock Nutrition in the Kitchen</i>
Unit Overview:	<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</p>

	<p>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 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>
Learning Goals	
Standard(s):	<p>Reading: Literature</p> <p>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.</p> <p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>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.</p> <p>Reading: Informational Text</p> <p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>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.</p>

Foundational Skills

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

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

- 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.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- 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.

- 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.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 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

	<p>shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking & Listening</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL. 4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>Language</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. 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>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.</p> <ul style="list-style-type: none"> 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>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> b. Recognize and explain the meaning of common idioms, adages, and proverbs. <p>L.4.6 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>
Essential Question(s):	<ul style="list-style-type: none"> ● What can we do to make more healthful food choices? ● Why change the way we eat?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● We can make simple changes by becoming more waste-aware to help improve our nutrition and help the planet.

	<ul style="list-style-type: none"> Eating healthful, sustainable food is good for our bodies and our world. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> <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>) Text and Graphic Features Comprehension Skills Central Idea Author's Purpose Claim Predictions Point of View 	<ul style="list-style-type: none"> Explain the story's theme, or its big idea, moral, or lesson...the <i>Words of the Wiser</i> signpost. 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. Recognize the central idea of a text. Evaluate relevant details that support the central idea. Identify the author's purpose: to entertain, inform or persuade. Identify claims and supporting evidence in an argumentative text. Make and confirm predictions before and during reading. Explain the difference between the narrator's point of view and character perspective in literary text. Analyze the author's use of a third-party person point of view.
Foundational Skills:	<ul style="list-style-type: none"> Spelling Patterns Fluent Reading 	<ul style="list-style-type: none"> Decode words with the VCCV and the VCV syllable division pattern. Identify syllable division in words. Decode words with open and closed syllables.

		<ul style="list-style-type: none"> • Encode words containing the VCCV and VCV patterns. • Use phrasing to prompt understanding • Use correct punctuation. • Stress key words and phrases to read with proper intonation. • Use context and self-correction for word recognition and to confirm understanding. • Apply decoding skills when reading connected text. • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Speaking & Listening:	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Take notes and organize thinking. • Synthesize topic knowledge. • interpret and analyze media. • Create and apply oral instructions.
Writing:	<ul style="list-style-type: none"> • Argument • Note Taking 	<ul style="list-style-type: none"> • Identify task, audience, and purpose. • Set goals for writing. • Consider opinions and topics for an opinion essay. • Use prewriting strategies. • Gather relevant information.

		<ul style="list-style-type: none"> • Identify reasons and supporting evidence. • Organize reasons and supporting evidence text. • Develop an engaging idea in writing. • Draft an opinion essay supported with reasons. • Connect ideas in writing. • Write to persuade. • Revise writing by combining sentences. • Relate ideas using conjunctions • Revise drafts to clearly connect ideas. • Use transition words to strengthen writing. • Participate in shared learning activities. • Publish writing. • Use technology to assist with writing. • Use visuals to enhance writing. • Share writing. • Conduct a self-evaluation. • Demonstrate the difference between paraphrasing and plagiarism. • Learn efficient ways to take notes from resources. • Develop a bibliography.
Speaking & Listening:	<ul style="list-style-type: none"> • Summarize 	<ul style="list-style-type: none"> • Summarize or paraphrase a selection read aloud • Demonstrate understanding of spoken information
Language:	Academic Vocabulary/Critical Vocabulary: digest, sustainable, nutrition, compost, assess, disposable, convenient, transported, hydrated, impact, intensive, adventurous, unique, pests, edible, forbidden, attitudes, adventurous, unique, pests, edible, forbidden, attitudes	<ul style="list-style-type: none"> • Answer questions using multi-word responses • Answer questions and discuss meanings to develop vocabulary. • Respond to questions to demonstrate understanding. • Use sentence structure to recognize connected ideas.

	<p>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy): 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>Generative Vocabulary: Latin Roots port, dict, Prefixes sub-, fore, Prefixes sub-, fore</p> <p>Conventions of Standard English, Grammar and Usage: synonyms and antonyms, dependent and independent clauses, subordinating conjunctions</p>	<ul style="list-style-type: none"> ● Rephrase information using words, phrases or sentences. ● Identify the meaning of idioms. ● Identify real-life connections between words and their use. ● Use newly acquired vocabulary expressively. ● Use context to determine the meaning of vocabulary words. ● Determine the meaning of multiple meaning words and phrases. ● Answer questions and discuss meanings to develop vocabulary. ● Determine the meaning of words with the Latin roots <i>port</i> and <i>dict</i>. ● Use analogies to understand word relationships. ● Read and understand domain specific vocabulary. ● Identify synonyms and antonyms.
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Unit Number and Title:	Module 9: Conservation: Global Guardians
Duration:	15-18 days

Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Module 9 ● HMH's Into Writing Manual Module 9 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>The Life Cycle of Trash</i>, informational ○ <i>The Eco Guardians</i>, letters ○ <i>Luz Sees the Light</i>, graphic novel, Claudia Davila ○ <i>On Sea Turtle Patrol</i>, realistic fiction/informational video, Nancy Dawson ○ <i>How Can We Reduce Household Waste?</i> informational/argumentative text, Mary K. Pratt ○ <i>Seeds of Change</i>, biography, Jen Cullerton Johnson ○ <i>The Case of the Vanishing Honeybees - A Scientific Mystery</i>, informational, Sandra Markle ● Videos <ul style="list-style-type: none"> ○ <i>Young Guardians</i> ○ <i>Animal Sense</i>
Unit Overview:	<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. 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.</p> <p>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</p>

	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):	<p>Reading Literature</p> <p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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.</p> <p>Reading Informational Text</p> <p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Reading Foundational Skills</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and</p>

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

	<p>preparation and other information known about the topic to explore ideas under discussion.</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>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Language</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>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.</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>L.4.5 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> <p>L.4.6 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</p>
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	discussing animal preservation).	
Essential Question(s):	<ul style="list-style-type: none"> • What can people do to care for our planet? • How does our environment impact our lives? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Working together can preserve our planet and its natural resources. • People can protect animals, act locally, and develop solutions such as planting trees and recycling to protect our planet. • A healthy environment helps us live healthier lives. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Tough Questions</i> and <i>Number and Stats</i>). • Ideas and Support • Make Inferences • Text and Graphic Features • Theme • Idiom • Author's Message • Difference between fact and opinion. • Ask and Answer Questions • Author's Craft • Literary Elements • Text Structure • Characteristics of a biography 	<ul style="list-style-type: none"> • Answer questions will help them understand the characters and the theme as they read fiction texts -the <i>Tough Questions</i> signpost. • Participate in shared research projects. • Answer research questions. • Gather information and evidence from sources. • Work collaboratively to develop a plan of shared responsibilities. • Record notes and use them to develop a public outreach campaign on an environmental issue. • Recognize features of letters. • Identify ideas and their supports. • Make inferences while reading. • Use photos and other graphic features to understand text. • Identify and infer the basic theme and author's message. • Share information and ideas about a

		<p>topic under discussion.</p> <ul style="list-style-type: none"> ● Ask relevant questions to clarify information. ● Recognize characteristics of persuasive texts. ● Explain how support is used to strengthen ideas. ● Explain the difference between fact and opinion. ● Discuss the selection, listening actively and making relevant comments. ● Make inferences using text evidence. ● Identify the purposes and uses of an inference. ● Discuss the selection, listening actively and making relevant comments. ● Identify graphic features, such as illustrations and visuals. ● Explain the use of graphic features. Write a response that demonstrates understanding of the text. ● Ask and answer questions before, during, and after reading. ● Explain how the author's use of language contributes to voice. ● Analyze literary elements, such as people, events, setting, and plot. ● Understand the biography's chronological text structure.
Foundational Skills:	<ul style="list-style-type: none"> ● Decoding: Words with VV ● Syllable Division Pattern ● Spelling Words with VV Pattern ● Fluency ● Decoding Final Stable Syllables 	<ul style="list-style-type: none"> ● Recognize words with the VV syllable pattern. ● Decode longer words with the VV syllable pattern. ● Language Use word containing the VV syllable pattern ● Use the voice to change pitch.

	<ul style="list-style-type: none"> • Spelling Final Schwa + /l/ Sound • Fluency Phrasing 	<ul style="list-style-type: none"> • rhythm, volume, and tone to read with expression. • Read grade-level text aloud with fluency and expression. • Apply decoding skills when reading connected text. • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> • Informational Text Writing • Informational Text Writing: Research Report • Research: Paraphrase/Cite Sources • Make Connections 	<ul style="list-style-type: none"> • Write responses to questions that demonstrate understanding of the text. • Participate in shared research projects. • Answer research questions. • Gather information and evidence from sources. • Work collaboratively to develop a plan of shared responsibilities. • Record notes and use them to develop a public outreach campaign on an environmental issue. • Participate in a presentation to advocate participation in an environmental project.
Speaking & Listening:	<ul style="list-style-type: none"> • Comprehend texts using teacher support. 	<ul style="list-style-type: none"> • Participate in a presentation to advocate participation in an environmental project. • Listening Comprehension. • Speaking and Listening: Work Collaboratively. • Make Connections.
Language:	Academic Vocabulary/Critical	<ul style="list-style-type: none"> • Big Idea Words: ecology, recycle, conservation,

	<p>Vocabulary: 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>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): *fact, *opinion, *support, antonym, synonym, *theme</p> <p>Generative vocabulary: Suffixes -able, -ible, root, suffix, Suffixes -en, -ic; Spiral Review: Suffixes -ful, -ous, -less</p> <p>Conventions of Standard English, Grammar and Usage: commas and quotation marks</p>	<p>sanctuary.</p> <ul style="list-style-type: none"> ● Critical Vocabulary: frequent, sufficient, oasis, permission, installing, abandoned. ● Vocabulary Strategy: Synonyms and Antonyms ● Generative Vocabulary: Suffixes -able, -ible; Spiral Review: Greek Roots meter, therm, phon, tele. ● Identify real-life connections between words and their use. ● Use newly acquired vocabulary expressively. ● Language Answer questions and discuss meanings to develop vocabulary. ● Language: Ask and answer questions to demonstrate comprehension. ● Determine how the meaning of a word changes with the addition of a suffix. ● Define the use of the two suffixes -able and -ible. ● Identify and describe author's use of common idioms. ● Explain how idioms contribute to meaning in a text. ● Share idioms in original sentences during group discussion.
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Unit Number and Title:	Module 10: Communication Nation
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Module 10 ● HMH's Into Writing Manual Module 10 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>The Unbroken Code of the Navajo Code Talkers</i>, informational ○ <i>How Technology has Changed Communication</i>, informational timeline ○ <i>The History of Communication</i>, informational, ○ <i>A New Language - Invented by Kids</i>, narrative nonfiction, Charnan Simon ○ <i>Copper's Lesson</i>, realistic fiction, Sun Yung Shin ○ <i>The Museum Book : A Guide to Strange and Wonderful Collections</i>, informational, Jan Mark ● Videos <ul style="list-style-type: none"> ○ <i>Born to Communicate</i> ○ <i>Dolphin Dinner</i>
Unit Overview:	<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 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>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>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.</p> <p>RL.4.3 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>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>Reading Informational</p> <p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 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>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.</p> <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.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the</p>

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

	<p>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.</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>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Language</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</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>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.</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>L.4.6 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>
Essential Question(s):	<ul style="list-style-type: none"> • What forms can communication take? • How does communication work to build human relationships?

Enduring Understanding(s):	<ul style="list-style-type: none"> • 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. • Throughout history, people have always found a way to communicate with others. • Different languages and advances in technology throughout history have changed the forms of communication. • Good communication makes it easier to deal with conflict and build stronger, healthier relationships. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments</i> and <i>3 Big Questions</i>) • Text and Graphic Features • Monitor and Clarify • Text Structure • Central Idea • Ask and Answer Questions • Text Structure • Central Idea • Media Techniques • Make Inferences • Plot • Point of View • Author's Craft 	<ul style="list-style-type: none"> • Explain the story character's development, internal conflict, and plot.-the <i>Aha Moments</i> signpost. • Question what the author says and how it relates to what they already know.-the <i>3 Big Moments</i> signpost. • Participate in shared research projects. • Answer a research question. • Gather information and evidence from sources. • Work collaboratively with others to develop a plan of shared Responsibilities. • Participate in a presentation of an invention or advance related to communication. • Recognize characteristics of informational text. • Use print and graphic features to comprehend information. • Recognize a variety of text structures. • Analyze the use of text structure to achieve a specific purpose.

		<ul style="list-style-type: none"> ● Recognize transition words and phrases as clues to a text's structure. ● Write a response that demonstrates understanding of the text. ● Recognize the central, or main, ideas in an informational text. ● Evaluate relevant or important details to determine key ideas. ● Identify relevant or important details that support the central, or main ideas. ● Interpret visuals in an informational text. ● Explain factual information presented graphically. ● Recognize and describe the features of informational text. ● Synthesize knowledge gained from the week's texts. ● Summarize the text to maintain meaning and logical order. ● Make inferences about a selection. ● Understand the story structure, elements of plot development, and how the language, setting, and characters contribute to the plot. ● Analyze the use of third-person point of view. ● Describe how the author's use of language contributes to voice. ● Explain the difference between a narrator' point of view and character perspective in a literary text. ● Compose a literary text. ● Compare and contrast texts.
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		<ul style="list-style-type: none"> • Evaluate and reflect on module selections. • Make connections between and to module selections.
Foundational Skills:	<ul style="list-style-type: none"> • Multisyllabic Words • Three-Syllable Words • Intonation, accuracy and self-correction • Words with Silent Consonants • Decode Unusual Spelling Patterns • Prefixes 	<ul style="list-style-type: none"> • Decode multisyllabic words. • Use knowledge of syllabication patterns to decode multisyllabic words. • Language Decode multisyllabic words by following steps. • Spell words that have three syllables. • Read grade-level text aloud with fluency and proper intonation. • Apply decoding skills when reading connected text. • Decode words with silent consonants. • Identify silent consonants in words. • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> • Expository Essay • Introducing the Focal Text • Vocabulary 	<ul style="list-style-type: none"> • Have students work on a piece of writing. • Prewrite, draft, revise, edit, or publish. • List possible topics for writing. • Integrate research and draft a strong conclusion. • Ask questions to develop a plan for research. • Recognize appropriate sources. • Research answers to questions.

		<ul style="list-style-type: none"> ● Prepare to Write. ● Conduct Research. ● Integrate the research. ● Use varying sentence length. ● Add transitions. ● Apply strategies for writing to a prompt. ● Use text evidence to name different forms of communication and explain why they are important.
Speaking & Listening:	<ul style="list-style-type: none"> ● Research and Media Literacy: Interpret and Analyze Media ● Research and Media Literacy: Plan and Gather Information ● Synthesize Topic Knowledge 	<ul style="list-style-type: none"> ● Make Connections: Synthesize Topic Knowledge. ● Speaking and Listening: Give a Presentation. ● Articulate connections between text and related visuals. ● Language Use cognates to help spell words. ● Listen to fluent reading. ● Set a purpose for listening. ● Summarize or paraphrase a selection read aloud. ● Language Develop language to discuss important points in an informational text.
Language:	Academic Vocabulary/Critical Vocabulary: 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,	<ul style="list-style-type: none"> ● Identify real-life connections between words and their use. ● Use newly acquired vocabulary expressively. ● Discuss text features that help show emphasis and graphic features that help explain ideas. ● Learn key vocabulary to communicate ideas about a topic. ● Review and extend knowledge of reference sources and their use.

	<p>significantly,enabled patent, peak, transmitted, plucked, proposed influence, inspect, liveliest, stammered , expectantly,demonstrated,</p> <p>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):, 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>Generative vocabulary: 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>Conventions of Standard English, Grammar and Usage: parts of speech, comma and quotation marks, combine sentences</p>	<ul style="list-style-type: none"> ● Identify parts of a dictionary entry. ● Review and extend understanding of word meanings. ● Use context to determine the meanings of unfamiliar words.
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Grade 5 English Language Arts

Course Information

Grade(s):	5
Discipline/Course:	English Language Arts (ELA)
Course Title:	Grade 5 ELA
Prerequisite(s):	Grade 4
Course Description:	<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>
Course Essential Questions:	<ul style="list-style-type: none"> ● How do I define who I am? ● Why change? ● How does our environment impact our lives? ● How do I know what to believe in what I read, hear, and view? ● Why are human relationships important? ● Why do we seek and build community?

	<ul style="list-style-type: none"> • How is conflict essential to our growth? • How do stories tell us about what a culture values? • Why do we have/need rules of language? • How do I develop my writer's voice? • What do good skilled readers do? • How do I participate in collaborative conversations to deepen my understanding? • How do I best support and present my findings and conclusions?
Course Enduring Understandings:	<ul style="list-style-type: none"> • People can create amazing things through innovation, perseverance, and the desire to solve problems. • When people create new inventions, they can solve problems, make life easier, achieve fame and fortune, and entertain people. • Even great ideas for inventions require a lot of hard work. • 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. • 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. • Stories convey what a culture values when presenting a picture of what people think, say, and do. • 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. • Science and technology can help us predict natural disasters as well as reduce the damage they cause. • 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. • To protect earth and its living things we need to save habitats and conserve natural resources. • All the things we need to survive, such as food, water, air, and shelter, come from natural resources. • There are different ways that different art forms impact people's lives. • 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. • Explorers live exciting lives and attain achievements that impact the lives of others for generations that

	<p>lead to change.</p> <ul style="list-style-type: none"> ● 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. ● 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. ● Grammar, rules of language, is the set of rules speakers follow in order to communicate meaning and understand context. ● Students can develop their own voice in writing by focusing on details, word choice, and sentence fluency and writing daily to build stamina. ● “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. ● 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. ● Using a variety of presentation formats (e.g posters, powerpoint, oral presentation etc.) to share conclusions from research. A variety of presentation formats (e.g posters, powerpoint, oral presentation etc.) can be effective ways to share conclusions from research.
Duration:	One year
Course Materials/ Resources:	<ul style="list-style-type: none"> ● Houghton Mifflin Harcourt’s Into Reading ● Houghton Mifflin Harcourt’s Writing Workshop Manual ● <u>Rigby Leveled Library</u> ● Readworks.org ● History.state.gov ● History.com ● Math/Science collection texts ● Nps.gov

	<ul style="list-style-type: none"> • Wonderopolis <p>Core texts/videos may be replaced by the publisher when titles are out of print.</p>
FPS Course Academic Expectation(s):	<ul style="list-style-type: none"> • Exploring and Understanding • Synthesizing and Evaluating
Year at a Glance (Units):	<ul style="list-style-type: none"> • Module 1: Inventors at Work (15-20 days) • Module 2: What a Story (15-20 days) • Module 3: Natural Disasters (15-20 days) • Module 4: Project Earth (15-20 days) • Module 5: Art for Everyone (15-20 days) • Module 6: Above, Below, and Beyond (15-20 days) • Module 7: A New Home (15-20 days) • Module 8: Unexpected, Unexplained (15-20 days) • Module 9: The Lives of Animals (15-20 days)

Unit Number and Title:	Module 1 - Inventors at Work
Duration:	15-20 days
Resource(s):	<ul style="list-style-type: none"> • HMH's Into Reading Volume 1, Module 1 • HMH's Writing Workshop Manual • Rigby Leveled Library <p>Core texts/videos:</p> <ul style="list-style-type: none"> ○ Get Curious Video: <i>Morning Miracles</i> ○ <i>A High Quality Inventor Train Talk</i>, informational, biography of Elijah McCoy ○ <i>Government Must Fund Inventors</i>, persuasive essay ○ <i>Inventor's Secret</i> by Suzanne Slad, narrative nonfiction ○ <i>Winds of Hope</i> by Katy Duffield, narrative nonfiction magazine article ○ <i>Twenty-two Cents: Muhammad Unus and the Village Bank</i>, by Paula Yoo, biography ○ <i>Wheelchair Sports: Hang Glider Two Wheeler-Dealer</i> by Simon Shapiro, informational ○ <i>Captain Arsenio: Inventions and (Mis)Adventures in Flight</i> by Pablo Bernasoni, science fiction/fantasy ○ <u><i>8 Black Inventors Who Made Daily Life Easier</i></u>, informational, by Thaddeus Morgan (text is linked) ○ <i>Girls Think of Everything, Stories of Ingenious Inventions by Women</i> by Catherine Thimmeah, expository (writing focal text) ○ <i>Black Inventors: 15 Inventions that Changed the World</i> by Kathy Trusty (Math Science Collection) ○ <i>Whoosh! Lonnie Johnson Super-Soaker Stream of Inventions</i> by Chris Barton (Math Science Collection) ○ <i>Marie Curie and the Power of Persistence: A (Mostly) True Story of Resilience and Overcoming Challenges</i> by Karla Valenti (Math Science Collection) <p>Cross-curricular connections:</p> <ul style="list-style-type: none"> • STEAM - Inventions, Inventors, and Innovation grade 5 unit

Unit Overview:	<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>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards Reading RL.5.1/RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 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>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.</p> <p>Speaking and Listening</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation 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. <p>Language</p> <p>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</p> <ul style="list-style-type: none"> 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). <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What kinds of circumstances push people to create new inventions? ● What effect do innovative changes have on people and on society?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● People can create amazing things through innovation, perseverance, and the desire to solve problems.

	<ul style="list-style-type: none"> • When people create new inventions, they can solve problems, make life easier, achieve fame and fortune, and entertain people. • Even great ideas for inventions require a lot of hard work. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>Contrasts and Contradictions</i>). • Central Ideas/main ideas • Relevant details • Supporting evidence • Author's purpose and message • Author's point of view • Text structures or organizational patterns (e.g., chronological order/sequence, cause/effect) • Features/literary elements of science fiction/fantasy 	<ul style="list-style-type: none"> • Identify and explain an author's use of repetition in fiction texts -the <i>Again and Again</i> signpost. • Identify and explain an author's use of opposing ideas in nonfiction texts - <i>Contrasts and Contradictions</i> signpost. • Identify central ideas and supporting evidence, inferring when not explicitly stated. • Retell, paraphrase and/or summarize text. • Identify the author's craft in science fiction/fantasy. • Explain the author's purpose and message. • Analyze the structure of a text and how the use of text structures, text features and genre contributes to an author's purpose. • Identify and analyze first and third person point of view. • Use reading strategies to monitor comprehension and clarify understanding. • Make an inference, or logical conclusion, based on a reader's prior knowledge and experience using evidence from the text. • Analyze plot elements, including conflict, events, and resolution. • Examine how language develops an author's voice or tone to help the reader understand the

		character's perspective.
Foundational Skills:	<ul style="list-style-type: none"> • Single and multisyllabic short vowel spelling patterns; closed syllables • 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 • 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 	<ul style="list-style-type: none"> • Decode and spell words with short vowel sounds. • Recognize that closed syllables include a short vowel sound. • Use morphemic analysis to decode multisyllabic words (e.g., prefix, suffix, base word). • Read/spell different sound-spelling patterns for long a and e, i and o. • Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy. • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing). • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> • Features/elements/craft of expository writing • Writing process steps (prewrite, draft, revise, edit, publish/share) 	<ul style="list-style-type: none"> • Describe the features/elements/craft of an expository piece/essay. • Research/brainstorm ideas to draft an expository essay. • Write an expository essay by engaging in the steps of the writing process. • Develop a thesis statement. • Write the body of an expository essay including relevant facts, definitions, details, quotations and/or examples to develop a topic. • Write a conclusion that is clear and related to the thesis.

		<ul style="list-style-type: none"> Organize drafts with a purposeful and logical structure. Use feedback from teachers and peers to revise expository essays. Edit drafts for proper grammar.
Speaking and Listening:	<ul style="list-style-type: none"> Conversation rules Topic knowledge synthesis 	<ul style="list-style-type: none"> Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words). Engage in discussions using established conversation rules. Synthesize and discuss knowledge gained from the week's texts.
Language:	<ul style="list-style-type: none"> Academic Vocabulary/Critical Vocabulary: 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 Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 	<ul style="list-style-type: none"> Identify real-life connections between words and their use. Use newly acquired vocabulary expressively. Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words. 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). Discuss publishing options/preferences. Participate in collaborative discussions. Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes. Determine the meaning of multiple meaning

	<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"> ● Generative vocabulary: prefixes: ex/e, ir, il, Greek Root: phon, auto, bio ● Conventions of Standard English, Grammar and Usage: complex and compound sentences; capitalization, spelling, and subject/verb agreement; proper nouns 	<p>words (e.g.: flop- failure/fall down noisily).</p>
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Unit Number and Title:	Module 2 - What a Story!
Duration:	15-20 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Volume 1, Module 2 ● HMH's Writing Workshop Manual ● Rigby Leveled Library ● Core texts: <ul style="list-style-type: none"> ○ <i>Lena and The Lonely Peony: A Story Told in Three Genres</i>, video ○ <i>From Mouth to Page</i>, informational text, by Robert D. San Souci ○ <i>Many Ways to Tell a Story</i>, informational text, ○ <i>Airborn, fantasy/adventure</i>, by Kenneth Oppel ○ <i>The Secret Garden</i>, realistic fiction, by Frances Hodgson Burnett ○ <i>The Miracle of Spring</i>, play, by Helen Hanna ○ <i>The Poem that Will Not End</i>, poetry, by Joan Bransfield Graham ○ <i>The Mesmer Menace</i>, fiction, by Kersten Hamilton (writing focal text) ○ <i>The Bracelet</i>, fiction, by Yoshiko Uchida ○ <i>Eleven</i>, short story, by Sandra Cisneros ○ <i>The Other Side</i>, realistic fiction, by Jacqueline Woodson ○ <i>Loser</i>, realistic fiction, by Jerry Spinelli ○ <i>Baseball Saved Us</i>, realistic fiction, by Ken Mochizuki <p>Cross-curricular connections:</p> <ul style="list-style-type: none"> ● Social Studies - Exploration and Early Settlements (Era 1) Migration and Settlement grade 5 unit
Unit Overview:	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>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>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards Reading RL.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.5.3 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

	<p>examples related to the topic.</p> <ul style="list-style-type: none"> 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. <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> 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]”). <p>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.</p> <p>Speaking and Listening</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation 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.
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	<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language</p> <p>L.5.2 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>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.</p> <ul style="list-style-type: none"> • Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). • 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>L.5.5 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>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).</p>
Essential Question(s):	<ul style="list-style-type: none"> • How does genre affect the way a story is told? • How do stories tell us about what a culture values? • Why are human relationships important?
Enduring	<ul style="list-style-type: none"> • Different genres tell a story in different ways depending on their unique characteristics. This

Understanding(s):	<p>affects both how individuals choose texts to read, and how those texts are understood.</p> <ul style="list-style-type: none"> • 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. • Stories convey what a culture values when presenting a picture of what people think, say, and do. • 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. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Contrasts and Contradictions</i> and <i>Aha Moment</i>) • Text and Graphic Features • Synthesize • Literary Elements • Figurative Language • Characters • Visualizing • Elements of Drama • Elements of Poetry • Ask and Answer Questions • Author's Purpose • Theme 	<ul style="list-style-type: none"> • 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. • Examine characteristics of fiction text. • Recognize characteristics and structures of informational text. • Recognize features such as bold text, glossaries, insets, timelines, and sidebars. • Synthesis information to create new understanding. • Use reading strategies throughout the reading process to monitor comprehension. • Analyze plot elements, including conflict and resolution. • Summarize the text to maintain meaning and logical order. • Explain how an author's use of imagery and figurative language such as simile and metaphor

		<p>impacts readers.</p> <ul style="list-style-type: none"> • Explain how an author uses voice and dialogue to develop a character's perspective in a literary text. • Compare and contrast two character's perspectives of the same event. • Create mental images to deepen understanding. • Use reading strategies throughout the reading process to monitor comprehension. • Analyze plot elements, including rising action, climax, falling action, and resolution. • Understand conflict and what it contributes to a story. • Generate questions about a text before, during, and after reading to deepen understanding and gain information. • Explain the use of sound devices and figurative language in poems. • Explain the author's purpose and message within a text. • Describe how the use of language conveys the author's purpose.
Foundational Skills:	<ul style="list-style-type: none"> • Single and multisyllabic words with the oo, yoo, ou, short o, oi • Spelling pattern oo, yoo, oi, ou in single and multisyllabic words • Single and multisyllabic words with the r-controlled vowels or and ar • Spelling patterns with the r-controlled vowels or and ar 	<ul style="list-style-type: none"> • Decode and spell words that have the oo, yoo, ou, oi, sounds and r-controlled vowels containing or and ar. • Articulate short vowel sounds and read words containing those sounds. • Understand the meanings of words that can be used as context clues. • Read aloud grade-level text with fluency,

Writing:	<ul style="list-style-type: none"> ● Fluency: Accuracy, reading with expression and ability to self-correct 	<p>automaticity, appropriate phrasing and prosody or expression, and accuracy.</p> <ul style="list-style-type: none"> ● Use expression and intonation to read fluently and support understanding. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
	<p>Narrative Story</p> <ul style="list-style-type: none"> ● Features/elements/craft of narrative writing ● Writing process steps (prewrite, draft, revise, edit, publish/share) 	<ul style="list-style-type: none"> ● Understand the Elements of Narrative Writing. ● Use multiple pre-writing strategies to plan. ● Draft a story with a clearly defined genre. ● Use strategies to develop characters. ● Revise: Organization, add needed information, reflect peer feedback. ● Edit: Grammar, usage, mechanics
Speaking and Listening:	<ul style="list-style-type: none"> ● Conversation Rules ● Topic Knowledge Synthesis ● Research and Media ● Fluency 	<ul style="list-style-type: none"> ● Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words). ● Engage in discussions using established conversation rules. ● Make connections. ● Synthesize and discuss knowledge gained from the week's texts. ● Oral instructions. ● Create multimedia presentations. ● Plan and gather information. ● Give a presentation. ● Fluency/Expression.

Language:	<p>Academic Vocabulary/Critical Vocabulary: Examples: *prose, *dialogue, climax, forewarned, mysterious, matted, tendrils, fastenings, awakening, witness, presiding, attempted, restrain, contempt, seized, hesitate, watchful, scrawled, ditty, refrain, restless</p> <p>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): *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>Generative Vocabulary: Prefixes un-, non-, dis-, re-, pre-, post-, fore- Suffixes -y, -ly/-ily, -ful, -less, -ment, -ness</p> <p>Conventions of Standard English, Grammar and Usage: sentence formation; punctuation</p>	<ul style="list-style-type: none"> ● Identify real-life connections between words and their use. ● Use newly acquired vocabulary expressively. ● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words. ● Determine the meaning of multiple-meaning words and phrases. ● Use newly acquired vocabulary expressively. ● Participate in collaborative discussions. ● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes. ● Use dictionary or glossary skills to determine the meaning of unknown words.
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Unit Number and Title:	Module 3 - Natural Disasters
Duration:	15-20 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Volume 1, Module 3 ● HMH's Writing Workshop Manual ● Rigby Leveled Library ● Core texts: <ul style="list-style-type: none"> ○ <i>Nature's Dark Side</i>, informational video ○ <i>Help is on the Way</i>, informational, Marcia Amidon Lusted ○ <i>Who Studies Natural Disasters?</i>, letter, by student ○ <i>Eruption</i>, narrative nonfiction, by Elizabeth Rusch ○ <i>The Alaska Earthquake</i>, informational video ○ <i>Quaking Earth, Racing Waves</i>, informational, by Rachel Young ○ <i>Hurricanes. The Science Behind Killer Storms</i>, informational text by Alvin and Virginia Silverstein and Laura Silverstein ○ <i>Green City</i>, Persuasive text, by Allan Dummond (writing focal text) ○ <i>Zane and the Hurricane, fiction based on fact</i>, by Rodman Philbrick ○ <i>A Storm Called Katrina, fiction</i>, by Myron Uhlberg ○ <i>I Survived Hurricane Katrina</i> by Lauren Tarshish ○ <i>A Place Where Hurricanes Happen, fiction</i>, by Renee Watson
Unit Overview:	<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>
Learning Goals	
Standard(s):	<p>Reading</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>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.</p> <p>Foundational Skills</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> 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>RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> 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.5.5 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>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.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 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>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>Speaking and Listening</p> <p>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 other's ideas and expressing their own clearly.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
Essential Question(s):	<ul style="list-style-type: none"> How can learning about the natural environment make us safer? How does our environment affect our lives? How is conflict essential to our growth?
Enduring Understanding(s):	<ul style="list-style-type: none"> Science and technology can help us predict natural disasters, as well as reduce the damage they cause. Natural disasters can affect humans both negatively and positively as people work together to support one another.

	<ul style="list-style-type: none"> 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. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moment</i> and <i>Numbers and Stats</i>) Author's Craft Make and Confirm Predictions Text Structure Figurative Language Summarize Author's Craft Central Idea Text and Graphic Features Content-Area Words Text Structure 	<ul style="list-style-type: none"> 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. 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 Recognize the characteristics of narrative nonfiction. Understand the effects of an author's word choice on readers. Make and confirm predictions using text features and structure. Use reading strategies throughout the reading process to monitor comprehension. Analyze use of text structure. Describe the author's use of imagery. Understand how sensory words help readers visualize parts of a text. Use context to determine the meaning of content-area words. Retell, paraphrase, or summarize media content in ways that maintain meaning and logical order. Use strategies throughout the viewing process to monitor comprehension.

Foundational Skills:		<ul style="list-style-type: none"> • Identify the purpose and audience of auditory, visual, and written media messages. • Summarize information presented in diverse media formats, including visually, quantitatively, and orally. • Summarize and respond using text evidence. • Utilize reading strategies throughout the reading process to monitor comprehension. • Examine how language contributes to an author's voice. • Recognize the central idea with relevant supporting details. • Recognize more than one main idea.
	<ul style="list-style-type: none"> • Single and multisyllabic words with the ur, ir • Spelling patterns ur, ir in single and multisyllabic words • Compound words • Fluency: Accuracy, reading with expression and ability to self-correct • Phrasing 	<ul style="list-style-type: none"> • Decode/spell words with the r-controlled vowels ur and ir. • Spell compound words as a one word, a hyphenated word or separate words. • Recognize the two or more words in compound words. • Decode/spell words using knowledge of the VCCV syllable division pattern. • Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy. • Use expression and intonation to read fluently and support understanding • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing,

		<p>connected letters to write faster) for cursive handwriting. (ongoing)</p> <ul style="list-style-type: none"> • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<p>Argument: Persuasive</p> <ul style="list-style-type: none"> • Features/elements/craft of persuasive writing • Writing process steps (prewrite, draft, revise, edit, publish/share) 	<ul style="list-style-type: none"> • Plan a persuasive essay by choosing a topic and a position. • Develop drafts by organizing with purposeful structure and a strong conclusion. • Use persuasive language and transitions in writing. • Revise to improve clarity. • Edit for: complete sentences, proper capitalization, punctuation and spelling.
Speaking and Listening:	<ul style="list-style-type: none"> • Conversation Rules • Topic Knowledge Synthesis • Give a Presentation • Fluency 	<ul style="list-style-type: none"> • Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words) • Engage in discussions using established conversation rules • Make connections. • Synthesize and discuss knowledge gained from the week's texts. • Interpret/Analyze media. • Cite sources. • Follow oral instructions. • Create multimedia presentations. • Plan and gather information. • Give a presentation • Fluency/Expression

Language:	<p>Academic Vocabulary/Critical Vocabulary: 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>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): *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>Generative Vocabulary: Greek roots-graph, gram, geo Latin roots-rupt, fer</p>	<ul style="list-style-type: none"> ● Identify real-life connections between words and their use. ● Use newly acquired vocabulary expressively. ● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words. ● Participate in collaborative discussions. ● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes. ● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily). ● Use antonyms and synonyms to determine the meaning of unknown words. ● Use a dictionary or glossary to determine the meaning of unknown words.
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	Suffixes -olgy/-logist Prefixes-inter-/com-/con-/cor- Conventions of Standard English, Grammar and Usage: complete sentences, proper capitalization, punctuation	
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DRAFT

Unit Number and Title:	Module 4 - Project Earth (module 5 in HMH)
Duration:	15-20 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH Into Reading Volume 2, Module 1 ● HMH's Writing Workshop Manual ● Rigby Leveled Library ● Core Texts: <ul style="list-style-type: none"> ○ <i>Planet Home</i> - informational video ○ <i>Tech-Trash Tragedy</i> - informational text (read aloud) ○ <i>The Protective Power of Nature Preserves</i> - informational text (short read) ○ <i>Potatoes on Rooftops: Farming in the City</i>, Hadley Dyer (author) - persuasive text ○ <i>Living Green</i> by Doreen Beauregard - play ○ <i>Growing Peace: A Story of Farming, Music, and Religious Harmony</i> by Richard Sobol, nonfiction ○ <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) ○ <i>We</i> by Alice Schertle ○ <i>Parrots Over Puerto Rico</i> by Susan L. Roth and Cindy Trumbore - informational text ○ <i>The Elephant Keeper: Caring for Orphaned Elephants in Zambia</i> written by Margriet Ruurs and illustrated by Pedro Covo - persuasive text (writing) ○ <i>How Can You Make Earth a Better Place?</i> ○ <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba- literary nonfiction ○ <i>Who Was Wangari Maathai?</i> ○ <i>Who Are the Water Protectors?</i> <p>Cross-curricular connections: Science - Earth Systems grade 5 unit</p>
Unit Overview:	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>
Learning Goals	
Standard(s):	<p>Reading</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>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.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.9 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.

Essential Question(s):	<ul style="list-style-type: none"> How can caring for the Earth and its living things improve life? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> 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. All the things we need to survive, such as food, water, air, and shelter, come from natural resources. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Tough Questions</i>, <i>Word Gaps</i>) Central Idea Author's Purpose Ideas and Support Author's Craft Retell Elements of Dram Literary Elements Figurative Language Monitor and Clarify Text Structure Text and Graphic Features 	<ul style="list-style-type: none"> 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>). 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>). Recognize the central idea of a text, with supporting evidence. Discuss specific ideas in the text that are important to the meaning. Generate questions about a text to deepen understanding and gain information. Use reading strategies throughout the reading process to monitor comprehension. Explain the author's purpose in a text. Explain the author's perspective and message in a text. Recognize characteristics and structures of persuasive text by identifying the claim. Recognize characteristics and structures of

		<p>persuasive text by explaining how the author has used facts for or against an argument.</p> <ul style="list-style-type: none"> ● Explain the purpose of hyperbole, stereotyping, and anecdote. ● Retell a story by asking questions. ● Describe how a theme connects to the events in a story. ● Identify the elements of a play, such as characters, dialogue, setting, stage direction, acts, and scenes. ● Retell a story, including the plot and theme, in a logical order. ● Explain how retelling a story can give insight into the story's theme. ● Use sequence words to retell story events. ● Analyze literary elements within a story. ● Explain how setting, conflict and characterization contribute to plot. ● Identify and interpret the meaning of figurative language. ● Describe how to create mental images to deepen understanding. ● Monitor comprehension when understanding breaks down. ● Use strategies to make adjustments when understanding breaks down. ● Use reading strategies throughout the reading process to monitor comprehension. ● Analyze how text structure contributes to the author's purpose. ● Identify organizational patterns.
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Foundational Skills:		<ul style="list-style-type: none"> ● Identify transitional words and phrases that signal an author's organizational pattern. ● Explain the relationship between two or more events, ideas, or concepts in a text based on specific information. ● Explain features such as insets, timelines, and sidebars to support understanding. ● Analyze the author's use of print and graphic features to achieve specific purposes.
	<ul style="list-style-type: none"> ● Final stable syllables al, el, -le, il ● Spelling patterns with the final schwa plus /l/ sounds and adding -ed and -ing ● Root words and suffixes ● Multisyllabic words with multiple sound-spelling patterns ● Fluency: Accuracy, reading with expression and ability to self-correct ● Phrasing ● Intonation 	<ul style="list-style-type: none"> ● Decode multisyllabic words with final stable syllables al, el, -le, il. ● Read multisyllabic words with multiple sound-spelling patterns. ● Decode/spell words ending in -ed and -ing. ● Decode words using knowledge of suffixes and base words. ● Understand that suffixes can change the pronunciation of consonants at the end of base words. ● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy. ● Use expression and intonation to read fluently and support understanding. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper

		position. (ongoing)
Writing:	Argument Writing <ul style="list-style-type: none"> • Features/elements/craft of editorial writing • Writing process steps (prewrite, draft, revise, edit, publish/share) 	<ul style="list-style-type: none"> • Describe the features/elements/craft of an editorial piece. • Research/brainstorm ideas to draft an editorial (argument). • Write an expository essay by engaging in the steps of the writing process. • Develop a thesis statement. • Write the body of an expository essay including relevant facts, definitions, details, quotations and/or examples to develop a topic. • Write a conclusion that is clear and related to the thesis. • Organize drafts with a purposeful and logical structure. • Use feedback from teachers and peers to revise expository essays. • Edit drafts for proper grammar.
Speaking and Listening:	<ul style="list-style-type: none"> • Conversation Rules • Topic Knowledge Synthesis • Summarizing and Paraphrasing 	<ul style="list-style-type: none"> • Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words). • Engage in discussions using established conversation rules. • Make connections. • Work collaboratively. • Synthesize and discuss knowledge gained from the week's texts. • Take notes. • Plan and gather information. • Demonstrate fluency and expression. • Summarize.

		<ul style="list-style-type: none"> ● Paraphrase.
Language:	<p>Vocabulary Academic Vocabulary/Critical Vocabulary: Examples: contaminate, benevolent, peril, endangered, urban, humble, plots, alternative, transform, artificial, yield, influence, reduce. Conscious. Implying, contradict, cascading, depleted, flight, toil merchant, fort, jabbing, captivity, aggressive, spectacle, toddlers, packet, retreat</p> <p>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): *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"> ● Identify real-life connections between words and their use. ● Use newly acquired vocabulary expressively. ● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words. ● Participate in collaborative discussions. ● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes. ● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).

	<p>Generative Vocabulary: Suffix: -ive, -ure Prefix: mal- Latin Roots: dict, spect, bene</p> <p>Conventions of Standard English, Grammar and Usage: sentence structure (simple and compound), subordinating conjunctions, complex sentences, correct pronoun usage</p>	
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Unit Number and Title:	Module 5 - Art for Everyone (module 6 in HMH)
Duration:	15-20 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Volume 2, Module 6 ● HMH's Writing Workshop Manual ● Rigby Leveled Library ● Core texts <ul style="list-style-type: none"> ○ <i>The World Around Us</i> - informational video ○ <i>Andy Warhol</i> - informational text (read aloud) ○ <i>Let's Get Creative</i> - infographic ○ <i>Christo and Jeanne-Claude: Through the Gates and Beyond</i> by Jan Greenberg and Sandra Jordan - informational text ○ <i>Rita Moreno (from Portraits of Hispanic American Heroes)</i> written by Juan Felipe Herrera and paintings by Raul Colon - biography ○ <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 ○ <i>Phillis's Big Test</i> written by Catherine Clinton and illustrated by Sean Qualls - biography ○ <i>Miss Alaineus: A Vocabulary Disaster</i> written and illustrated by Debra Frasier - personal narrative (writing text) ○ <i>Ada's Violin</i> by Susan Hood (Math and Science Collection) ○ <i>The World Is Not a Rectangle: A Portrait of Architect Zaha Hadid</i> by Jeanette Winter (Math and Science Collection) ○ Frida Kahlo - Readworks.org ○ <i>Little Legends: Exceptional Men in Black History</i> by Vashti Harrison (Math and Science Collection) ○ <i>Little Dreamers: Visionary Women Around the World</i> by Vashti Harrison (Math and Science Collection)

Unit Overview:	<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>
Learning Goals	
Standard(s):	<p>CT Core Standards</p> <p>Reading</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>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.</p> <p>RF.5.3a 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>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>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>Language</p> <p>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.</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>L.5.5 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>	
Essential Question(s):	<ul style="list-style-type: none"> How do different art forms impact people in different ways? How do I define who I am? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> 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. 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. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Words of the Wiser</i>, <i>Quoted Words</i>) Author's Craft Making Inferences 	<ul style="list-style-type: none"> Identify the life lesson in a fiction text and how it might affect the character (<i>Words of the Wiser signpost</i>). Recognize quotes in nonfiction texts and determine why those words are important and

	<ul style="list-style-type: none"> • Central Idea • Text Structure • Visualizing • Literary Elements • Point of View • Theme • Literary Elements • Figurative Language 	<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"> • Recognize the characteristics of informational text. • Understand the effects of an author's word choice on readers. • Analyze how language can help establish voice or tone in an informational text. • Make inferences and use text evidence to support understanding. • Use reading strategies throughout the reading process to monitor comprehension. • Discuss the selection, listening actively and making relevant comments. • Identify an informational text's central ideas and relevant supporting details. • Summarize the text to maintain meaning and logical order. • Recognize organizational patterns such as chronological order of importance. • Analyze how the use of text structure contributes to the author's purpose. • Identify and understand the impact of literary devices. • Examine how the author's use of language contributes to tone of voice. • Create mental images to deepen understanding of a text. • Use text details and the five senses to visualize interactions and events. • Use reading strategies throughout the reading
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		<p>process to monitor for comprehension.</p> <ul style="list-style-type: none"> • Analyze character development within a text. • Understand the relationship between the characters/subjects and historical events in a biography. • Differentiate between first and third person point of view. • Generate questions about a text to gain information and deepen understanding. • Make inferences about a text's multiple themes. • Use text evidence to determine the theme of a piece of literary nonfiction.
Foundational Skills:	<ul style="list-style-type: none"> • Base words with spelling changes • Spelling patterns with the suffixes -ful, -ly, -less, -ness, -ment • Root words and suffixes • Fluency: Accuracy, reading with expression and ability to self-correct • Intonation and phrasing 	<ul style="list-style-type: none"> • Decode words by recognizing root words with spelling changes. • Spelling words that have a change in the final y to i. • Decode multisyllabic words with final stable syllables al, el, -el, il. • Decode words with suffixes. • Decode/spell multisyllabic words that come from other languages. • Use print or digital resources to determine the pronunciation and origin of words from other languages. • Understand that suffix/s can change the pronunciation of consonants at the end of base words. • Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.

		<ul style="list-style-type: none"> • Use expression and intonation to read fluently and support understanding. • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	Personal Narrative <ul style="list-style-type: none"> • Features/elements/craft of expository writing • Writing process steps (prewrite, draft, revise, edit, publish/share) 	<ul style="list-style-type: none"> • Understand elements of a personal narrative • Use prewriting strategies to plan. • Understand plot structure. • Understand how to elaborate a draft. • Describe the features/elements/craft of an editorial piece. • Organize drafts with a purposeful and logical structure. • Use feedback from teachers and peers to revise expository essays. • Edit drafts for proper grammar.
Speaking and Listening:	<ul style="list-style-type: none"> • Conversation Rules • Topic Knowledge Synthesis 	<ul style="list-style-type: none"> • Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words). • Engage in discussions using established conversation rules • Make connections. • Synthesize and discuss knowledge gained from the week's texts. • Interpret/Analyze media. • Research and Organize Information. • Cite sources.

		<ul style="list-style-type: none"> ● Oral instructions ● Create multimedia presentations. ● Plan and gather information. ● Give a presentation. ● Fluency/Expression
Language:	<p>Vocabulary Academic Vocabulary/Critical Vocabulary: 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>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 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"> ● Identify real-life connections between words and their use. ● Use newly acquired vocabulary expressively. ● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words. ● Participate in collaborative discussions. ● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes. ● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).

	<p>*root, subject, *plot, *setting, analogy, *compare, figure of speech, brainstorm, categorize, *detail, *research, *direct quotation, *evidence, organizational structure, *quotation marks, transition</p> <p>Generative Vocabulary: Latin Root: struct, port, duc/duct Prefixes: de-,super-, micro- Suffixes: -ion, -ism, -ant/-ent</p> <p>Conventions of Standard English, Grammar and Usage: complete sentences, simple sentences, compound sentences, subject-verb agreement</p>	
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Unit Number and Title:	Module 6: Above, Below, and Beyond (module 7 in HMH)
Duration:	15-20 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading Volume 3, Module 7 ● HMH's Writing Workshop Manual ● Rigby Leveled Library ● Core texts: <ul style="list-style-type: none"> ○ <i>A Hero's Journey</i>, video ○ <i>Miss Mitchell's Eclipses</i>, informational, by Sarah Novak ○ <i>A Few Who Dared</i>, expository text ○ <i>Into the unknown: Above and Below</i>, informational, by Stewart Ross ○ <i>Great Discoveries and Amazing Adventures</i>, informational, by Claire Llewellyn ○ <i>Spaceship One</i>, autobiography, by Matthew Stinemetz ○ <i>The Mighty Mars Rovers</i>, Narrative nonfiction, by Elizabeth Rusch ○ <i>The Day-Glo Brothers</i>, informational, by Chris Barton (writing focal text) ○ Sacagawea- National Park Service ○ <i>Mae Jemison: A Kid's Book About Reaching Your Dreams</i> by Mary Nhin (Math and Science Collection) ○ <i>Little Legends: Exceptional Men in Black History</i> by Vashti Harrison (Math and Science Collection)
Unit Overview:	<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>
Learning Goals	
Standard(s):	<p>Reading</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>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.</p> <p>Foundational Skills</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>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.5.2 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.	
Essential Question(s):	<ul style="list-style-type: none"> What role does curiosity play in exploration? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> Students will understand that explorers live exciting lives and attain achievements that impact the lives of others for generations that lead to change. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moment</i>, <i>Extreme or Absolute Language</i>) Central Idea Summarizing Author's Purpose Point of View Author's Craft Inferencing Literary Elements 	<ul style="list-style-type: none"> Identify the “Aha Moment” in fiction texts, when the character suddenly understands something clearly. 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. Identify and explain extreme or absolute language in nonfiction text, (the <i>Extreme or Absolute Language signpost</i>) such as <i>every</i>, <i>all</i>, <i>none</i>, <i>always</i>, <i>never</i>, and <i>only</i>. Recognize and differentiate facts and opinions. Make, correct, or confirm predictions. Analyze how text structure contributes to the author's purpose. Recognize characteristics and features of informational text. Recognize the central idea with relevant details.

		<ul style="list-style-type: none"> ● Examine how language contributes to voice and tone. ● Analyze how an author's perspective can affect an author's purpose. ● Generate questions about a text to monitor comprehension and deepen understanding. ● Use context within a text to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Foundational Skills:	<ul style="list-style-type: none"> ● Spelling patterns with final stable syllables -ain, -ture and -sure and final n or ən, chər, zhər, ɪj, ɪv, and ɪs ● Spelling patterns with the unstressed final syllables ● Fluency: Accuracy, reading with expression and ability to self-correct ● Intonation and phrasing 	<ul style="list-style-type: none"> ● Decode/spell multisyllabic words with final stable syllables -ain, -ture and -sure and final (n or ən), chər, zhər, ɪj, ɪv, and ɪs. ● Decode words with an unstressed final syllable. ● Use knowledge of syllabification patterns to recognize words with common final syllables. ● Recognize root words, or base words, in multisyllabic words. ● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy. ● Use appropriate reading rate to support fluency and understanding. ● Use expression and intonation to read fluently and support understanding. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing). ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper

		position. (ongoing).
Writing:	Research Report <ul style="list-style-type: none"> • Features/elements/craft of informational writing • Writing process steps (prewrite, draft, revise, edit, publish/share) 	<ul style="list-style-type: none"> • Describe the features/elements/craft of a research report piece . • Research/brainstorm ideas to draft a research report. • Write a research report by engaging in the steps of the writing process. • Develop a thesis statement. • Write the body of a research report including relevant facts, definitions, details, quotations and/or examples to develop a topic. • Write a conclusion that is clear and related to the thesis. • Organize drafts with a purposeful and logical structure. • Use feedback from teachers and peers to revise reports. • Edit drafts for proper grammar.
Speaking and Listening:	<ul style="list-style-type: none"> • Conversation Rules • Topic Knowledge Synthesis • Fluency • Paraphrase/Summarize 	<ul style="list-style-type: none"> • Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words). • Engage in discussions using established conversation rules. • Make connections. • Synthesize and discuss knowledge gained from the week's texts. • Interpret/Analyze media. • Use formal and informal language. • Research Media Literacy: Paraphrase. • Create multimedia presentations • Plan and gather information.

		<ul style="list-style-type: none"> ● Give a presentation. ● Demonstrate fluency and expression.
Language:	<p>Vocabulary Academic Vocabulary/Critical Vocabulary: 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>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): *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"> ● Identify real-life connections between words and their use. ● Use newly acquired vocabulary expressively. ● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words. ● 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). ● Discuss publishing options/preferences. ● Participate in collaborative discussions. ● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes. ● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).

	<p>marks,</p> <p>Generative Vocabulary: Prefixes: mega-, sub-, aqua-, pro-, anti- Latin root: tract, chrono, gress, ped, dent, terr</p> <p>Conventions of Standard English, Grammar and Usage: quotation marks, proper use of adverbs, pronouns, prepositions</p>	
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Unit Number and Title:	Module 7 - A New Home (module 8 in HMH)
Duration:	15-20 Days
Resource(s):	<ul style="list-style-type: none"> • HMH's Into Reading Volume 3, Module 8 • HMH's Writing Workshop Manual • Rigby Leveled Library • Core texts: <ul style="list-style-type: none"> ○ <i>New Kid in Town</i>, realistic fiction ○ <i>Liberty Enlightening the World</i>, informational ○ <i>Passage to Freedom: The Sugihara Story</i>, by Ken Mochizuki, narrative nonfiction ○ <i>Moving to a New Country: A Survival Guide</i>, informational ○ <i>Saltpie</i> by Tim Tingle, realistic fiction ○ <i>Indian No More</i> by Charlene Willing McManis, historical fiction ○ <i>A Movie in My Pillow</i>, poetry, by Jorge Argueta ○ <i>From Scratch</i>, realistic fiction, by Susie Castellano ○ <i>Elisa's Diary</i>, realistic fiction, by Doris Luisa Oronoz ○ <i>Inside Out and Back Again</i>, poetry, Thanhha Lai ○ <i>Love That Dog</i>, poetry, by Sharon Creech ○ Wonderopolis- What Causes People to Become Refugees? <p>Cross-curricular connections: Social Studies - Exploration And Early Settlements (Era 1)/Migration and Settlement grade 5 unit</p>
Unit Overview:	<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>
Learning Goals	
Standard(s):	<p>Reading</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>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.</p> <p>Foundational Skills</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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>L.5.5 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>	
Essential Question(s):	<ul style="list-style-type: none"> • How do people adapt to new experiences and make a new place home? • Why do we seek and build community? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • 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. • Focusing on positive life changes helps people adapt to new experiences. • 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. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Memory Moment</i>, <i>3 Big Questions</i>) • Make and confirm predictions • Text Structure • Text and Graphic Features 	<ul style="list-style-type: none"> • Identify memory moments (<i>Memory Moment signposts</i>) in a fiction text. • 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.

	<ul style="list-style-type: none"> • Central Idea • Author's Craft • Author's Purpose 	<ul style="list-style-type: none"> • Identify how their background knowledge relates to what the author is saying in a nonfiction text. • Recognize a variety of text structures and set a purpose for reading. • Create mental images to enhance comprehension. • Generate questions about a text to monitor comprehension and deepen understanding. • Infer theme(s) from an assortment of texts using text evidence. • Analyze and explain how an author uses elements of poetry to convey a mood or idea. • Examine how language contributes to voice. • Make inferences while reading, and use text evidence to support understanding. • Infer theme(s) from an assortment of texts using text evidence. • Examine how language contributes to voice. • Identify inferences while reading, and use text evidence to support understanding. • Analyze how plot elements each contribute to the development of the story. • Discuss how plot devices (flashback and flashforward) enhance meaning of the text). • Analyze relationships and conflicts between characters, and the way an author develops a character through the character's dialogue and actions. • Analyze the use of print and graphic features to achieve the author's purpose and support the readers' understanding of the text.
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Foundational Skills:	<ul style="list-style-type: none"> • Spelling patterns with prefixes in-, un-, di-, mis- • Spelling patterns with final stable syllables -tion and -sion • Spelling patterns with adding suffixes -ion and -ian • Prefixes and suffixes • Fluency: Expression, phrasing, intonation 	<ul style="list-style-type: none"> • Decode/spell words with prefixes in. un-, dis-, and mis-. • Decode words with final stable syllables -tion and -sion. • Spell base words and base words with suffixes -ion and -ian added. • Recognize and decode homophones. • Recognize the spelling differences in homophones. • Spell words with multiple sound-spelling patterns. • Understand the influence of prefixes on base words. • Understand that suffixes can change the spelling and final sounds of base words. • Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy. • Use phrasing and intonation to read fluently and support understanding. • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	Poetry <ul style="list-style-type: none"> • Features/elements/craft of Poetry writing 	<ul style="list-style-type: none"> • Describe the features/elements/craft of an expository piece/essay. • Research/brainstorm ideas to draft poetry. • Organize drafts with a purposeful and logical

	<ul style="list-style-type: none"> Writing process steps (prewrite, draft, revise, edit, publish/share) 	<ul style="list-style-type: none"> structure. Use feedback from teachers and peers to revise expository poetry. Edit drafts for proper grammar.
Speaking and Listening:	Conversation Rules Topic Knowledge Synthesis Citing Sources	<ul style="list-style-type: none"> Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words). Engage in discussions using established conversation rules. Make connections. Synthesize and discuss knowledge gained from the week's texts. Interpret/Analyze media. Cite sources. Follow oral instructions. Create multimedia presentations. Plan and gather information. Give a presentation. Demonstrate fluency and expression.
Language:	Vocabulary Academic Vocabulary/Critical Vocabulary: 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	<ul style="list-style-type: none"> Identify real-life connections between words and their use. Use newly acquired vocabulary expressively. Use context to determine the meaning of unfamiliar words Participate in collaborative discussions. Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes. Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily). Use a dictionary or glossary to determine the

	<p>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): 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>Generative Vocabulary: Prefixes: uni-, mono-, tri-, multi-, semi- Latin root: scribe/script, voc, ject</p> <p>Conventions of Standard English, Grammar and Usage: punctuation, capitalization, spelling, correct word tense</p>	<p>meaning of unfamiliar words.</p>
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Unit Number and Title:	Module 9 - Unexpected, Unexplained (module 9 in HMH)
Duration:	15-20 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading, Volume 3, Module 9 ● HMH's Writing Workshop Manual ● Rigby Leveled Library ● Core texts: <ul style="list-style-type: none"> ○ <i>What Was That?</i> Video: Mystery ○ <i>Searching for Atlantis</i>, informational ○ <i>Why People Love Mysteries</i>, informational ○ <i>Journey Home</i>, by Lawrence McKay ○ <i>Mr. Linden's Library</i>, mystery, by Walter Dean Myers ○ <i>The Loch Ness Monster</i>, Video: documentary, ○ <i>Finding Bigfoot: Everything You Need to Know</i>, informational, by Martha Brockenbrough ○ <i>The Secret Keepers</i>, mystery, by Trenton Lee Stewart ○ <i>The Egypt Game</i>, imaginative story, by Zilpha Keatley Snyder (writing focal text) ○ <u>What Happened to the Lost Colony?</u>
Unit Overview:	<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>
Learning Goals	

Standard(s):	<p>Reading</p> <p>RL/RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.4 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>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>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.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> 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>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Writing</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> 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. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to</p>
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	<p>task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p> <p>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.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> 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]”). 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]”). <p>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.</p> <p>Speaking and Listening</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions and carry out assigned roles Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>Language</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use adjectives and adverbs, and choose between them depending on what is to be modified. <p>L.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts</p>
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	<p>and relevant, descriptive details to support main ideas or theme; speak clearly at an understandable pace.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 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>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	
Essential Question(s):	<ul style="list-style-type: none"> What makes something mysterious, and what makes people want to solve mysteries? How do I distinguish between true and false information when reading? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> 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. 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. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<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"> Make and Confirm Predictions Literary Elements 	<ul style="list-style-type: none"> 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 Explain the author's use of the <i>Contrasts and</i>

	<ul style="list-style-type: none"> • Characters • Figurative Language • Media Techniques • Ideas and Support • Text and Graphic Features 	<p><i>Contradictions</i> signpost to show readers something important about the character, plot, setting, or theme</p> <ul style="list-style-type: none"> • Identify opposing ideas in nonfiction texts, the <i>Contrasts and Contradictions</i> signpost, using clue words such as but, yet, unlike, instead, and although. • 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. • Explain the author's purpose and message. • Make, correct, or confirm predictions, using text features, characteristics of genre, and structure. • Analyze the relationships and conflicts among characters. • Explain how an author develops a characters' perspective. • Analyze how plot elements contribute to the development. • Explain the use of imagery and figurative language. • Make and confirm predictions before and during viewing a media presentation. • Identify the purpose and audience of auditory, visual, and written media messages. • Summarize information presented in diverse media formats. • Examine an author's use of facts and opinions in a text in order to track the development of an argument. • Analyze the use of print and graphic features to achieve the author's purpose and support comprehension.
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		<ul style="list-style-type: none"> • Make inferences based on text evidence to support understanding readers' understanding. • Identify and understand literary elements, including mood and tone and examine how language contributes to voice. • Identify and understand literary elements, including mood and tone and examine how language contributes to voice. • Distinguish between first-person and third-person narrator.
Foundational Skills:	<ul style="list-style-type: none"> • Spelling patterns with prefixes in-, un-, di-, mis- • Spelling patterns with final stable syllables -tion and -sion • Spelling patterns with adding suffixes -ion and -ian • Prefixes and suffixes • Fluency: Expression, phrasing, intonation 	<ul style="list-style-type: none"> • Decode/spell words with the knowledge of the prefixes com-, con-, pre-, pro. • Decode words with suffixes -ant, ent, -able, -ible, -ism, -ist. • Spell words that add suffixes -ant, -ent, -able, -ible. • Decode/spell words with Greek Roots. • Use print or digital dictionaries to determine the meaning of words with Greek roots. • Understand the influence of prefixes on base words. • Understand that suffixes can change the spelling and final sounds of base words. • Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy. • Use phrasing and intonation to read fluently and support understanding. • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)

		<ul style="list-style-type: none"> • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<p>Narrative</p> <ul style="list-style-type: none"> • Imaginative Story • Features/elements/craft of narrative writing • Writing process steps (prewrite, draft, revise, edit, publish/share) 	<ul style="list-style-type: none"> • Describe the features/elements/craft of a narrative piece. • Prewriting and drafting a narrative. • Understanding Characters. • Understanding the elements of narrative. • Using dialogue. • Organize drafts with a purposeful and logical structure. • Use feedback from teachers and peers to revise narrative. • Edit drafts for proper grammar, usage, and mechanics. • Publishing a final draft.
Speaking and Listening:	<ul style="list-style-type: none"> • Conversation Rules • Topic Knowledge Synthesis 	<ul style="list-style-type: none"> • Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words). • Engage in discussions using established conversation rules. • Make connections. • Synthesize and discuss knowledge gained from the week's texts. • Interpret/Analyze media. • Follow oral instructions. • Create multimedia presentations. • Plan and gather information. • Give a presentation.
Language:	Vocabulary	<ul style="list-style-type: none"> • Identify real-life connections between words and

	<p>Academic Vocabulary/Critical Vocabulary: 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>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): *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>Generative Vocabulary: 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"> ● Use newly acquired vocabulary expressively. ● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words. ● Participate in collaborative discussions. ● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes. ● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily). ● Determine the meaning of unfamiliar words using context.
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	Conventions of Standard English, Grammar and Usage: punctuation for dialogue (quotation marks, commas); capitalization, punctuation, spelling; complete sentences; subject-verb agreement	
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Unit Number and Title:	Module 9 - The Lives of Animals (module 10 in HMH)
Duration:	15-20 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH's Into Reading, Volume 4, Module 10 ● HMH's Writing Workshop Manual ● Rigby Leveled Library ● Core texts: <ul style="list-style-type: none"> ○ <i>We Are Animals</i>, video: informational ○ <i>Prairie Dogs: Talk of the Town</i>, informational text, by Cynthia Mills ○ <i>Why We Watch Animals</i>, informational ○ <i>Willie B.: A Story of Hope</i>, narrative nonfiction, by Nancy Roe Pimm ○ <i>Dolphin Parenting</i>, video: Science ○ <i>Can We Be Friends?</i>, magazine article, by Ellen R. Braaf ○ <i>Winter Bees and Other Poems of the Cold</i>, poetry/ informational, by Joyce Sidman ○ <i>The One and Only Ivan</i>, fantasy, Katherine Applegate (writing focal text) ○ <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) ○ <i>Buzzing with Questions: The Inquisitive Mind of Charles Henry Turner</i> by Janice N. Harrington (Math and Science Collection)
Unit Overview:	<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):	<p>Reading</p> <p>RI/RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.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.</p> <p>RI.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>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.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>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.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level 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).

Essential Question(s):	<ul style="list-style-type: none"> • What can we learn about ourselves by observing and interacting with animals? • How do I define who I am? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Animals demonstrate amazing characteristics and abilities in their everyday lives. • Animal interactions can be compared to human interactions. • 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. 	
Learning Goal(s):	<p style="text-align: center;">Content Students will know...</p>	<p style="text-align: center;">Skills Students will be able to...</p>
Reading:	<ul style="list-style-type: none"> • 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>) • Author's Craft • Synthesizing • Theme • Text Structure • Central Idea • Text Structure • Visualize • Theme • Text and Graphic Features 	<ul style="list-style-type: none"> • Identify repetition in fiction texts, the <i>Again and Again</i> signpost, when authors repeat events, images, or words. • 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). • Identify how their background knowledge relates to what the author is saying in a nonfiction text. • Analyze and understand how an author's tone relates to the author's purpose. • Synthesize new ideas from information presented in a narrative nonfiction text. • Make inferences to determine theme(s) using text evidence. • Recognize a variety of text structures including compare and contrast. • Students ask questions, and create mental images to monitor and clarify understanding.

		<ul style="list-style-type: none"> ● Identify the purpose and audience of auditory, visual, and written media messages, and summarize information presented. ● Determine the central idea(s) and relevant supporting details. ● Analyze the author's use of text features. ● Explain the use of imagery and figurative language in literary and informational texts.
Foundational Skills:	<ul style="list-style-type: none"> ● Latin word roots ● Spelling pattern with suffixes -ion and -ation ● Spelling patterns with the final stable syllable with er ● Prefixes and suffixes ● Fluency: Expression, phrasing, intonation 	<ul style="list-style-type: none"> ● Decode words with the suffixes -ion and -action. ● Decode/spell words with the final stable syllable er. ● Decode words with Latin Roots. ● Decode words with prefixes and suffixes. ● Use print or digital dictionaries to determine the meaning of words with Latin roots. ● Understand the influence of suffixes and prefixes on base words. ● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy. ● Use phrasing and intonation to read fluently and support understanding. ● Decode/spell words with the knowledge of the prefixes com-, con-, pre-, pro ● Decode words with suffixes -ant, ent, -able, -ible, -ism, -ist. ● Spell words that add suffixes -ant, -ent, -able, -ible. ● Decode/spell words with Greek Roots.

		<ul style="list-style-type: none"> • Use print or digital dictionaries to determine the meaning of words with Greek roots. • Understand the influence of prefixes on base words. • Understand that suffix/s can change the spelling and final sounds of base words. • Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy. • Use phrasing and intonation to read fluently and support understanding. • Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	Argument: Letter to the editor <ul style="list-style-type: none"> • Features/elements/craft of argument writing • Writing process steps (prewrite, draft, revise, edit, publish/share) 	<ul style="list-style-type: none"> • Describe the features/elements/craft of an expository piece/essay. • Research/brainstorm ideas to draft letter to the editor. • Organize drafts with a purposeful and logical structure. • Use feedback from teachers and peers to revise expository essays. • Edit drafts for proper grammar, usage, and mechanics.
Speaking and Listening:	Conversation Rules Topic Knowledge Synthesis	<ul style="list-style-type: none"> • Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words).

	Fluency	<ul style="list-style-type: none"> ● Engage in discussions using established conversation rules. ● Synthesize and discuss knowledge gained from the week's texts. ● Create multimedia presentations. ● Plan and gather information. ● Give a presentation.
Language:	<p>Vocabulary Academic Vocabulary/Critical Vocabulary: 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>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English: *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"> ● Identify real-life connections between words and their use. ● Use newly acquired vocabulary expressively. ● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words. ● Participate in collaborative discussions. ● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes. ● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily). ● Use a dictionary or glossary to determine the meaning of unfamiliar words.

	Generative Vocabulary: Latin root: bene Conventions of Standard English, Grammar and Usage: Punctuation, capitalization, commas, complete sentences	
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