

GREENWICH STOW CREEK PARTNERSHIP SCHOOLS ENGLISH LANGUAGE ARTS

Stow Creek BOE Approved: 8/18/2022
Greenwich BOE Approved: 8/17/2022



Greenwich Stow Creek Partnership Schools English Language Arts

Kindergarten		
Unit 1	Marking Period(s): 1	Duration: 6 weeks
<p>Unit Overview: Students will develop phonological awareness and fluency. Rhythm and rhyme will be explored through literature. Concepts of print will be taught through various literary sources. Students will develop print to text connections in reading and writing. They will use a combination of drawing, dictating, and writing to compose opinion pieces.</p>		
Learning Targets New Jersey Student Learning Standards for English Language Arts		
<p>Focus Standards: RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g. who, what, where, when, why, how) RL.K.2. With prompting and support, retell familiar stories, including key details (e.g. who, what, where, when, why, how) RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K.10. Actively engage in group reading activities with purpose and understanding. RF.K.1a. Demonstrate understanding of the organization and basic features of print. RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>		
Essential Questions	Enduring Understandings	
<ul style="list-style-type: none"> ● What’s the difference between a nursery rhyme and a story? ● What is a rhyme? ● What is rhythm? ● How do I follow the text? ● How do picture clues help me read? ● How do fluent readers sound? 	<ul style="list-style-type: none"> ● Literature sometimes has rhyming words and rhythm. ● Print follows specific organization, e.g., left to right, top to bottom, and beginning to end. ● Illustrations help with decoding and understanding. 	
District Learning Plan		

Greenwich Stow Creek Partnership Schools English Language Arts

Materials: Harcourt Trophies, Phonics Practice Book, Theme 1-2 Practice Books, Big Books, Read-Aloud Anthology, Picture/Word Cards, Letter and Sounds Charts, Decodable Books, Independent Readers, Letter of the week books

Learning Plan:

- Harcourt Trophies Theme 1-2
- Theme 1-2 books on tape
- Sight words: a, my, the, am, I, like, he, one, red, blue, at, go, we, two
- Nursery rhymes, Songs, Big book of Rhymes and Songs
- Letter of the week books
- Handwriting: Mm, Ss, Rr, Tt, Pp, Cc, Aa

Assessments:

- Thematic Assessments
- Unit Assessments
- Performance Assessments
- Teacher Observation
- Teacher-Made Activities

Differentiation:

- Guided reading groups
- Small group instruction
- Centers
- Partnerships
- Letter bean bags
- Integrating movement and spelling
- Build rhyme with picture and word cards
- www.abcmouse.com (Fiction & Non-fiction)
- www.starfall.com (Fiction & Non-fiction)

Website: ngfl.northumberland.gov.uk/foundation/nurseryrhyme/default.htm

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology
 Music
 Field _____
 Trips _____ Other _____

Kindergarten

Unit 2	Marking Period(s): 1-2	Duration: 6 weeks
--------	------------------------	-------------------

Greenwich Stow Creek Partnership Schools English Language Arts

<p>Unit Overview: Students will explore informative and explanatory texts. Students will identify the author and illustrator and their role. They will develop an understanding of book structure and sequence. Students will begin to explore literature to make text-to-text and text-to-self connections. Students will use sound-symbol relationships to decode words in both reading and writing. Students will participate in shared writing experiences.</p>		
<p>Learning Targets New Jersey Student Learning Standards for English Language Arts</p>		
<p>Focus Standards</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g. who, what, where, when, why, how)</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details (e.g. who, what, where, when, why, how)</p> <p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>L.K.1a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
<p>Essential Questions</p>	<p>Enduring Understandings</p>	
<ul style="list-style-type: none"> ● How do I identify a fiction and a non-fiction book? ● What are the similarities amongst a text(s)? ● How do I connect to the text? ● Who is the author, and what is his/her job? 	<ul style="list-style-type: none"> ● Readers use strategies, such as making text to text or text to self connections, to help them make meaning of text. ● Books have parts that include cover, back, spine, title, and title page. ● Fiction and non-fiction books have specific traits. 	

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none">• Who is the illustrator, and what is his/her job?• What are the components of a book?• What direction do readers follow?• How do I put my ideas in words?	<ul style="list-style-type: none">• We can communicate through writing by using sound-symbol relationships.• Authors and illustrators have specific roles in creating a story. They can be the same person.
District Learning Plan	
<p>Materials: Harcourt Trophies, Phonics Practice Book, Theme 3-4 Practice Books, Big Books, Read-Aloud Anthology, Picture/Word Cards, Letter and Sounds Charts, Decodable Books, Independent Readers, Letter of week books</p> <p>Learning Plan:</p> <ul style="list-style-type: none">• Harcourt Trophies Theme 3 – 4• Theme 3-4 books on tape• Sight words: a, my, the, am, I, like, he, one, red, blue, at, go, we, two, on, to, you, have, is, be, she, all• Theme 3-4 Summative Assessments• Identify parts of a book: cover, back, spine, title, & title page• List and identify traits of fiction books• List and identify traits of non-fiction books• Discuss jobs of author and illustrator• Performance Assessment: identify parts of a book• Handwriting: Mm, Ss, Rr, Tt, Pp, Cc, Aa, Nn, Dd, Gg, Ff, Ii, Ll, Hh <p>Assessments:</p> <ul style="list-style-type: none">• Thematic Assessments• Unit Assessments• Performance Assessments• Teacher Observation• Teacher-Made Activities	
<p>Differentiation:</p> <ul style="list-style-type: none">• Guided reading groups• Small group instruction• Centers• Partnerships• Letter bean bags• Integrating movement and spelling• Use visual aids/flags to label book components• www.abcmouse.com (Fiction & Non-fiction)• www.starfall.com (Fiction & Non-fiction)	
Interdisciplinary Connections	

Greenwich Stow Creek Partnership Schools English Language Arts

<input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input checked="" type="checkbox"/> PE <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Music Field Trips	Other
--	-------

Kindergarten

Unit 3	Marking Period(s): 2	Duration: 6 weeks
---------------	-----------------------------	--------------------------

Unit Overview: Students will develop inferencing skills by asking and answering questions about key details in a text. They will provide text support and evidence for their reasoning. Students will distinguish between real and make believe. Students will use a combination of drawing, dictating and writing to compose informative texts. Students will participate in conversations through multiple exchanges.

Learning Targets New Jersey Student Learning Standards for English Language Arts

Focus Standards

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g. who, what, where, when, why, how)

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g. who, what, where, when, why, how)

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

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

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

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

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

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

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

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

Essential Questions	Enduring Understandings

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> • How can I use key details from a text to infer meaning? • What is the problem and what is the solution? • What is the setting? • What is the difference between real and make-believe? • How can I write to inform. 	<ul style="list-style-type: none"> • Setting is where and when a story takes place. Setting may change throughout a story. • Informative pieces teach the reader something they may not have known. • Stories can be real or make-believe and some stories will have qualities of both (realistic fiction). • Drawing, dictating, and writing are ways to provide information and explanations. • Good readers use picture and text details to ask and answer questions. • Stories often include a problem and solution.
---	--

District Learning Plan

Materials: Harcourt Trophies, Phonics Practice Book, Theme 5-6 Practice Books, Big Books, Read-Aloud Anthology, Picture/Word Cards, Letter and Sounds Charts, Decodable Books, Independent Readers, Letter of week books

Learning Plan:

- Harcourt Trophies Theme 5-6
- Theme 5-6 books on tape
- Sight Words: a, my, the, am, I, like, he, one, red, blue, at, go, we, two, on, to, you, have, is, be, she, all, do, what, it, no, see, look, and, are, play
- Theme 5-6 Summative Assessments
- Discuss setting of stories: where & when
- Identify problem & solution of stories
- Develop meaning for “real” and “make-believe” by discussing characters and story events
- Classify books as fiction, non-fiction, and realistic fiction
- Students expand upon their knowledge by asking and answering questions
- Letter of the week books
- Handwriting: Mm, Ss, Rr, Tt, Pp, Cc, Aa, Nn, Dd, Gg, Ff, Ii, Ll, Hh, Bb, Kk, Oo, Ww

Assessments:

- Thematic Assessments
- Unit Assessments
- Performance Assessments
- Teacher Observation
- Teacher-Made Activities

Differentiation:

- Guided reading groups
- Small group instruction

Greenwich Stow Creek Partnership Schools English Language Arts

- Centers
- Partnerships
- Letter bean bags
- Integrating movement and spelling
- Leveled readers
- www.abcmouse.com (Fiction & Non-fiction)
- www.starfall.com (Fiction & Non-fiction)

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology
 Music
 Field Trips Other _____

Kindergarten

Unit 4

Marking Period(s): 3

Duration: 6 weeks

Unit Overview: Through author and thematic study students will analyze characters and compare and contrast their adventures and experiences. They will identify author's tone and purpose. They will explore cause and effect relationships and story conflicts. Students will develop an understanding that words have multiple meanings. They will begin to produce complete thoughts by expanding upon answers and ideas and use a combination of writing and dictation.

Learning Targets

New Jersey Student Learning Standards for English Language Arts

Focus Standards

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g. who, what, where, when, why, how)

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g. who, what, where, when, why, how)

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

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

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

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

Greenwich Stow Creek Partnership Schools English Language Arts

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

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

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How would you describe the character? • What are the shared character traits of individual characters across various texts? • What are the similarities and differences of characters within a specific theme? • What was the story’s problem? What caused the problem and what was its impact? • How can we identify a book by a particular author? • How do I take turns when speaking and listening? 	<ul style="list-style-type: none"> • The characters in a story have specific traits, and there may be similarities and differences amongst characters in different texts. • Stories often describe cause and effect relationships and contain conflict. • Drawing, dictating, and writing are ways to describe an event or series of events. • When involved in conversation and collaboration, it is important to take turns speaking and listening.

District Learning Plan

Materials: Harcourt Trophies, Phonics Practice Book, Theme 7-8 Practice Books, Big Books, Read-Aloud Anthology, Picture/Word Cards, Letter and Sounds Charts, Decodable Books, Independent Readers, Letter of the week books

Learning Plan:

- Harcourt Trophies Theme 7 – 8
- Theme 7-8 books on tape
- Sight Words: a, my, the, am, I, like, he, one, red, blue, at, go, we, two, on, to, you, have, is, be, she, all, do, what, it, no, see, look, and, are, play, come, for, me, one, little, with, now, how, find, this
- Theme 7-8 Summative Assessments
- Identify character traits
- Identify traits and writing style of authors
- Compare and contrast similarities and differences of a character within a theme
- Identify problem, cause of problem, and problem’s impact within a text
- Establish discussion rules
- Letter of the week books
- Handwriting: Mm, Ss, Rr, Tt, Pp, Cc, Aa, Nn, Dd, Gg, Ff, Ii, Ll, Hh, Bb, Kk, Oo, Ww, Xx, Vv, Jj, Ee

Assessments:

- Thematic Assessments
- Unit Assessments

Greenwich Stow Creek Partnership Schools English Language Arts

- Performance Assessments
- Teacher Observation
- Teacher-Made Activities

Differentiation:

- Guided reading groups
- Small group instruction
- Centers
- Partnerships
- Letter bean bags
- Integrating movement and spelling
- Building a Story Graphic Organizer
- Character Chart
- Beginning-Middle-End (BME) graphic organizer
- www.abcmouse.com (Fiction & Non-fiction)
- www.starfall.com (Fiction & Non-fiction)

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology
 Music
Field
Trips **Other**

Kindergarten

Unit 5	Marking Period(s): 3-4	Duration: 6 weeks
---------------	-------------------------------	--------------------------

Unit Overview: Students will be introduced to various literary terms and new vocabulary. Students will explore non-fiction literature and various information resources as they develop research skills. Students will make text-text connections by comparing and contrasting similar characters. Students will improve their writing by editing and revising.

Learning Targets
New Jersey Student Learning Standards for English Language Arts

Focus Standards

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g. who, what, where, when, why, how)
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g. who, what, where, when, why, how)

Greenwich Stow Creek Partnership Schools English Language Arts

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What are the similarities and differences of a similar character(s) amongst various texts? • How can I use what I know to draw conclusions about a text? • How can I figure out what a word means? • What resources can I use to help me learn more? • How can I make my writing better? • What does a finished writing piece look like? 	<ul style="list-style-type: none"> • Connections can be made between individuals, events, and ideas in non-fiction literature. • Good readers are able to make text to text connections and to make comparisons between similar characters within a specific theme. • Good readers and listeners ask questions to gain clarification or seek help. • Students expand upon learning by using resources such as books, magazines, other people, and the internet. • Writers use editing and revision to improve upon their writing.
District Learning Plan	

Greenwich Stow Creek Partnership Schools English Language Arts

Materials: Harcourt Trophies, Phonics Practice Book, Theme 9-10 Practice Books, Big Books, Read-Aloud Anthology, Picture/Word Cards, Letter and Sounds Charts, Decodable Books, Independent Readers, Letter of the week books

Learning Plan:

- Harcourt Trophies Theme 9-10
- Theme 9-10 books on tape
- Sight words: a, my, the, am, I, like, he, one, red, blue, at, go, we, two, on, to, you, have, is, be, she, all, do, what, it, no, see, look, and, are, play, come, for, me, one, little, with, now, how, find, this, will, make, said, good, down, help, out, off, take
- Theme 9-10 Summative Assessments
- Alternate endings (Marcus Pfister books have alternate endings)
- Different forms of a word (If You Give A Moose A Muffin)
- Letter of week books
- Handwriting: Mm, Ss, Rr, Tt, Pp, Cc, Aa, Nn, Dd, Gg, Ff, Ii, Ll, Hh, Bb, Kk, Oo, Ww, Xx, Vv, Jj, Ee, Yy, Zz, Qq, Uu

Assessments:

- Thematic Assessments
- Unit Assessments
- Performance Assessments
- Teacher Observation
- Teacher-Made Activities

Differentiation:

- Guided reading groups
- Small group instruction
- Centers
- Partnerships
- Letter bean bags
- Integrating movement and spelling
- www.abcmouse.com (Fiction & Non-fiction)
- www.starfall.com (Fiction & Non-fiction)

Interdisciplinary Connections

X **Mathematics** **Social Studies** **Science** **X** **PE** **X** **Art** **X** **Technology**

X **Music**

Field

Trips

Other

Kindergarten

Unit 6

Marking Period(s): 4

Duration: 6 weeks

Greenwich Stow Creek Partnership Schools English Language Arts

<p>Unit Overview: Students will act out stories with fluency and expression by participating in shared read alouds. They will also read emergent texts with fluency and expression. They will recognize and use punctuation in reading and writing. They will create and present published writing pieces.</p>		
<p>Learning Targets New Jersey Student Learning Standards for English Language Arts</p>		
<p>Focus Standards RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g. who, what, where, when, why, how) RL.K.2. With prompting and support, retell familiar stories, including key details (e.g. who, what, where, when, why, how) RL.K.4., RI.K.4 Ask and answer questions about unknown words in a text. RL.K.10., RI.K.10 Actively engage in group reading activities with purpose and understanding. W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
<p>Essential Questions</p>	<p>Enduring Understandings</p>	
<ul style="list-style-type: none"> • What does a good reader sound like? • How would I read the end mark: . , ? ! • What end marks/punctuation would be a good choice in my writing? • What does a published writing piece look like? 	<ul style="list-style-type: none"> • Good readers read with fluency and expression and sometimes perform for an audience. • We learn words and phrases by participating in conversation and reading. • When producing writing for publication, students should use correct grammar, punctuation and spelling. 	
<p>District Learning Plan</p>		

Greenwich Stow Creek Partnership Schools English Language Arts

Materials: Harcourt Trophies, Phonics Practice Book, Theme 11-12 Practice Books, Big Books, Read-Aloud Anthology, Picture/Word Cards, Letter and Sounds Charts, Decodable Books, Independent Readers, Letter of week books

Learning Plan:

- Harcourt Theme 11 – 12
- Theme 11-12 books on tape
- Sight words: a, my, the, am, I, like, he, one, red, blue, at, go, we, two, on, to, you, have, is, be, she, all, do, what, it, no, see, look, and, are, play, come, for, me, one, little, with, now, how, find, this, will, make, said, good, down, help, out, off, take
- Theme 11-12 Summative Assessments
- Read alouds
- Choral reading
- Shared writing
- Revise writing
- Letter of week books
- Handwriting: Mm, Ss, Rr, Tt, Pp, Cc, Aa, Nn, Dd, Gg, Ff, Ii, Ll, Hh, Bb, Kk, Oo, Ww, Xx, Vv, Jj, Ee, Yy, Zz, Qq, Uu

Assessments:

- Thematic Assessments
- Unit Assessments
- Performance Assessments
- Teacher Observation
- Teacher-Made Activities

Differentiation:

- Guided reading/writing groups
- Small group instruction
- Centers
- Partnerships
- Letter bean bags
- Integrating movement and spelling
- Leveled readers
- www.abcmouse.com (Fiction & Non-fiction)
- www.starfall.com (Fiction & Non-fiction)

Interdisciplinary Connections

Mathematics **Social Studies** **Science** **PE** **Art** **Technology**

Music

Field

Trips

Other

K-1 Text Exemplars

Taken from New Jersey Student Learning Standards for English Language Arts for English Language Arts—Appendix B

Excerpts from the following text are available on-line:

http://www.corestandards.org/assets/Appendix_B.pdf

K-1 Text Exemplars

Stories

Minarik, Else Holmelund. *Little Bear*
Eastman, P. D. *Are You My Mother?*
Seuss, Dr. *Green Eggs and Ham*
Lopshire, Robert. *Put Me in the Zoo*
Lobel, Arnold. *Frog and Toad Together*
Lobel, Arnold. *Owl at Home*
DePaola, Tomie. *Pancakes for Breakfast*
Arnold, Tedd. *Hi! Fly Guy*

Poetry

Anonymous. "As I Was Going to St. Ives."
Rossetti, Christina. "Mix a Pancake."
Fyleman, Rose. "Singing-Time."
Milne, A. A. "Halfway Down."
Chute, Marchette. "Drinking Fountain."
Hughes, Langston. "Poem."
Ciardi, John. "Wouldn't You?"
Wright, Richard. "Laughing Boy."
Greenfield, Eloise. "By Myself."
Giovanni, Nikki. "Covers."
Merriam, Eve. "It Fell in the City."
Lopez, Alonzo. "Celebration."
Agee, Jon. "Two Tree Toads."

Read-Aloud Stories

Baum, L. Frank. *The Wonderful Wizard of Oz*
Wilder, Laura Ingalls. *Little House in the Big Woods*
Atwater, Richard and Florence. *Mr. Popper's Penguins*
Jansson, Tove. *Finn Family Moomintroll*
Haley, Gail E. *A Story, A Story*
Bang, Molly. *The Paper Crane*
Young, Ed. *Lon Po Po: A Red-Riding Hood Story from China*
Garza, Carmen Lomas. *Family Pictures*
Mora, Pat. *Tomás and the Library Lady*
Henkes, Kevin. *Kitten's First Full Moon*

Read-Aloud Poetry

Anonymous. "The Fox's Foray."

Langstaff, John. Over in the Meadow
Lear, Edward. "The Owl and the Pussycat."
Hughes, Langston. "April Rain Song."
Moss, Lloyd. *Zin! Zin! Zin! a Violin*

Informational Texts

Bulla, Clyde Robert. *A Tree Is a Plant*
Aliki. *My Five Senses*
Hurd, Edith Thacher. *Starfish*
Aliki. *A Weed is a Flower: The Life of George Washington Carver*
Crews, Donald. *Truck*.
Hoban, Tana. *I Read Signs*
Reid, Mary Ebeltoft. *Let's Find Out About Ice Cream*
"Garden Helpers." *National Geographic Young Explorers*
"Wind Power." *National Geographic Young Explorers*

Read-Aloud Informational Texts

Provensen, Alice and Martin. *The Year at Maple Hill Farm*
Gibbons, Gail. *Fire! Fire!*
Dorros, Arthur. *Follow the Water from Brook to Ocean*
Rauzon, Mark, and Cynthia Overbeck Bix. *Water, Water Everywhere*
Llewellyn, Claire. *Earthworms*
Jenkins, Steve, and Robin Page. *What Do You Do With a Tail Like This?*
Pfeffer, Wendy. *From Seed to Pumpkin*
Thomson, Sarah L. *Amazing Whales!*
Hodgkins, Fran, and True Kelley. *How People Learned to Fly*

Sample Activities and Resources

- Students read two texts on a specific topic, such as the topic of pancakes (Tomie DePaola's *Pancakes for Breakfast* and Christina Rossetti's "Mix a Pancake") and distinguish between the text that is a storybook and the text that is a poem. [RL.K.5]
- Arrange small groups of students and place an object (e.g., a block) in the middle of each circle. Instruct the students to discuss which poem in this unit is their favorite. Students pick up the block when ready to share. Ask them to put the block back in the middle when finished. When working with a group, ask the student who has the floor to think of/share a word that rhymes with the last word of a sentence in the chosen poem. (SL.K.1, SL.K.1a)
- Students (with prompting and support from the teacher) describe the relationship between key events of a story to its corresponding scenes, such as the overall story of *Little Bear* by Else Holmelund Minarik to the corresponding scenes illustrated by Maurice Sendak. [RL.K.7]
- Tell the students that there are words that are spelled the same and sound the same, but have very different meanings. Listen to John Philip Sousa's music and "march" around the room. Explain that in this case, "march" is an action word. The name of this type of

Greenwich Stow Creek Partnership Schools English Language Arts

song is a “march,” because you want to march to it. And you could even do this “march” in the month of “March.” The lesson: Some words are used differently to mean different things. This activity can be repeated with the word “flag,” using the word as a verb and as a noun. (L.K.1b, L.K.4a, L.K.5d)

- Students (*with prompting and support from the teacher*) compare and contrast the adventures and experiences of a character, such as those of the owl in Arnold Lobel’s *Owl at Home* to those of the owl in Edward Lear’s poem “The Owl and the Pussycat.” [RL.K.9]
- Students (*with prompting and support from the teacher*) describe the connection between two ideas, such as drag and flying in Fran Hodgkins and True Kelley’s *How People Learned to Fly* by performing the “arm spinning” experiment described in the text. [RI.K.3]
- Students identify author and illustrator and their contributions to a text, such as Edith Thacher Hurd as the author of *Starfish* and Robin Brickman as the illustrator. [RI.K.6]
- Students (*with prompting and support from the teacher*) read an informational piece and demonstrate their understanding by retelling key details, such as “Garden Helpers” in *National Geographic Young Explorers* (Not all bugs are bad). [RI.K.2]
- See David Shannon Author Study
<http://www2.scholastic.com/browse/lessonplan.jsp?id=93>
 Inferencing:
http://www.readinlady.com/indes.php?modulepagemaster&PAGE_user_op=view_page&PAGE_id=6
- David Shannon book reviews and literacy activities:
<http://www.readingisgood.com2008/06/duck-on-a-bike/#more-130>
- Students will hunt for new words and vocabulary (Donovan’s Word Jar, word hunt game).
- Create a word bank of all of the words with r-controlled vowels (ar, er, ir, ur, or) as you find them in this unit. Create active listeners by encouraging the students to listen for the words and act as “sound detectives.” Sort the words by their respective spellings, noting how the letter combinations create similar sounds (e.g., “A W **or** ld of W **or** ds”). (L.K.6) and then have a Vocabulary Bee.

Grade 1

Unit: 1

Marking Period 1

Unit Overview: Through text and illustrations, students will learn to ask and answer questions about the key ideas.

Greenwich Stow Creek Partnership Schools English Language Arts

Learning Targets New Jersey Student Learning Standards for English Language Arts	
<p>Focus Standards:</p> <p>R.L.1.1 Key Ideas and Details: Ask and answer questions about key details in a text. R.I.1.1 Key Ideas and Details: Ask and answer questions about key details in a text. R.I.1.7 Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas. R.F.1.1 Print Concepts: Demonstrate understanding of the organization and basic features of print. R.F.1.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). W.1.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. SL.1.1 Comprehension and Collaboration: 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 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. L.1.1.a Conventions of Standard English: Print all upper- and lowercase letters. L.1.5.b Vocabulary Acquisition and Use: 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>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Why is it important to ask questions while you read? • What can reading teach us about writing? • Why should I read? • Why should I write? 	<ul style="list-style-type: none"> • Books give us information through words and pictures. • Students will write about their personal experiences. • We write to communicate.
Sample Activities and Resources	
<p>Students use the illustrations along with textual details to describe key ideas, such as in Wendy Pfeffer’s <i>From Seed to Pumpkin</i> to describe the key idea of how a pumpkin grows. [RI.1.7]</p> <p>Students develop vocabulary, reading strategies and begin to ask and answer questions about key details in a text while reading <u>Sometimes</u> by Keith Baker.</p> <p><u>Sometimes</u> is told from the point of view of an alligator with different moods and interests. The book invites students to think about themselves in a positive way, as the alligator thinks of himself in a positive way.</p> <p>Teacher will read aloud the text and question students about key details in the text and illustrations. After reading several times students will be able to read chorally.</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

Friendship- Students will write sentences about something they do with a friend. Students will illustrate their writing.

District Learning Plan

Materials:

- Harcourt Trophies – Guess Who (Unit 1)
- Harcourt Trophies Practice Book
- Harcourt Trophies Spelling Practice Book
- Modern Curriculum Press Phonics Book

Learning Plan:

- The Hat*
- Sam and the Bag*
- Ants*
- Jack and Rick*

Decodable Books:

Students use an assortment of decodable books for substantial practice and students begin to develop reading fluency.

Assessments:

- Thematic Assessments
- Unit Assessments
- Performance Assessments
- Teacher Observation
- Teacher-Made Activities

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology
 Music

Field

Trips

Other

Grade 1

Unit: 2

Marking Period(s): 1

Greenwich Stow Creek Partnership Schools English Language Arts

Unit Overview: When exposing students to various types of texts, students understand that ideas are processed through inquiry, thought, and conversations. Furthermore, they begin to understand differences between books and apply their knowledge through their writing of narrative and informative pieces.

Learning Targets New Jersey Student Learning Standards for English Language Arts

Focus Standards:

R.L.1.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

R.L.1.7 Integration of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events.

R.I.1.4 Craft and Structure: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

R.F.1.1.a Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

R.F.1.2.d Phonological Awareness: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

R.F.1.3.b Phonics and Word Recognition: Decode regularly spelled one-syllable words.

W.1.1 Text Types and Purposes: 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.

SL.1.1.a Comprehension and Collaboration: 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).

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

L.1.1.h Conventions of Standard English: Use determiners (e.g., articles, demonstratives).

L.1.2.a Conventions of Standard English: Capitalize dates and names of people.

L.1.2.e Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How does understanding a text structure help me better understand its meaning? • How do I sort and organize text into groups or genres? 	<ul style="list-style-type: none"> • Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text. • Good readers compare and make connections to make text personally relevant and useful.

Sample Activities and Resources

Greenwich Stow Creek Partnership Schools English Language Arts

Students will be able to identify the difference between fiction and nonfiction. Students will read Pick a Pet by Lucy Floyd, a non-fiction story about pets. Students will also read Pet Day by Lucy Floyd, a fictional story about pets. Students will compare and contrast the texts. Students will use a Venn Diagram.

Story response – Students will design and illustrate a pair of boots for Beth after reading Boots for Beth.

District Learning Plan

Materials:

Harcourt Trophies – Guess Who / Catch A Dream (Unit 1 & 2)
Harcourt Trophies Practice Book
Harcourt Trophies Spelling Practice Book
Modern Curriculum Press Phonics Book
Reading and Language Skills Assessment

Learning Plan:

Todd's Box
All That Corn
Dan's Pet
Boots for Beth

Decodable Books:

Students use an assortment of decodable books for substantial practice and students begin to develop reading fluency.

Assessments:

- Thematic Assessments
- Unit Assessments
- Performance Assessments
- Teacher Observation
- Teacher-Made Activities

Differentiation:

Guided Reading Groups/Centers

Leveled Readers:

Emergent Reader
Early Reader
Fluent Reader

Extra Support workbooks

On-Level practice workbooks

Advanced challenge workbooks

English-Language Learners workbooks

Greenwich Stow Creek Partnership Schools English Language Arts

Interdisciplinary Connections
<input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Science <input type="checkbox"/> PE <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Music Field Trips
Other

Grade 1	
Unit: 3	Marking Period 2
<p>Unit Overview: Building on the reading and writing connection, students will focus and construct meaning from text to gain understanding of problem and solution, and major events of a story. As a result, students will develop more complex writing pieces.</p>	
Learning Targets New Jersey Student Learning Standards for English Language Arts	
<p>Focus Standards:</p> <p>R.L.1.2 Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>R.I.1.2 Key Ideas and Details: Identify the main topic and retell key details of a text.</p> <p>R.I.1.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>R.F.1.2.b Phonological Awareness: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>R.F.1.2.c Phonological Awareness: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>R.1.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>W.1.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>SL.1.1.b Comprehension and Collaboration: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>L.1.2.b Conventions of Standard English: Use end punctuation for sentences.</p> <p>L.1.2.d Conventions of Standard English: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CC.1.L.5.a Vocabulary Acquisition and Use: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What do readers do when they do not understand everything in a text? • What do I notice about the text and how does that affect the way I read? • How does reading influence us? 	<ul style="list-style-type: none"> • Good readers use strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. • Authors write with different purposes in mind. • Writers have a purpose for writing.
Sample Activities and Resources	
<p>Students retell a story while demonstrating its central message, such as Dian Muldrow’s <i>The Little Red Hen</i> which conveys the message of how friends are able to solve problems together and how hard work pays off. [RL.1.2]</p> <p>Phonemic Awareness- Students will be able to isolate each sound in a given word. Students will be able to blend isolated sounds into words.</p> <p>Informative/Explanatory Writing- Students will write about a favorite fish providing key details about the fish. Students will list its color, size and shape.</p>	
District Learning Plan	
<p>Materials: Harcourt Trophies –Catch A Dream (Unit 2) Harcourt Trophies Practice Book Harcourt Trophies Spelling Practice Book Modern Curriculum Press Phonics Book Reading and Language Skills Assessment</p> <p>Learning Plan: <i>Space Pup</i> <i>Where Do Frogs Come From</i> <i>Try Your Best</i> <i>Fun with Fish</i></p> <p>Decodable Books: Students use an assortment of decodable books for substantial practice and students begin to develop reading fluency.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Thematic Assessments 	

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> Unit Assessments Performance Assessments Teacher Observation Teacher-Made Activities
<p>Differentiation:</p> <p>Guided Reading Groups/Centers</p> <p>Leveled Readers:</p> <ul style="list-style-type: none"> Emergent Reader Early Reader Fluent Reader <p>Extra Support workbooks</p> <p>On-Level practice workbooks</p> <p>Advanced challenge workbooks</p> <p>English-Language Learners workbooks</p>
Interdisciplinary Connections
<p><input type="checkbox"/> Mathematics <input type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> PE <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Technology</p> <p><input type="checkbox"/> Music</p> <p>Field</p> <p>Trips Other</p>

Grade 1	
Unit: 4	Marking Period 2
<p>Unit Overview: Building on the reading and writing connection, students will focus and construct meaning from text to gain understanding of characterization, setting, problem and solution, and major events of a story. As a result, students will develop more complex writing pieces.</p>	
Learning Targets	
New Jersey Student Learning Standards for English Language Arts	
<p>Focus Standards:</p> <p>R.L.1.3 Key Ideas and Details: Describe characters, settings, and major event(s) in a story, using key details.</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

R.I.1.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

R.F.1.3.a Phonics and Word Recognition: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

R.F.1.3.d Phonics and Word Recognition: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

R.F.1.3.g Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.

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

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

L.1.1.f Conventions of Standard English: Use frequently occurring adjectives.

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

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

L.1.5.d Vocabulary Acquisition and Use: 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 Questions	Enduring Understandings
<ul style="list-style-type: none"> Why is it important to understand the components of a narrative? Why is it important to understand the components of an informational text? How does each step in the process impact your writing? How can we use evaluation and reflection to improve our writing. 	<ul style="list-style-type: none"> Effective communication relies on the usage of proper forms. Writing is a multi step process. Writing is a reflective process.

Sample Activities and Resources
--

Make a creativity web- Building background with students make a creativity web and list activities they do with their friends.

Read Eric Carle **From Head to Toe** and make a class list to describe the animals portrayed in the story.

District Learning Plan

Greenwich Stow Creek Partnership Schools English Language Arts

Materials:

Harcourt Trophies –Here and There (Unit3)
Harcourt Trophies Practice Book
Harcourt Trophies Spelling Practice Book
Modern Curriculum Press Phonics Book
Reading and Language Skills Assessment

Learning Plan:

I Am a Butterfly
Did You See Chip?
Tomas Rivera
On The Way to The Pond
Friends Forever

Decodable Books:

Students use an assortment of decodable books for substantial practice and students begin to develop reading fluency.

Assessments:

- Thematic Assessments
- Unit Assessments
- Performance Assessments
- Teacher Observation
- Teacher-Made Activities

Differentiation:

Guided Reading Groups/Centers
Leveled Readers:
Emergent Reader
Early Reader
Fluent Reader
Extra Support workbooks
On-Level practice workbooks
Advanced challenge workbooks
English-Language Learners workbooks

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology
 Music
Field
Trips Other

Grade 1

Greenwich Stow Creek Partnership Schools English Language Arts

Unit: 5		Marking Period 2	
<p>Unit Overview: Building on the reading and writing connection, students will focus and construct meaning from text to gain understanding of characterization, setting, problem and solution, and major events of a story. As a result, students will develop more complex writing pieces.</p>			
<p>Learning Targets New Jersey Student Learning Standards for English Language Arts</p>			
<p>Focus Standards:</p> <p>R.1.L.3 Key Ideas and Details: Describe characters, settings, and major event(s) in a story, using key details.</p> <p>R.I.1.3 Key Ideas and Details: Describe the connection between two individuals, event(s), ideas, or pieces of information in a text.</p> <p>R.F.1.3.a Phonics and Word Recognition: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>R.F.1.3.d Phonics and Word Recognition: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>R.F.1.3.g Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.</p> <p>W.1.5 Production and Distribution of Writing: 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>SL.1.1.c Comprehension and Collaboration: Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>L.1.1.f Conventions of Standard English: Use frequently occurring adjectives.</p> <p>L.1.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.4 Vocabulary Acquisition and Use: 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.d Vocabulary Acquisition and Use: 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>			
Essential Questions		Enduring Understandings	
<ul style="list-style-type: none"> • Why is it important to understand the components of a narrative? • Why is it important to understand the components of an informational text? 		<ul style="list-style-type: none"> • Effective communication relies on the usage of proper forms. • Writing is a multi step process. • Writing is a reflective process. 	

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none">• How does each step in the process impact your writing?• How can we use evaluation and reflection to improve our writing.	
Sample Activities and Resources	
<p>Students will learn <i>about</i> adjectives as they are used in a story such as <i>Beast Feast</i> by Douglas Florian</p> <p>The class will make a chart with long and short vowel sounds for comparison.</p> <p>Students will respond to a teacher read aloud story and provide a written opinion with support for the text.</p>	
District Learning Plan	
<p>Materials: Harcourt Trophies – Time Together (Unit 4) Harcourt Trophies Practice Book Harcourt Trophies Spelling Practice Book Modern Curriculum Press Phonics Book Reading and Language Skills Assessment</p> <p>Learning Plan: <i>The Fox and the Stork</i> <i>A Bed Full of Cats</i> <i>Me on the Map</i> <i>At Home Around the World</i></p> <p>Decodable Books: Students use an assortment of decodable books for substantial practice and students begin to develop reading fluency.</p> <p>Assessments:</p> <ul style="list-style-type: none">• Thematic Assessments• Unit Assessments• Performance Assessments• Teacher Observation• Teacher-Made Activities	
<p>Differentiation: Guided Reading Groups/Centers Leveled Readers: Emergent Reader</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

<p>Early Reader Fluent Reader Extra Support workbooks On-Level practice workbooks Advanced challenge workbooks English-Language Learners workbooks</p>
Interdisciplinary Connections
<p><input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Music Field Trips Other</p>

Grade 1	
Unit: 6	Marking Period 3
<p>Unit Overview: Students understand how sentence structure and syntax convey the author’s purpose and point of view.</p>	
Learning Targets New Jersey Student Learning Standards for English Language Arts	
<p>Focus Standards:</p> <p>R.1.L.6 Craft and Structure: Identify who is telling the story at various points in a text. R.I.1.8 Integration of Knowledge and Ideas: Identify the reasons an author gives to support points in a text. R.F.1.3.f Phonics and Word Recognition: Read words with inflectional endings. R.F.1.4.a Read on-level text with purpose and understanding. W.1.3 Text Types and Purposes: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. SL.1.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. L.1.1.d Conventions of Standard English: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). L.1.1.j Conventions of Standard English: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.4.c Vocabulary Acquisition and Use: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> What was your reaction to that phrase or poem? What words specifically caused that reaction? How does literature help us understand ourselves and others? What is the purpose of applying grammar and mechanic skills? 	<ul style="list-style-type: none"> People communicate through words. Written communication and proper grammar mechanics promote fluency of communication.
Sample Activities and Resources	
<p>Students will be able to write about various jobs that adults do, such as growing vegetables, cooking, and teaching children. Follow up with the story <u>What is My Job?</u> By Kathryn E. Lewis</p> <p>Students will be able to identify who is speaking at different points in the text while reading. <u>On the Job with Dr. Martha Smith</u> by Clarie Daniel.</p>	
District Learning Plan	
<p>Materials: Harcourt Trophies – Time Together (Unit 4) Harcourt Trophies Practice Book Harcourt Trophies Spelling Practice Book Modern Curriculum Press Phonics Book Reading and Language Skills Assessment</p> <p>Learning Plan: <i>Tell Me a Story</i> <i>My Robot</i> <i>On the Job with Dr. Martha Smith</i> <i>Little Bear’s Friend</i> <i>Busy Buzzy Bee</i></p> <p>Decodable Books: Students use an assortment of decodable books for substantial practice and students begin to develop reading fluency.</p> <p>Assessments:</p> <ul style="list-style-type: none"> Thematic Assessments Unit Assessments Performance Assessments Teacher Observation 	

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> • Teacher-Made Activities
<p>Differentiation: Guided Reading Groups/Centers Leveled Readers: Emergent Reader Early Reader Fluent Reader Extra Support workbooks On-Level practice workbooks Advanced challenge workbooks English-Language Learners workbooks</p>
Interdisciplinary Connections
<p><input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Science <input type="checkbox"/> PE <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Music Field Trips Other</p>

Grade 1	
Unit: 7	Marking Period 4
<p>Unit Overview: Students will read a wide range of age appropriate literature to build an understanding of common human experiences. While reading and writing, demonstrate developmentally appropriate levels of phonemic awareness, decoding, and word recognition.</p>	
Learning Targets New Jersey Student Learning Standards for English Language Arts	
<p>Focus Standards:</p> <p>L.1.9 Integration of Knowledge and Ideas: Compare and contrast the adventures and experiences of characters in stories. RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. R.F.1.3.e Phonics and Word Recognition: Decode two-syllable words following basic patterns by breaking the words into syllables. R.F.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression.</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

W.1.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
 SL.1.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
 L.1.1.b Conventions of Standard English: Use common, proper, and possessive nouns.
 L.1.2.c Conventions of Standard English: Use commas in dates and to separate single words in a series.
 L.1.6 Vocabulary Acquisition and 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 (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do good readers use comparison and contrast to help with comprehension/understanding? • How does the use of technology assist readers and writers? 	<ul style="list-style-type: none"> • The benefits of using technology and other digital recourses provide critical information in the reading and writing process. • Use a variety of recourses to obtain information.

Sample Activities and Resources
--

Venn Diagram- Students will be able to compare characters of different stories: Blue Bird vs. Little Bear.

Students will develop keyboarding skills with technology teacher and produce a sentence in class with teacher, which will be typed and illustrated with classroom teacher.

District Learning Plan

Materials:
 Harcourt Trophies – Gather Around (Unit 5)
 Harcourt Trophies Practice Book
 Harcourt Trophies Spelling Practice Book
 Modern Curriculum Press Phonics Practice Book
 Reading and Language Skills Assessment

Learning Plan:
Blue Bird
Frog and Toad All Year
Fishing Bears
How to Be a Nature Detective

Greenwich Stow Creek Partnership Schools English Language Arts

<p>Decodable Books: Students use an assortment of decodable books for substantial practice and students begin to develop reading fluency.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Thematic Assessments • Unit Assessments • Performance Assessments • Teacher Observation • Teacher-Made Activities
<p>Differentiation:</p> <p>Guided Reading Groups/Centers</p> <p>Leveled Readers:</p> <p style="padding-left: 20px;">Emergent Reader</p> <p style="padding-left: 20px;">Early Reader</p> <p style="padding-left: 20px;">Fluent Reader</p> <p>Extra Support workbooks</p> <p>On-Level practice workbooks</p> <p>Advanced challenge workbooks</p> <p>English-Language Learners workbooks</p>
Interdisciplinary Connections
<p><input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Science <input type="checkbox"/> PE <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Technology</p> <p><input type="checkbox"/> Music</p> <p>Field</p> <p>Trips Other</p>

Grade 1	
Unit: 8	Marking Period(s): 4
<p>Unit Overview: Show evidence of the standard English grammar, usage, mechanics, and text features in oral and written work.</p>	
<p>Learning Targets New Jersey Student Learning Standards for English Language Arts</p>	
<p>Focus Standards:</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

R.L.1.10 RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

R.I.1.5 Craft and Structure: 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.

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

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

SL.1.4 Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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

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

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

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What tools can be used to help understand what a word means? • How do I use reading to locate information? 	<ul style="list-style-type: none"> • Use various types of text features to locate key facts or information in a text. • Readers use context clues to identify the intended meaning of words and phrases that are used in texts.

Sample Activities and Resources

Students locate key facts or information in a text, such as in Claire Llewellyn’s *Earthworms*, by using various text features (headings, table of contents, glossary). [RI.1.5]

Students will respond to various poems and be able to discuss each element of the poem.

Students will write a “how-to” on how to make a sandwich. They will provide specific and sequential instructional steps.

District Learning Plan

Materials:

- Harcourt Trophies – Time Together (Unit 4)
- Harcourt Trophies Practice Book
- Harcourt Trophies Spelling Practice Book
- Modern Curriculum Press Phonics Practice Book
- Reading and Language Skills Assessment

Learning Plan:

The Puddle
Poppleton Everyday
Sleep is for Everyone
Baboon

Decodable Books:

Students use an assortment of decodable books for substantial practice and students begin to develop reading fluency.

Assessments:

- Thematic Assessments
- Unit Assessments
- Performance Assessments
- Teacher Observation
- Teacher-Made Activities

Differentiation:**Leveled Readers:**

Emergent Reader
Early Reader
Fluent Reader

Extra Support workbooks

On-Level practice workbooks

Advanced challenge workbooks

English-Language Learners workbooks

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology Music

Field

Trips _____ Other _____

K-1 Text Exemplars

Taken from New Jersey Student Learning Standards for English Language Arts for English Language Arts—Appendix B

Excerpts from the following text are available on-line:

http://www.corestandards.org/assets/Appendix_B.pdf

K-1 Text Exemplars

Stories

Minarik, Else Holmelund. *Little Bear*
Eastman, P. D. *Are You My Mother?*
Seuss, Dr. *Green Eggs and Ham*
Lopshire, Robert. *Put Me in the Zoo*
Lobel, Arnold. *Frog and Toad Together*
Lobel, Arnold. *Owl at Home*
DePaola, Tomie. *Pancakes for Breakfast*
Arnold, Tedd. *Hi! Fly Guy*

Poetry

Rossetti, Christina. "Mix a Pancake."
Milne, A. A. "Halfway Down."
Chute, Marchette. "Drinking Fountain."
Ciardi, John. "Wouldn't You?"
Wright, Richard. "Laughing Boy."
Greenfield, Eloise. "By Myself."
Giovanni, Nikki. "Covers."
Merriam, Eve. "It Fell in the City."
Lopez, Alonzo. "Celebration."
Agee, Jon. "Two Tree Toads."

Read-Aloud Stories

Wilder, Laura Ingalls. *Little House in the Big Woods*
Atwater, Richard and Florence. *Mr. Popper's Penguins*
Haley, Gail E. *A Story, A Story*
Bang, Molly. *The Paper Crane*
Young, Ed. *Lon Po Po: A Red-Riding Hood Story from China*
Garza, Carmen Lomas. *Family Pictures*
Mora, Pat. *Tomás and the Library Lady*
Henkes, Kevin. *Kitten's First Full Moon*

Read-Aloud Poetry

Anonymous. "The Fox's Foray."
Langstaff, John. Over in the Meadow
Lear, Edward. "The Owl and the Pussycat."
Hughes, Langston. "April Rain Song."
Moss, Lloyd. *Zin! Zin! Zin! a Violin*

Informational Texts

Bulla, Clyde Robert. *A Tree Is a Plant*
Aliki. *My Five Senses*
Hurd, Edith Thacher. *Starfish*
Aliki. *A Weed is a Flower: The Life of George Washington Carver*
Crews, Donald. *Truck*
Hoban, Tana. *I Read Signs*
Reid, Mary Ebeltoft. *Let's Find Out About Ice Cream*
"Garden Helpers." *National Geographic Young Explorers*
"Wind Power." *National Geographic Young Explorers*

Read-Aloud Informational Texts

Greenwich Stow Creek Partnership Schools English Language Arts

Provensen, Alice and Martin. *The Year at Maple Hill Farm*
 Gibbons, Gail. *Fire! Fire!*
 Dorros, Arthur. *Follow the Water from Brook to Ocean*
 Llewellyn, Claire. *Earthworms*
 Pfeffer, Wendy. *From Seed to Pumpkin*
 Thomson, Sarah L. *Amazing Whales!*
 Hodgkins, Fran, and True Kelley. *How People Learned to Fly*

Grade 2	
Unit: 1	Marking Period 1
<p>Unit Overview: Students will...</p> <ul style="list-style-type: none"> • be exposed to various elements of literature and analyze and describe characters • be able to construct narrative pieces while infusing complete sentences • participate in collaborative conversations • learn the basic friendly letter format 	
Learning Targets	
New Jersey Student Learning Standards for English Language Arts	
<p>Focus Standards:</p> <p>R.L.2.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges using key details.</p> <p>L.2.2.b Conventions of Standard English: Use commas in greetings and closings of letters</p> <p>SL.2.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1.a Comprehension and Collaboration: 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>SL.2.1.b Comprehension and Collaboration: Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.1.c Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)</p> <p>W.2.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How does literature help us understand ourselves and others? How do writers create narrative pieces using correct sentence structure? How do students communicate effectively on a given topic? How do we write a friendly letter using the correct format? 	<ul style="list-style-type: none"> Good readers compare and make connections to make text personally, relevant and useful. Understand that writing is a process that uses skills, strategies, and practices for creating a variety of texts. Understand that effective communication Is a useful way to discuss a topic
Sample Activities and Resources	
<ul style="list-style-type: none"> SW learn the friendly letter format. http://www.readwritethink.org/files/resources/interactives/letter_generator/ SW participate in writing pen pal letters. SW complete a writing prompt and participate in author’s chair, turn and talk, and peer conferencing. SW picture walk to make connections SW use story maps to write narratives SW write in their daily journals 	
District Learning Plan	
<p>Materials: Harcourt Trophies-Just For You- Theme 1 Modern Curriculum Press Phonics Book Spelling Practice Book On-Level Practice Book Daily Writing prompts Leveled Readers</p> <p>Learning Plan: “Mixed Up Chameleon” “Get Up and Go” “Henry and Mudge Under the Yellow Moon” “Days With Frog and Toad”</p> <p>Decodable Books: Students will read decodable books to reinforce decoding/phonic skills and to improve fluency.</p> <p>Graphic Organizers: Students will use various graphic organizers to reinforce focus skill or strategy of the week.</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

<p>Assessments:</p> <ul style="list-style-type: none"> • Thematic Assessments • Unit Assessments • Performance Assessments • Teacher Observation • Teacher-Made Activities
<p>Differentiation:</p> <p>Challenge Copying Masters Guided Reading groups and centers Partnership in the classroom with buddies. Small writing activities Below-Level Support Leveled Readers: Below Level On-Level Advanced</p>
Interdisciplinary Connections
<p><input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Science <input type="checkbox"/> PE <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Technology</p> <p><input type="checkbox"/> Music</p> <p>Field Trips <input type="checkbox"/> Other</p>

Grade 2	
Unit: 2	Marking Period 1
<p>Unit Overview: The students will...</p> <ul style="list-style-type: none"> • describe how words and phrases supply rhythm and meaning in a story, poem, or song • be exposed to various text features • use irregular and collective nouns • predict the meaning of compound words 	
Learning Targets New Jersey Student Learning Standards for English Language Arts	
Focus Standards:	

Greenwich Stow Creek Partnership Schools English Language Arts

R.L.2.4 Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

R.L.2.5 Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

R.I.2.5 Craft and Structure: 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.

L.2.1.a Conventions of Standard English: Use collective nouns (e.g., group).

L.2.1.b Conventions of Standard English: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.4.d Vocabulary Acquisition and Use: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do stories and poems supply meaning and rhythm? • What can I do to help me understand texts? • What are irregular and collective nouns? • How can we predict the meaning of various compound words? 	<ul style="list-style-type: none"> • Stories and poems supply rhythm and meaning. • Good readers use text features to develop meaning • Good readers and writers use nouns and compound words to convey meaning.

Sample Activities and Resources
--

- | |
|--|
| <ul style="list-style-type: none"> • Poetry Jive: SW choose a poem and practice it to perform for peers. • Poetry Centers • Story Maps and graphic organizers • Interactive and shared Writing • Research community helpers • Cross- Curricular Centers • Writing Prompts and sharing from the author’s chair |
|--|

District Learning Plan

<p>Materials:</p> <p>Harcourt Trophies-Just For You- Theme 1 Harcourt Trophies-Just For You-Theme 2 Modern Curriculum Press Phonics Book Spelling Practice Book On-Level Practice Book</p>

Greenwich Stow Creek Partnership Schools English Language Arts

Language Handbook

Learning Plan:

- “Wilson Sat Alone”
- “Enormous Turnip”
- “Helping Out”

Decodable Books:

Students will read decodable books to reinforce decoding/phonics skills and to improve fluency.

Graphic Organizers:

Students will use various graphic organizers to reinforce focus skill or strategy of the week, emphasis on sequencing and predicting.

Assessments:

- Thematic Assessments
- Unit Assessments
- Performance Assessments
- Teacher Observation
- Teacher-Made Activities

Differentiation:

Guided Reading and small group instruction
 Partnership in the classroom with buddies
 Challenge Copying Masters
 Small writing groups
 Below-Level Support
 Leveled Readers:
 Below Level
 On-Level
 Advanced

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology
 Music
 Field Trips Other

Grade 2

Unit: 3

Marking Period 2

Greenwich Stow Creek Partnership Schools English Language Arts

<p>Unit Overview: Students will...</p> <ul style="list-style-type: none"> • retell stories, determine the message, and identify the main topic purpose • describe an experience with descriptive details • capitalize proper nouns • use context clues to figure out the meaning of words 	
<p>Learning Targets New Jersey Student Learning Standards for English Language Arts</p>	
<p>Focus Standards:</p> <p>R.L.2.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>R.I.2.2 Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>R.I.2.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>SL.2.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>L.2.2.a Conventions of Standard English: Capitalize holidays, product names, and geographic names.</p> <p>L.2.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.</p>	
<p>Essential Questions</p>	<p>Enduring Understandings</p>
<ul style="list-style-type: none"> • How do good readers read and identify the main purpose of various texts? • How do I write effectively? • How do I figure out a word I do not know? 	<ul style="list-style-type: none"> • Good readers use reading strategies to identify the main purpose of various texts. • Good writers use descriptive details and capitalize proper nouns. • Good readers use context clues to figure out an unknown word.
<p>Sample Activities and Resources</p>	
<ul style="list-style-type: none"> • Be a detective in highlighting proper nouns and context clues. • Create an interactive “colorful words” chart (SW write adjectives in color when writing). • Use magazines to find adjectives and make a collage 	

- SW participate in capitalization interactive game:
www.sheppardsoftware.com/grammar/capitalization.htm

District Learning Plan

Materials:

Harcourt Trophies-Just For You-Theme 2
Modern Curriculum Press Phonics Practice Book
Spelling Practice Book
On-Level Practice Book
Language Handbook
Journal writing
Writing prompts

Learning Plan:

“Mr. Putter and Tabby Fly the Plane”
“Hedgehog Bakes a Cake”
“Lemonade For Sale”

Decodable Books:

Students will read decodable books to reinforce decoding/phonic skills and to improve fluency.

Graphic Organizers:

Students will use various graphic organizers to reinforce focus skill or strategy of the week such as main idea and details and story maps.

Assessments:

- Thematic Assessments
- Unit Assessments
- Performance Assessments
- Teacher Observation
- Teacher-Made Activities

Differentiation:

Guided Reading and small group instruction
Partnership in the classroom with buddies
Cross-curricular centers
Challenge Copying Masters
Small writing groups
Below-Level Support

Leveled Readers:
Below Level

Greenwich Stow Creek Partnership Schools English Language Arts

On-Level Advanced
Interdisciplinary Connections
<u> X </u> Mathematics <u> X </u> Social Studies <u> X </u> Science <u> </u> PE <u> X </u> Art <u> X </u> Technology <u> </u> Music Field Trips Other

Grade 2	
Unit: 4	Marking Period 2
<p>Unit Overview: Students will...</p> <ul style="list-style-type: none"> • acknowledge the differences in the points of view of characters • compare and contrast two or more versions of the same story by different authors • write opinion pieces and use revising and editing skills • communicate their experiences through audio recordings and illustrations • use the past tense of irregular verbs correctly 	
Learning Targets New Jersey Student Learning Standards for English Language Arts	
<p>Focus Standards:</p> <p>R.L.2.6 Craft and Structure: 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>R.L.2.9 Integration of Knowledge and Ideas: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>W.2.1 Text Types and Purposes: 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.</p> <p>W.2.5 Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>SL.2.5 Presentation of Knowledge and Ideas: 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.</p> <p>L.2.1.d Conventions of Standard English: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What do good readers do to understand? • How can I express my opinion in writing while applying revising and editing skills? 	<ul style="list-style-type: none"> • Good readers understand the different points of view of characters and are able to compare and contrast versions of the same story. • Revising and editing strengthens ideas, organization, and word choice.
Sample Activities and Resources	
<ul style="list-style-type: none"> • SW use transparencies and dry erase markers to individually and peer edit writing. • SW compare/contrast Polar Express book and movie by creating a venn diagram. • SW participate in a Character Search using previously read texts to find different characters to compare/contrast. • SW plan and create victory mural garden 	
District Learning Plan	
<p>Materials: Harcourt Brace-Just For You-Theme 3 Modern Curriculum Press Practice Book Spelling Practice Book On-Level Practice Book Language Handbook Shoeboxes for 3 dimensional dioramas Writing prompt</p> <p>Learning Plan: “Johnny Appleseed” “From Seed to Plant” “Secret Life of Trees” “Watermelon Day” “Pumpkin Fiesta”</p> <p>Decodable Books: Students will read decodable books to reinforce decoding/phonic skills and to improve fluency.</p> <p>Graphic Organizers: Students will use various graphic organizers to reinforce focus skill or strategy of the week, scheduling a week, connecting ideas across texts.</p> <p>Assessments:</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

- Thematic Assessments
- Unit Assessments
- Performance Assessments
- Teacher Observation
- Teacher-Made Activities

Differentiation:

Challenge Copying Masters
Below-Level Support
Guided Reading and small group instruction
Small writing groups
Leveled Readers:
Below Level
On-Level
Advanced

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology
 Music
Field
Trips Other

Greenwich Stow Creek Partnership Schools English Language Arts

Grade 2	
Unit: 5	Marking Period 2
<p>Unit Overview: Students will...</p> <ul style="list-style-type: none"> • use information from illustrations to demonstrate understanding of its characters, setting, or plot • expand upon their ability to identify main purpose of a text • strengthen ability to write narratives • explain how specific images help to understand a text • ask questions to develop a deeper understanding of a topic • use apostrophes and possessives • determine the meaning of new words by using roots and prefixes 	
Learning Targets New Jersey Student Learning Standards for English Language Arts	
<p>Focus Standards:</p> <p>R.L.2.7 Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.I.2.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>R.I.2.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>W.2.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>SL.2.3 Comprehension and Collaboration: 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>L.2.2.c Conventions of Standard English: Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.4.b Vocabulary Acquisition and Use: 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>L.2.4.c Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What can I do to help me understand a text? 	<ul style="list-style-type: none"> • Use reading strategies such as illustrations and specific images to help

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none">• How does the writing process refine skills, increase confidence, and shape insight?	<p>in understanding narrative elements in a text.</p> <ul style="list-style-type: none">• Use questioning technique to develop a deeper understanding of a text.• Understand what makes writing worth reading.• People communicate using correct forms of grammar.
---	--

Sample Activities and Resources

- Magic Hat Game- TW place 3 books in Magic Hat to represent the characters, setting, and plot.
- TW read Alfie the Apostrophe and SW write a sentence on sentence strip and use macaroni to place in correct place.

District Learning Plan

Materials:

Harcourt Trophies-Just For You-Theme 3
Harcourt Trophies- Banner Days-Theme 1
Modern Curriculum Press Phonics Practice Book
Spelling Practice Book
On-Level Practice Book
Language Handbook
Writing prompts
Daily Journals

Learning Plan:

“The Day Jimmy’s Boa Ate the Wash”
“How I Spent My Summer Vacation”
“Dear Mr. Blueberry”

Decodable Books:

Students will read decodable books to reinforce decoding/phonic skills and to improve fluency.

Graphic Organizers:

Students will use various graphic organizers to reinforce focus skill or strategy of the week.

Assessments:

- Thematic Assessments
- Unit Assessments
- Performance Assessments
- Teacher Observation
- Teacher-Made Activities

Greenwich Stow Creek Partnership Schools English Language Arts

Differentiation:

- Guided Reading and small group instruction
- Small writing groups
- Small group instruction
- Challenge Copying Masters
- Below-Level Support
- Leveled Readers:
- Below Level
- On-Level
- Advanced

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology
 Music
Field
Trips **Other**

Grade 2

Unit: 6

Marking Period 3

Unit Overview: Students will...

- Compare and contrast two different texts on the same topic
- Expand upon their ability to write informative and explanatory texts
- Speak audibly in coherent, descriptive sentences
- Use adjectives and adverbs properly
- Use references materials, i.e. glossaries and beginning dictionaries

Learning Targets

New Jersey Student Learning Standards for English Language Arts

Focus Standards:

RI.2.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.
 W.2.2 Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
 SL.2.4 Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Greenwich Stow Creek Partnership Schools English Language Arts

L.2.1.e Conventions of Standard English: Use adjectives and adverbs, and choose between them depending on what is to be modified.
 L.2.2.e Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
 L.2.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How do good readers construct meaning from text? How do writers communicate purposefully and clearly with various reference materials. How do you speak effectively? 	<ul style="list-style-type: none"> Good readers compare and make connections to make text personal, relevant, and useful. Understand that writing is a process that uses reference materials, strategies, and practices for creating a variety of texts. People communicate effectively through speaking.

Sample Activities and Resources
--

- | |
|---|
| <ul style="list-style-type: none"> Harcourt Trophies- Making Connections between texts activity page Write How-Make a peanut butter and jelly sandwich, get ready for school, brush your teeth, etc. Book Talks Dictionary Scavenger Hunt |
|---|

District Learning Plan

<p>Materials: Harcourt Trophies- Banner Days-Theme 1 Harcourt Trophies- Banner Days-Theme 2 Modern Curriculum Press Phonics Practice Book Spelling Practice Book On-Level Practice Book Language Handbook Writing prompts Writing letters to another class</p> <p>Learning Plan: “Cool Ali” “The Emperor’s Egg” Theme 2 Assessment “Pine Park Mystery”</p>
--

Greenwich Stow Creek Partnership Schools English Language Arts

Decodable Books:

Students will read decodable books to reinforce decoding/phonics skills and to improve fluency.

Graphic Organizers:

Students will use various graphic organizers to reinforce focus skill or strategy of the week.

Assessments:

- Thematic Assessments
- Unit Assessments
- Performance Assessments
- Teacher Observation
- Teacher-Made Activities

Differentiation:

Challenge Copying Master
 Guided reading and small group instruction
 Small group instructions
 Small writing groups
 Below-Level Support

Leveled Readers:

Below Level
 On-Level
 Advanced

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology
 Music
 Field Trips _____ Other:
Drama _____

Grade 2

Unit: 7

Marking Period 4

Unit Overview: Students will...

- Describe and connect a series of events in informational texts

Greenwich Stow Creek Partnership Schools English Language Arts

- Use technology to publish writing
- Use pronouns, adjectives and compound sentences properly

Learning Targets New Jersey Student Learning Standards for English Language Arts

Focus Standards:

R.I.2.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text

W.2.6 Production and Distribution of Writing: 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 Research to Build and Present Knowledge: 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).

L.2.1.c Conventions of Standard English: Use reflexive pronouns (e.g., myself, ourselves).

L.2.1.f Conventions of Standard English: Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.5.b Vocabulary Acquisition and Use: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What are my strategies for reading informational texts? • How is technology used to publish writing? • How to apply correct grammar in writing and speaking? 	<ul style="list-style-type: none"> • Students describe and connect a series of events to understand informational text. • People rely on technology to write effectively. • People use correct grammar to write and speak effectively.

Sample Activities and Resources

- “Dear Mr. Blueberry” research project about whales
- Create timelines of historical events

District Learning Plan

Materials:

Harcourt Trophies- Banner Days-Theme 2
Modern Curriculum Press Phonics Practice Book
Spelling Practice Book
On-Level Practice Book
Language Handbook
Writing prompts

Learning Plan:

“Good-bye Curtis”
“Max Found Two Sticks”
“Anthony Reynoso: Born to Rope”
“Chinatown”

Decodable Books:

Students will read decodable books to reinforce decoding/phonic skills and to improve fluency.

Graphic Organizers:

Students will use various graphic organizers to reinforce focus skill or strategy of the week.

Assessments:

- Thematic Assessments
- Unit Assessments
- Performance Assessments
- Teacher Observation
- Teacher-Made Activities

Differentiation:

Guided reading and small group instruction
Small writing groups
Small groups with classroom buddies
Challenge Copying Masters
Below-Level Support

Leveled Readers:

Below Level
On-Level
Advanced

Interdisciplinary Connections

Greenwich Stow Creek Partnership Schools English Language Arts

<input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> PE <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Music Field Trips	Other
---	-------

Grade 2

Unit: 8	Marking Period 4
----------------	-------------------------

Unit Overview: Students will...

- Read and comprehend literature and informational text of appropriate complexity
- Broaden their use of adjectives and adverbs to respond to conversations, reading, and text.

Learning Targets New Jersey Student Learning Standards for English Language Arts

Focus Standards:

R.L.2.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, at grade level text complexity or above with scaffolding as needed at the high end of the range.

R.I.2.8 Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.

L.2.6 Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Essential Questions	Enduring Understandings
----------------------------	--------------------------------

- How does literature help us understand ourselves and others?
- How does broadening our knowledge of grammar help us to communicate?

- Understanding of a text’s features, structures, and characteristics, facilitate the reader’s ability to make of the text.
- Written communication and proper grammar mechanics promote fluency of communication.

Sample Activities and Resources
--

--

- Brainstorm Storm: There are many ways to describe one thing! Have your child imagine a storm and come up with as many adjectives as possible to describe it.
- "Simon Says" with Adverbs: Play the game "Simon Says" but use adverbs in the commands, such as "Simon says to slowly walk three steps."

District Learning Plan

Materials:

Harcourt Trophies-Banner Days-Theme 2
Harcourt Trophies-Banner Days-Theme 3
Modern Curriculum Press Phonics Practice Book
Spelling Practice Book
On-Level Practice Book
Language Handbook
Writing prompts

Learning Plan:

"Abuela"
"Beginner's World Atlas"
"Dinosaurs Travel"

Decodable Books:

Students will read decodable books to reinforce decoding/phonic skills and to improve fluency.

Graphic Organizers:

Students will use various graphic organizers to reinforce focus skill or strategy of the week such as previewing and predicting.

Assessments:

- Thematic Assessments
- Unit Assessments
- Performance Assessments
- Teacher Observation
- Teacher-Made Activities

Differentiation:

Guided reading and small group instruction
Small writing groups
Small reading groups with classroom buddies
Challenge Copying Masters
Below-Level Support
Leveled Readers:
Below Level
On-Level
Advanced

Interdisciplinary Connections

 Mathematics X Social Studies X Science PE Art X Technology Music
Field Trips _____ Other World Language:
Spanish _____

2-3 Text Exemplars

Taken from New Jersey Student Learning Standards for English Language Arts for English Language Arts—Appendix B

Excerpts from the following text are available on-line:

http://www.corestandards.org/assets/Appendix_B.pdf

Grades 2–3 Text Exemplars

Stories

Gannett, Ruth Stiles. *My Father’s Dragon*
Averill, Esther. *The Fire Cat*
Steig, William. *Amos & Boris*
Shulevitz, Uri. *The Treasure*
Cameron, Ann. *The Stories Julian Tells*
MacLachlan, Patricia. *Sarah, Plain and Tall*
Rylant, Cynthia. *Henry and Mudge: The First Book of Their Adventures*
Stevens, Janet. *Tops and Bottoms*
LaMarche, Jim. *The Raft*
Rylant, Cynthia. *Poppleton in Winter*
Rylant, Cynthia. *The Lighthouse Family: The Storm*
Osborne, Mary Pope. *The One-Eyed Giant*
(Book One of Tales from the Odyssey)
Silverman, Erica. *Cowgirl Kate and Cocoa*

Poetry

Dickinson, Emily. “Autumn.”
Rossetti, Christina. “Who Has Seen the Wind?”
Millay, Edna St. Vincent. “Afternoon on a Hill.”
Frost, Robert. “Stopping by Woods on a Snowy Evening”
Field, Rachel. “Something Told the Wild Geese.”
Hughes, Langston. “Grandpa’s Stories.”
Jarrell, Randall. “A Bat Is Born.”
Giovanni, Nikki. “Knoxville, Tennessee.”

Merriam, Eve. "Weather."
Soto, Gary. "Eating While Reading."

Read-Aloud Stories

Kipling, Rudyard. "How the Camel Got His Hump."
Thurber, James. *The Thirteen Clocks*
White, E. B. *Charlotte's Web*
Selden, George. *The Cricket in Times Square*
Babbitt, Natalie. *The Search for Delicious*
Curtis, Christopher Paul. *Bud, Not Buddy*
Say, Allen. *The Sign Painter*

Read-Aloud Poetry

Lear, Edward. "The Jumblies."
Browning, Robert. *The Pied Piper of Hamelin*
Johnson, Georgia Douglas. "Your World."
Eliot, T. S. "The Song of the Jellicles."
Fleischman, Paul. "Fireflies."

Informational Texts

Aliki. *A Medieval Feast*
Gibbons, Gail. *From Seed to Plant*
Milton, Joyce. *Bats: Creatures of the Night*
Beeler, Selby. *Throw Your Tooth on the Roof: Tooth Traditions Around the World*
Leonard, Heather. *Art Around the World*
Ruffin, Frances E. *Martin Luther King and the March on Washington*
St. George, Judith. *So You Want to Be President?*
Einspruch, Andrew. *Crittercam*
Kudlinski, Kathleen V. *Boy, Were We Wrong About Dinosaurs*
Davies, Nicola. *Bat Loves the Night*
Floca, Brian. *Moonshot: The Flight of Apollo 11*
Thomson, Sarah L. *Where Do Polar Bears Live?*
Read-Aloud Informational Texts
Freedman, Russell. *Lincoln: A Photobiography*
Coles, Robert. *The Story of Ruby Bridges*
Wick, Walter. *A Drop of Water: A Book of Science and Wonder*
Smith, David J. *If the World Were a Village: A Book about the World's People*
Aliki. *Ah, Music!*
Mark, Jan. *The Museum Book: A Guide to Strange and Wonderful Collections*
D'Aluisio, Faith. *What the World Eats*
Arnosky, Jim. *Wild Tracks! A Guide to Nature's Footprints*
Deedy, Carmen Agra. *14 Cows for America*

Greenwich Stow Creek Partnership Schools, Grade 3	
Unit: 1	Marking Period 1
<p>Unit Overview: The students will...</p> <ul style="list-style-type: none"> • demonstrate understanding of text by asking & answering questions • be exposed to narrative mentor texts and create a narrative writing piece • ask questions, staying on topic, & explain their own ideas • understand the expectations of being prepared for class discussion and collaboration • be able to produce simple and compound sentences • Be able to use capitalization and commas correctly 	
Learning Targets New Jersey Student Learning Standards for English Language Arts	
<p>Focus Standards:</p> <p>RL.3.1 Key Ideas and Details: Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3.SL.1 Comprehension and Collaboration: 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.1.a Comprehension and Collaboration: 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>3.SL.1.b Comprehension and Collaboration: 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>3.SL.1.c Comprehension and Collaboration: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>3.SL.1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.</p> <p>3.L.1.h Conventions of Standard English: Use coordinating and subordinating conjunctions.</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

- 3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences.
- 3.L.2.a Conventions of Standard English: Capitalize appropriate words in titles.
- 3.L.2.b Conventions of Standard English: Use commas in addresses.
- 3.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.
- 3.L.4.d Vocabulary Acquisition and Use: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Why is it important to ask questions when listening & reading a text? • What are the elements of a narrative piece? • What questions can I ask to communicate my own ideas? • How do you vary your sentences? • Why is it important to use correct grammar? • Why is vocabulary development important? 	<ul style="list-style-type: none"> • Questioning helps us comprehend. • Demonstrates the elements of a narrative writing piece. • A writer needs to use Standard English conventions to get his/her message across effectively in terms of intended meaning. • Conventions are rules that have been established to standardize written communication. • Vocabulary is acquired through reading, writing, listening, and speaking.

Resources and Activities

- <http://www.superteacherworksheets.com/journal-prompts.html>
(journal writing topics)
- <http://www.canteach.ca/elementary/prompts.html>
(journal writing topics)
- <http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf> (editing checklist)
- www.discoveryeducation.com/teachers/free-k-5-teacher-resources/
- http://www.lebanon.k12.mo.us/profdev/picturethis_20050406.pdf
(picture books for teaching skills)
- <http://www.sanchezclass.com/favorite-teacher-websites.htm>
- www.readingatoz.com
- www.readworks.com

Greenwich Stow Creek Partnership Schools English Language Arts

- Read a selection of literature, and demonstrate how to ask important questions
- Read a selection of literature, and create a story map
- Response to literature

District Learning Plan

Materials:

- Harcourt Trophies Basal
- Practice Book 1
- Spelling Book
- Language Handbook
- Modern Curriculum Press Phonics
- Writing portfolios
- Response to Literature

Learning Plan:

- Theme 1(Changing Patterns):
 - Officer Buckle and Gloria
 - Pepita Talks Twice
 - Nate the Great, San Francisco Detective
 - Allie's Basketball Dream
 - Flat Stanley
- Writing a descriptive paragraph-sensory chart
- Narrative Elements
- All About Me descriptive writing
- Writing a book report
- Phonics- Synonyms/Antonyms; Syllables
- Grammar- Sentences, Sentence types, Subjects/Predicates
- Journal Writing

Assessments:

- Vocabulary
- Thematic assessments
- Unit assessments
- Weekly selection assessments
- Writing rubrics
- Journal writing responses

Differentiation:

- Small group reading/Guided reading
- Books on Tape
- Varied Instruction

Interdisciplinary Connections

Greenwich Stow Creek Partnership Schools English Language Arts

<input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Science <input type="checkbox"/> PE <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Music Field Trips	Other _____
---	-------------

Greenwich Stow Creek Partnership Schools, Grade 3	
Unit: 2	Marking Period 1
<p>Unit Overview: The students will...</p> <ul style="list-style-type: none"> understand parts of stories, dramas, and poems when writing or speaking about a text be able to use text features and search tools to locate information write a narrative with an organized event sequence be able identify nouns. Be able to use simple reference materials 	
Learning Targets New Jersey Student Learning Standards for English Language Arts	
<p>Focus Standards:</p> <p>3.R.L.5 Craft and Structure: 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>3.R.I.5 Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3.W.3.a Text Types and Purposes: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.W.3.c Text Types and Purposes: Use temporal words and phrases to signal event order.</p> <p>3.L.1.b Conventions of Standard English: Form and use regular and irregular plural nouns</p> <p>3.L.1.c Conventions of Standard English: Use abstract nouns (e.g., childhood).</p> <p>3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

3.L.3.b Knowledge of Language: Recognize and observe differences between the conventions of spoken and written standard English.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What terms are used to refer to parts of a stories, dramas, and poems? • How do search tools help you locate information? • How do you use temporal (transitional) words to signal event order? • How important are Standard English conventions? • Why do we use the dictionary as a resource? • How are Standard English conventions in spoken and written forms different? 	<ul style="list-style-type: none"> • Students will understand that a story follows a sequence using terms such as chapter, scene, and stanza. • Search tools, such as keywords, sidebars, and hyperlinks will help locate information. • Transition words are important to signal event order. • Students will be able to identify person, place, or thing. • A dictionary is a resource for finding, understanding, and using words. • Understanding the differences between the spoken and written word.

Resources and Activities

- <http://www.superteacherworksheets.com/journal-prompts.html>
(journal writing topics)
- <http://www.canteach.ca/elementary/prompts.html>
(journal writing topics)
- <http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf> (editing checklist)
- www.discoveryeducation.com/teachers/free-k-5-teacher-resources/
- http://www.lebanon.k12.mo.us/profdev/picturethis_20050406.pdf
(picture books for teaching skills)
- <http://www.sanchezclass.com/favorite-teacher-websites.htm>
- www.readworks.com
- Read a selection of literature and create a sequence map.
- Create a sequence chain using transitional words (to retell a story).
- Sentence Strip activities
- Read a non-fiction text and create a K-W-L chart
- Read a selection of literature and create a problem/solution chart
- Building/Revising schema chart

- Outlining

District Learning Plan

Materials:

- Harcourt Trophies Basal
- Language Handbook
- Practice Book 1
- Spelling Book
- Modern Curriculum Press Phonics Book
- Writing Journals
- Writing portfolios

Learning Plan:

- Theme 2 (Changing Patterns):
 - Olympic Games: Where Heroes Are Made
 - Turtle Bay
 - Balto, the Dog Who Saved Nome
 - Wild Shots: They're My Life
 - Books in a Series (Flat Stanley)
- Writing a personal narrative-story map; Informational writing
- Writing a research report (animal, state)
- Writing a How-To essay
- Writing a book report
- Phonics- Syllables, Diphthongs/Blends
- Grammar- Subjects/Predicates, Compound sentences, Common/Proper nouns
- Elements of Nonfiction

Assessments:

- Thematic assessments
- Vocabulary
- Unit assessments
- Weekly selection assessments
- Writing rubrics

Differentiation:

- Small groups/Guided reading
- Varied Instruction
- Books on Tape

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology
 Music
 Field Trips _____ Other _____

Greenwich Stow Creek Partnership Schools English Language Arts

Greenwich Stow Creek Partnership Schools, Grade 3	
Unit: 3	Marking Period 2
<p>Unit Overview: The students will...</p> <ul style="list-style-type: none"> • Be able to use illustrations to explain aspects of text • Be able to write an opinion piece introducing a topic including reasons • Be able to use phonics to decode words • Be able to identify adjectives. • Be able to use conventional spelling 	
Learning Targets New Jersey Student Learning Standards for English Language Arts	
<p>Focus Standards:</p> <p>3.R.L.7 Integration of Knowledge and Ideas: 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>3.R.I.7 Integration of Knowledge and Ideas: 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>3.W.1 Text Types and Purposes: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <p>3.W.1.a Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>3.W.1.b Text Types and Purposes: Provide reasons that support the opinion.</p> <p>3.R.F.3.a Phonics and Word Recognition: Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.L.1.g Conventions of Standard English: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>3.L.2.e Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>3.L.5.b Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How does the author’s illustration convey meaning? 	<ul style="list-style-type: none"> • Student use illustrations to find meaning in the text.

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none">• How can you support your point of view with details?• How do I figure out a word I do not know?• How important are Standard English conventions?• Why is important to use correct spelling?	<ul style="list-style-type: none">• Students will find details in a text that supports their opinion.• Reader's use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.• Students use adjective to describe their nouns.• Conventions are rules that have been established to standardize written communication.
--	--

Resources and Activities

- <http://www.superteacherworksheets.com/journal-prompts.html>
(journal writing topics)
- <http://www.canteach.ca/elementary/prompts.html>
(journal writing topics)
- <http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf> (editing checklist)
- www.discoveryeducation.com/teachers/free-k-5-teacher-resources/
- http://www.lebanon.k12.mo.us/profdev/picturethis_20050406.pdf
(picture books for teaching skills)
- <http://www.sanchezclass.com/favorite-teacher-websites.htm>
- www.readworks.com
- Students explain how illustrations contribute to what is conveyed in a selection to create the mood and emphasize aspects of characters and setting in the story. (RL.3.7)
- Visualization activity with picture books
- Create a predict-o-gram
- Make connections (text-text, text-self, text-world)

District Learning Plan

Materials:

- Harcourt Trophies Basal
- Language Handbook
- Practice Book 1
- Spelling Book
- Modern Curriculum Press Phonics
- Writing portfolios
- Writing Journals

Greenwich Stow Creek Partnership Schools English Language Arts

Learning Plan:

- Theme 2 (cont):
 - Little Grunt and the Big Egg
 - Rosie, a Visiting Dog Story
- Theme 3:
 - The Stories Julian Tells
 - The Talent Show
- Writing a how-to paragraph-writing directions; Expository writing
- Writing an informational paragraph; Persuasive paragraph writing
- Writing a book report
- Writing a persuasive essay
- Grammar- Singular/Plural nouns; Singular/Plural Possessive nouns; Abbreviations
- Phonics- Syllables, Prefix/Suffix; Diagraphs/Diphthongs

Assessments:

- Vocabulary
- Thematic assessments
- Unit assessments
- Weekly selection assessments
- Writing rubrics

Differentiation:

- Small group reading/Guided reading
- Varied Instruction
- Books on Tape

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology
 Music
 Field Trips _____ Other _____

Greenwich Stow Creek Partnership Schools, Grade 3

Unit: 4

Marking Period 2

Unit Overview: The students will...

- Describe the characters in a story
- Determine the main idea of a text
- Be able to write an explanatory piece that introduces a topic and includes linking words
- Be able to identify verbs.
- Be able to understand possessives

Greenwich Stow Creek Partnership Schools English Language Arts

Learning Targets New Jersey Student Learning Standards for English Language Arts	
<p>Focus Standards:</p> <p>3.R.L.3 Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.SL.2 Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.SL.3 Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>3.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>3.W.2.a Text Types and Purposes: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>3.W.2.c Text Types and Purposes: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>3.R.F.3.b Phonics and Word Recognition: Decode words with common Latin suffixes.</p> <p>3.L.1.d Conventions of Standard English: Form and use regular and irregular verbs.</p> <p>3.L.1.e Conventions of Standard English: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>3.L.2.d Conventions of Standard English: Form and use possessives.</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What traits, motivations, and feelings do characters have in a story? • What details support the main idea of a text? • How can you use words and phrases to connect ideas in an informative text? • How do I figure out a word I don't know? • How can discussion increase our knowledge and understanding of an idea? 	<ul style="list-style-type: none"> • Identify through a text the motivations, feelings, and traits of characters in a story. • Students find details in a text to determine the main idea. • Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. • Oral discussion helps to build connections to others and create opportunities for learning.

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none">• How does a speaker communicate so others will listen and understand the message?• How important are Standard English conventions?	<ul style="list-style-type: none">• A speaker selects a form and organizational pattern based on the audience and purpose.• Students will be able to identify verbs.• Students will be able to form and use possessives.
Resources and Activities	
<ul style="list-style-type: none">• http://www.superteacherworksheets.com/journal-prompts.html (journal writing topics)• http://www.canteach.ca/elementary/prompts.html (journal writing topics)• http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf (editing checklist)• www.discoveryeducation.com/teachers/free-k-5-teacher-resources/• http://www.lebanon.k12.mo.us/profdev/picturethis_20050406.pdf (picture books for teaching skills)• http://www.sanchezclass.com/favorite-teacher-websites.htm• www.readworks.com	
District Learning Plan	
<p>Materials:</p> <ul style="list-style-type: none">• Harcourt Trophies Basal• Language Handbook• Practice Book 1, 2• Spelling Book• Modern Curriculum Press Phonics• Writing portfolios• Writing Journals <p>Learning Plan:</p> <ul style="list-style-type: none">• Theme 3 (Changing Patterns):<ul style="list-style-type: none">○ <u>Centerfield Ballhawk</u>○ <u>Ramona Forever</u>○ <u>Sayings We Share: Proverbs and Fables</u>• Theme 1 (On Your Mark):<ul style="list-style-type: none">○ <u>Papa Tells Chita a Story</u>○ <u>Flat Stanley books in a series</u>	

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> ○ Musical Selections • Writing a summary; Sequence; Persuasive writing; Narrative elements; Figurative Language • Writing a book report • Writing a song • Phonics- Compound Words; Prefixes/Suffixes; Diagraphs; R-controlled vowels • Grammar- Singular/Plural Pronouns; Object pronouns; Adjectives • Response to literature <p>Assessments:</p> <ul style="list-style-type: none"> • Vocabulary • Thematic assessments • Unit assessments • Weekly selection assessments • Writing rubrics
<p>Differentiation:</p> <ul style="list-style-type: none"> • Small reading groups/Guided reading • Varied instruction • Books on Tape
<p>Interdisciplinary Connections</p>
<p> <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Science <input type="checkbox"/> PE <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Music Field Trips _____ Other _____ Guest Musicians </p>

<p>Greenwich Stow Creek Partnership Schools, Grade 3</p>	
<p>Unit: 5</p>	<p>Marking Period 3</p>
<p>Unit Overview: The students will...</p> <ul style="list-style-type: none"> • Distinguish their own point of view • Determine the meaning of grade specific words • Write a narrative with descriptive details and dialogue • Be able to identify adverbs • Be able to spelling patterns and generalizations in writing words • Be able to use commas and quotations in dialogue • Understand figurative language 	
<p>Learning Targets New Jersey Student Learning Standards for English Language Arts</p>	
<p>Focus Standards:</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

3.R.L.6 Craft and Structure: Distinguish their own point of view from that of the narrator or those of the characters.

3.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

3.W.3.b Text Types and Purposes: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

3.W.3.d Text Types and Purposes: Provide a sense of closure.

3.R.F.3.c Phonics and Word Recognition: Decode multisyllable words.

3.L.2.c Conventions of Standard English: Use commas and quotation marks in dialogue.

3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

3.L.3.a Knowledge of Language: Choose words and phrases for effect.

3.L.4.b Vocabulary Acquisition and Use: 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).

3.L.4.c Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

3.L.5.a Vocabulary Acquisition and Use: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How is your point of view different from the narrator or the characters? • How do you find the meaning of unknown words? • How can you use dialogue to develop experiences and events in a narrative? • How do you let the audience know the story is finished? • How do word parts help us understand meaning? • Why is it important to use correct spelling? 	<ul style="list-style-type: none"> • Students will formulate an opinion that differs from the author. • Words are composed of parts that help us understand their meanings. • Conventions are rules that have been established to standardize written communication. • Students will identify and use figurative language. • Words are composed of parts that help us understand their meanings.

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none">• How do you show someone is speaking in your writing?• Why is understanding figurative language important?	
Resources <i>Suggested Works</i> ("E" = Exemplar Text)	
<ul style="list-style-type: none">• http://www.superteacherworksheets.com/journal-prompts.html (journal writing topics)• http://www.canteach.ca/elementary/prompts.html (journal writing topics)• http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf (editing checklist)• www.discoveryeducation.com/teachers/free-k-5-teacher-resources/• http://www.lebanon.k12.mo.us/profdev/picturethis_20050406.pdf (picture books for teaching skills)• http://www.sanchezclass.com/favorite-teacher-websites.htm• www.readworks.com	
District Learning Plan	
<p>Materials:</p> <ul style="list-style-type: none">• Harcourt Trophies Basal• Language Handbook• Practice Book 2• Spelling Book• Modern Curriculum Press Phonics• Writing portfolios• Writing Journals <p>Learning Plan:</p> <ul style="list-style-type: none">○ Theme 1 (cont)<ul style="list-style-type: none">○ <u>Coyote Places the Stars</u>○ <u>Why Mosquitoes Buzz in People's Ears</u>○ Literature Circles/Novel Study: Charlotte's Web (EB White)○ Persuasive writing; Expository writing Figurative language; Summarize○ Phonics- Diagraphs/Blends; Homophones; Accent Marks; R-Controlled vowels○ Grammar- Adjectives <p>Assessments:</p> <ul style="list-style-type: none">• Thematic assessments	

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> • Vocabulary • Unit assessments • Weekly selection assessments • Writing rubrics
Differentiation <ul style="list-style-type: none"> • Small reading groups/Guided reading • Varied instruction • Books on Tape
Interdisciplinary Connections
<input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Science <input type="checkbox"/> PE <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Music Field Trips _____ Other _____

Greenwich Stow Creek Partnership Schools, Grade 3	
Unit: 6	Marking Period 3
Unit Overview: The students will... <ul style="list-style-type: none"> • Compare and contrast books in a series • Describe a connection between sentences and paragraphs • Use dialogue to show the response of characters • Be able to produce complex sentences 	
Learning Targets New Jersey Student Learning Standards for English Language Arts	
Focus Standards: 3.R.L.9 Integration of Knowledge and Ideas: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 3.R.I.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 3.W.3.b Text Types and Purposes: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	

Greenwich Stow Creek Partnership Schools English Language Arts

<p>3.R.F.3.d Phonics and Word Recognition: Read grade-appropriate irregularly spelled words.</p> <p>3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences.</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How are books in a series related? How are books in a series different? How are sentences in a paragraph related? What kind of dialogue can you write to show actions, thoughts, and feelings? How does context help understand word meaning? How important are Standard English conventions? How do you vary your sentences? 	<ul style="list-style-type: none"> Use analysis to compare and contrast texts to discover similar themes will further understanding of literature. Effective writing is coherent, logical, and effective. Writing is a powerful tool for communicating. A dictionary and thesaurus are resources for finding, understanding, and using words. Students will understand that an adverb relates to a verb. A writer needs to use Standard English conventions to get his/her message across effectively in terms of intended meaning.
Resources and Activities	
<ul style="list-style-type: none"> http://www.superteacherworksheets.com/journal-prompts.html (journal writing topics) http://www.canteach.ca/elementary/prompts.html (journal writing topics) http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf (editing checklist) www.discoveryeducation.com/teachers/free-k-5-teacher-resources/ http://www.lebanon.k12.mo.us/profdev/picturethis_20050406.pdf (picture books for teaching skills) http://www.sanchezclass.com/favorite-teacher-websites.htm www.readworks.com 	
District Learning Plan	
<p>Materials:</p> <ul style="list-style-type: none"> Harcourt Trophies Basal Language Handbook 	

Greenwich Stow Creek Partnership Schools English Language Arts

- Practice Book 2
- Spelling Book
- Modern Curriculum Press Phonics
- Writing portfolios
- Writing journals

Learning Plan:

- Theme 1 (cont)
 - Lon Po Po
 - The Crowded House
- Theme 2 (On Your Mark)
 - Yippee-Yay!
 - Leah's Pony
 - "Yippee-Yay!"
 - Boom Town
 - Cocoa Ice
 - Flat Stanley Books in a series
- Speculative Writing; Compare/Contrast; Narrative Writing; Author's Purpose; Main Idea/Details; Research report organization; Expository writing, Writing a book report
- Phonics- Double consonants; Compound words; VCCV pattern; VCV pattern
- Grammar- Articles; Adjectives That Compare; Main and helping verbs; Present-tense/Past tense verbs

Assessments:

- Thematic assessments
- Vocabulary
- Unit assessments
- Weekly selection assessments
- Writing rubrics

Differentiation:

- Small group reading/Guided reading
- Varied instruction
- Books on Tape

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology
 Music
 Field Trips _____ Other _____

Greenwich Stow Creek Partnership Schools, Grade 3

Unit: 7

Marking Period 4

Unit Overview: The students will...

- Determine the central message of traditional literature

Greenwich Stow Creek Partnership Schools English Language Arts

- Describe the relationship of a series of cross curricular concepts
- Be able to provide reasons that support an opinion
- Publish a short research piece using technology

Learning Targets
New Jersey Student Learning Standards for English Language Arts

Focus Standards:

3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

3.R.I.3 Key Ideas and Details: 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.

3.W.1.a Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

3.W.1.d Text Types and Purposes: Provide a concluding statement or section.

3.W.6 Production and Distribution of Writing: 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.

3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.

3.L.1.f Conventions of Standard English: Ensure subject-verb and pronoun-antecedent agreement.

3.L.5.c Vocabulary Acquisition and Use: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What is the central message? • What language is used in historical events and scientific concepts to show time, sequence, and cause and effect? • How can you connect your opinion with reason? 	<ul style="list-style-type: none"> • Understand the form chosen by an author to accomplish his/her purpose • Understanding the textual and graphic features of nonfiction provides powerful tools when reading. • Proficient readers will find details to support their opinion.

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none">• How do you research information about a topic?• How important are Standard English conventions?• How does context help understand correct word meanings?	<ul style="list-style-type: none">• Use resources available to research a topic.• Students will understand subject-verb and pronoun antecedent agreement.• How a word or phrase is used determines its meaning.
Resources	
<ul style="list-style-type: none">• http://www.superteacherworksheets.com/journal-prompts.html (journal writing topics)• http://www.canteach.ca/elementary/prompts.html (journal writing topics)• http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf (editing checklist)• www.discoveryeducation.com/teachers/free-k-5-teacher-resources/• http://www.lebanon.k12.mo.us/profdev/picturethis_20050406.pdf (picture books for teaching skills)• http://www.sanchezclass.com/favorite-teacher-websites.htm• www.readworks.com	
District Learning Plan	
<p>Materials:</p> <ul style="list-style-type: none">• Harcourt Trophies Basal• Language Handbook• Practice Book 2• Spelling Book• Modern Curriculum Press Phonics• Writing Portfolios• Writing Journals <p>Learning Plan:</p> <ul style="list-style-type: none">○ Theme 2 (cont)<ul style="list-style-type: none">○ If You Made a Million○ Theme 3 (On Your Mark)<ul style="list-style-type: none">○ I'm in Charge of Celebrations○ Alejandro's Gift○ Rocking and Rolling○ The Armadillo from Amarillo○ Visitors from Space○ PARCC test prep and test○ Research reports; Test-taking strategies○ Grammar- Irregular verbs	

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> ○ Phonics- tion/sion; Suffixes ○ Literature response <p>Assessments:</p> <ul style="list-style-type: none"> ● Vocabulary ● Thematic assessments ● Unit assessments ● Weekly selection assessments ● Writing rubrics
<p>Differentiation:</p> <ul style="list-style-type: none"> ● Small reading groups/Guided reading ● Varied instruction ● Books on Tape
Interdisciplinary Connections
<p><input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Science <input type="checkbox"/> PE <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Technology</p> <p><input type="checkbox"/> Music</p> <p>Field Trips _____ Other _____</p>

Greenwich Stow Creek Partnership Schools, Grade 3	
Unit: 8	Marking Period 4
<p>Unit Overview: The students will...</p> <ul style="list-style-type: none"> ● Distinguish literal from non-literal language ● Read and comprehend literature on a third grade level ● Distinguish their own point of view ● Compare and contrast important points and key details on the same topic ● Develop and write an explanatory/informative text with facts, definitions, and details ● Recall information and sort evidence 	
Learning Targets	
New Jersey Student Learning Standards for English Language Arts	
<p>Focus Standards:</p> <p>3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

- 3.R.L.10 Range of Reading and Complexity of Text: 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at grade level text complexity or above, with scaffolding as needed.
- 3.R.I.6 Craft and Structure: Distinguish their own point of view from that of the author of a text.
- 3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.
- 3.R.I.10 Range of Reading and Level of Text Complexity: 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.
- 3.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.
- 3.W.2.d Text Types and Purposes: Provide a concluding statement or section.
- 3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.SL.4 Presentation of Knowledge and Ideas: 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.
- 3.SL.5 Presentation of Knowledge and Ideas: 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.
- 3.SL.6 Presentation of Knowledge and Ideas: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)
- 3.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.
- 3.R.F.4.a Fluency: Read on-level text with purpose and understanding.
- 3.R.F.4.b Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- 3.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Essential Questions	Enduring Understandings

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none">• What is the difference between literal and non-literal language?• How is your point of view different than that of the author?• How are the important points alike and different between the two texts?• How can you develop a topic using facts, definitions, and details?• How can you categorize research evidence?• How does fluency affect comprehension?	<ul style="list-style-type: none">• Students understand figurative language in text.• Students will formulate an opinion that differs from the author.• Authors uses the structures and elements of nonfiction for specific purposes• Fluent readers group words quickly to help them gain meaning from what they read.• Use analysis to compare and contrast texts to discover similar themes will further understanding of literature.
Resources	
<ul style="list-style-type: none">• http://www.superteacherworksheets.com/journal-prompts.html (journal writing topics)• http://www.canteach.ca/elementary/prompts.html (journal writing topics)• http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf (editing checklist)• www.discoveryeducation.com/teachers/free-k-5-teacher-resources/• http://www.lebanon.k12.mo.us/profdev/picturethis_20050406.pdf (picture books for teaching skills)• http://www.sanchezclass.com/favorite-teacher-websites.htm• www.readworks.com	
District Learning Plan	
<p>Materials:</p> <ul style="list-style-type: none">• Harcourt Trophies Basal• Language Handbook• Practice Book 2• Spelling Book• Modern Curriculum Press Phonics• Writing portfolios• Writing Journals <p>Learning Plan:</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

- Research reports/Expository Writing; Thank-You Letter; Summarization; Locating Information and Graphic Aids; Word Choice; Cause and Effect; Expressive writing
- Literature response
- Grammar- Irregular verbs; the verb Be; Contractions; Adverbs/Comparing with Adverbs
- Phonics- Suffixes and Root words; Change y to I; le endings

Assessments:

- Vocabulary
- Thematic assessments
- Unit assessments
- Weekly selection assessments
- Writing rubrics

Differentiation:

- Leveled Reading Contracts
- Varied instruction
- Books on Tape

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology
 Music
Field Trips Other

2-3 Text Exemplars

Taken from New Jersey Student Learning Standards for English Language Arts for English Language Arts—Appendix B

Excerpts from the following text are available on-line:

http://www.corestandards.org/assets/Appendix_B.pdf

Grades 2–3 Text Exemplars

Stories

Gannett, Ruth Stiles. *My Father's Dragon*
Averill, Esther. *The Fire Cat*
Steig, William. *Amos & Boris*
Shulevitz, Uri. *The Treasure*
Cameron, Ann. *The Stories Julian Tells*
EB White. *Charlotte's Web*
Jeff Brown. *Flat Stanley*
Rylant, Cynthia. *Henry and Mudge: The First Book of Their Adventures*
Stevens, Janet. *Tops and Bottoms*
LaMarche, Jim. *The Raft*
Rylant, Cynthia. *Poppleton in Winter*
Rylant, Cynthia. *The Lighthouse Family: The Storm*
Osborne, Mary Pope. *The One-Eyed Giant*

(Book One of *Tales from the Odyssey*)

Silverman, Erica. *Cowgirl Kate and Cocoa*

Poetry

Dickinson, Emily. "Autumn."

Rossetti, Christina. "Who Has Seen the Wind?"

Millay, Edna St. Vincent. "Afternoon on a Hill."

Frost, Robert. "Stopping by Woods on a Snowy Evening"

Field, Rachel. "Something Told the Wild Geese."

Hughes, Langston. "Grandpa's Stories."

Jarrell, Randall. "A Bat Is Born."

Giovanni, Nikki. "Knoxville, Tennessee."

Merriam, Eve. "Weather."

Soto, Gary. "Eating While Reading."

Read-Aloud Stories

Kipling, Rudyard. "How the Camel Got His Hump."

Thurber, James. *The Thirteen Clocks*

White, E. B. *Charlotte's Web*

Selden, George. *The Cricket in Times Square*

Babbitt, Natalie. *The Search for Delicious*

Curtis, Christopher Paul. *Bud, Not Buddy*

Say, Allen. *The Sign Painter*

Read-Aloud Poetry

Lear, Edward. "The Jumblies."

Browning, Robert. *The Pied Piper of Hamelin*

Johnson, Georgia Douglas. "Your World."

Eliot, T. S. "The Song of the Jellicles."

Fleischman, Paul. "Fireflies."

Informational Texts

Aliki. *A Medieval Feast*

Gibbons, Gail. *From Seed to Plant*

Milton, Joyce. *Bats: Creatures of the Night*

Beeler, Selby. *Throw Your Tooth on the Roof:*

Tooth Traditions Around the World

Leonard, Heather. *Art Around the World*

Ruffin, Frances E. *Martin Luther King and the March on Washington*

St. George, Judith. *So You Want to Be President?*

Einspruch, Andrew. *Crittercam*

Kudlinski, Kathleen V. *Boy, Were We Wrong About Dinosaurs*

Davies, Nicola. *Bat Loves the Night*

Floca, Brian. *Moonshot: The Flight of Apollo 11*

Thomson, Sarah L. *Where Do Polar Bears Live?*

Read-Aloud Informational Texts

Freedman, Russell. *Lincoln: A Photobiography*

Coles, Robert. *The Story of Ruby Bridges*

Wick, Walter. *A Drop of Water: A Book of Science and Wonder*

Smith, David J. *If the World Were a Village:*

A Book about the World's People

Aliki. *Ah, Music!*

Mark, Jan. *The Museum Book:*

A Guide to Strange and Wonderful Collections

D'Aluisio, Faith. *What the World Eats*

Arnosky, Jim. *Wild Tracks! A Guide to Nature's Footprints*

Greenwich Stow Creek Partnership Schools English Language Arts

Deedy, Carmen Agra. *14 Cows for America*

Sample Activities and Resources

- Students use text features, such as the table of contents and headers, found in Alikì’s text *Ah, Music!* to identify relevant sections and locate information relevant to a given topic (e.g., rhythm, instruments, harmony) quickly and efficiently. [RI.3.5]
- Students explain how illustrations contribute to what is conveyed in a selection to create the mood and emphasize aspects of characters and setting in the story, such as how Mark Teague’s illustrations contribute to what is conveyed in Cynthia Rylant’s *Poppleton in Winter*. (RL.3.7)
- Students describe the relationship between a series of events, concepts, or procedures by using language that pertains to time, sequence, and cause/effect, such as reading Robert Coles’s retelling of a series of historical events in *The Story of Ruby Bridges* and using specific language to describe the sequence of events that leads to Ruby desegregating her school. [RI.3.3]
- Students determine the main idea of an informational text and explain how key details support the main idea, such as explaining how the main idea that Lincoln had “many faces” in Russell Freedman’s *Lincoln: A Photobiography* is supported by key details in the text. [RI.3.2]
- Students distinguish their own point of view from that of the narrator or those of the characters, such as when discussing E. B. White’s book *Charlotte’s Web*, students distinguish their own point of view regarding Wilbur the Pig from that of Fern Arable as well as from that of the narrator. [RL.3.6]
- While reading a text such as Paul Fleischman’s poem “Fireflies,” students determine the meaning of words and phrases in the poem, particularly focusing on identifying his use of nonliteral language (e.g., “light is the ink we use”) and talking about how it suggests meaning. [RL.3.4]

Grade 4

Unit: 1

Marking Period 1

Unit Overview: Students will...

- Use details to describe text and make inferences
- Use formatting and details when writing informative texts
- Use collaboration effectively
- Use grammar correctly when writing or speaking
- Use context clues to give meaning of words

Learning Targets

New Jersey Student Learning Standards for English Language Arts

Focus Standards:

R.L.4.1. Refer to details and examples in a text and relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Greenwich Stow Creek Partnership Schools English Language Arts

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

S.L.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.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.

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*).

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How can readers use text to make inferences about main topics? What makes writing coherent, logical, and expressive? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> Making inferences will help in the understanding of reading texts Effective writing is coherent, logical, and expressive
District Learning Plan	
<p>Materials: Harcourt Trophies: Anthology, Practice Book, Spelling Book Writing Portfolios, Writing Journals</p> <p>Learning Plan:</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

Reading:

- The Gardner
- Donovan’s Word Jar
- My Name is Maria Isabel
- Lou Gehrig
- Amelia and Eleanor Go for a Ride
- Chapter Book/Novel: Tales of a Fourth Grade Nothing, Judy Blume

Grammar:

Types of Sentences
 Subjects, Predicates, Complete and Simple Subjects

Writing:

Journal and Classroom Writing Activities
 Book Report

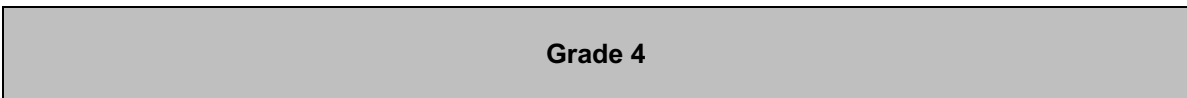
Differentiation:

- Small group reading/Guided reading
- Varied instruction
- Books on Tape
- Centers and games for remediation and enrichment
- Interactive web-based games and activities
- Guided reading and small group instruction
- Small writing groups



Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology
 Music
 Field Trips _____ Other _____



Grade 4

Unit: 2	Marking Period 1
----------------	-------------------------

Unit Overview: Students will ...

- Retell specific events in a given text
- Increase use of appropriate vocabulary.

Greenwich Stow Creek Partnership Schools English Language Arts

- Use collaboration effectively
- Use grammar correctly when writing or speaking

Learning Targets New Jersey Student Learning Standards for English Language Arts

Focus Standards:

R.L.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

R.L.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).

R.I.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.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.

S.L.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.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Use commas and quotation marks to mark direct speech and quotations from a text.

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.

Essential Questions

- How does a reader identify the major characteristics of a piece of literature?
- Why is writing important?
- What are the Standard English conventions?

Enduring Understandings

- Students will understand that...
- Major characteristics of literature (plot, setting, characters, etc.) contribute to the understanding of a piece of literature
 - Writing is a powerful tool for communicating.
 - A rich vocabulary enables us to communicate and understand more effectively.

District Learning Plan

Greenwich Stow Creek Partnership Schools English Language Arts

Materials
 Harcourt Trophies: Anthology, Practice Book, Spelling Book
 Writing Portfolios, Writing Journal

Learning Plan:

Reading:

- The Bakers Neighbor
- The Emperor and the Kite
- Nights of the Pufflings
- The Garden of Happiness
- How to Babysit an Orangutan
- Chapter Book/Novel: Bunnacula, Deborah and James Howe

Grammar:
 Complete/Simple Predicates, Compound Subjects/Predicates, Simple/Compound Sentences, Independent/Dependent Clauses, Complex Sentences

Writing:
 Journal and Classroom Writing Activities
 Book Report

Differentiation:

- Small group reading/Guided reading
- Varied instruction
- Books on Tape
- Centers and games for remediation and enrichment
- Interactive web-based games and activities

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology
 Music
 Field Trips Other

Grade 4

Unit: 3	Marking Period 2
----------------	-------------------------

Unit Overview: Students will...

- Explain differences in varied writing pieces
- Give their opinion and support it details
- Uses grammar correctly writing or speaking

Greenwich Stow Creek Partnership Schools English Language Arts

- Use punctuation correctly

Learning Targets New Jersey Student Learning Standards for English Language Arts

Focus Standards:

R.L.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

R.I.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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.

S.L.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Use a comma before a coordinating conjunction in a compound sentence.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

Essential Questions

- How is poetry different from prose?
- What elements of reading should readers strive to determine in every reading text?
- What makes a piece of writing stand out from other pieces of writing?

Enduring Understandings

Students will understand that...

- Poets share feelings, experiences, or thoughts through well-chosen words, formats, techniques, and poetic elements
- Readers interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them
- Writers can combine texts with their own voices in order to produce a point of view in writing

Greenwich Stow Creek Partnership Schools English Language Arts

	<ul style="list-style-type: none"> Using Standard English conventions, as well as figurative language, in order to further enhance the writing
--	---

District Learning Plan

Materials:

Harcourt Trophies: Anthology, Practice Book, Spelling Book
 Writing Portfolios, Writing Journals

Learning Plan:

Reading:

- Sarah, Plain and Tall
- Stealing Home
- The Cricket in Time Square
- Two Lands, One Heart
- Look to the North
- Chapter Book/Novel: Who is Stealing the 12 Days of Christmas?, Martha Freeman

Grammar:

Nouns: common/proper, singular/plural, possessive; Abbreviations, Pronouns, Antecedents

Writing:

Journal and Classroom Writing Activities
 Book Report

Differentiation:

- Small group reading/Guided reading
- Varied instruction
- Books on Tape
- Centers and games for remediation and enrichment
- Interactive web-based games and activities

Interdisciplinary Connections

Mathematics
 Social Studies
 Science
 PE
 Art
 Technology
 Music
 Field Trips _____ Other _____

Grade 4	
----------------	--

Unit: 4	Marking Period 2
----------------	-------------------------

Unit Overview: Students will...

Greenwich Stow Creek Partnership Schools English Language Arts

- Compare and contrast points of view in literary text and firsthand or second hand accounts in informational text
- Support a point of view effectively when writing opinion pieces and identify opinions and reasons a speaker cites when supporting a particular
- Use descriptive details and clear sequences when writing narratives
- Use adjectives correctly
- Use reference materials correctly (dictionaries, glossaries, thesauruses)

Learning Targets

New Jersey Student Learning Standards for English Language Arts

Focus Standards:

R.L. 4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

R.I.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.

R.I.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.

W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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.4.3. Write narratives to develop real or imagined experiences or events using effective technique,

descriptive details, and clear event sequences.

c. Use a variety of transitional words and phrases to manage the sequence of events.

S.L.4.3. Identify the reasons and evidence a speaker provides to support particular points.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

d. Spell grade-appropriate words correctly, consulting references as needed.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

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.

Essential Questions

- How can we compare one piece of text to another, regardless of it being fiction or nonfiction?
- Why do we use dictionary and thesaurus as resources?
- How does an effective conclusion effectively end a piece of writing?

Enduring Understandings

Students will understand that...

- Comparing and contrasting texts enhances the readers' ability to understand a particular text
- A dictionary, thesaurus, and other resources help readers find, understand, and use words

Greenwich Stow Creek Partnership Schools English Language Arts

	<ul style="list-style-type: none"> An effective conclusion will tie a piece together
District Learning Plan	
<p>Materials: Harcourt Trophies: Anthology, Practice Book, Spelling Book</p> <p>Learning Plan:</p> <p>Reading:</p> <ul style="list-style-type: none"> The Kids Invention Book The Case of Pablo's Nose In the days of King Adobe Red Writing Hood One Grain of Rice <p>Grammar: Pronouns: subject/object, possessive; Adjectives, Articles, Suffixes</p> <p>Writing: Journal and Classroom Writing Activities Book Report</p>	
<p>Differentiation:</p> <ul style="list-style-type: none"> Small group reading/Guided reading Varied instruction Books on Tape Centers and games for remediation and enrichment Interactive web-based games and activities 	
Interdisciplinary Connections	
<p><input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Science <input type="checkbox"/> PE <input type="checkbox"/> Art <input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Music</p> <p>Field Trips _____ Other: <u>Drama</u></p>	
Grade 4	
Unit: 5	Marking Period 3
Unit Overview: Students will...	

Greenwich Stow Creek Partnership Schools English Language Arts

- Interpret how visual information and visual or oral presentations contribute to an understanding of text
- Compare and contrast treatment of similar themes in different cultures
- Write more fully developed narratives
- Speak clearly to present a topic or tell a story
- Distinguish between formal English and informal discourse

Learning Targets New Jersey Student Learning Standards for English Language Arts

Focus Standards:

R.L.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text

R.L.4.9. Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics

R.I.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.

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.

S.L.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.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

e. Form and use prepositional phrases.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.*

b. Choose punctuation for effect.*

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).

Essential Questions

- What do readers look for to help them understand texts?
- How does comparing and contrasting themes from various pieces of literature increase understanding?
- How do writers know their audience?

Enduring Understandings

- Students will understand that...
- Readers use both text features and the features of written English to comprehend
 - Using analysis to compare and contrast texts to discover similar themes will further understanding of literature

Greenwich Stow Creek Partnership Schools English Language Arts

	<ul style="list-style-type: none"> The key to quality writing is to know audience and purpose
District Learning Plan	
<p>Materials: Harcourt Trophies: Anthology, Practice Book, Spelling Book Writing Portfolios, Writing Journals</p> <p>Learning Plan: Reading:</p> <ul style="list-style-type: none"> Fire A Very Important Day Saguaro Cactus Blue Willow In My Family Chapter Book/Novel: Chocolate Fever, Robert Kimmel Smith <p>Grammar: Verbs: main, helping, action, linking, present/past/future tense, irregular</p> <p>Writing: Journal and Classroom Writing Activities</p>	
<p>Differentiation:</p> <ul style="list-style-type: none"> Small group reading/Guided reading Varied instruction Books on Tape Centers and games for remediation and enrichment Interactive web-based games and activities 	
Interdisciplinary Connections	
<p>___ Mathematics <u> X </u> Social Studies <u> X </u> Science ___ PE <u> X </u> Art <u> X </u> Technology ___ Music Field Trips _____ Other _____</p>	
Grade 4	
Unit: 6	Marking Period 3
<p>Unit Overview: Students will...</p> <ul style="list-style-type: none"> Understand meanings of words used in text Increase understanding of how authors use reasons and evidence Use concrete words, sensory details and carefully written conclusions when writing narratives 	

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> • Conduct research projects • Demonstrate command of using/distinguishing complete sentences • Use specific terminology appropriately 	
Learning Targets New Jersey Student Learning Standards for English Language Arts	
Focus Standards: <p>R.L.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 literature</p> <p>R.I.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W. 4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>S.L.4.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>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., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do words help us understand meaning? • Why is vocabulary development important? • How do writers tailor their writing for a specific purpose? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • How a word or phrase is used determines its meaning • A rich vocabulary enables us to understand and communicate more effectively • Word choice conveys a level of formality, sense of style, and tone
District Learning Plan	
Materials: <p>Harcourt Trophies: Anthology, Practice Book, Spelling Book Writing Portfolios, Writing Journals</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

Learning Plan:

- The Gold Rush
- I Have Heard of a Land
- Paul Bunyan and Babe the Blue Ox
- Fly Traps! Plants That Bite Back
- The Down and Up Fall

Grammar:

Contractions, Negatives, Adverbs, Prepositions, Prepositional Phrases,

Writing:

Journal and Classroom Writing Activities

Differentiation:

- Small group reading/Guided reading
- Varied instruction
- Books on Tape
- Centers and games for remediation and enrichment
- Interactive web-based games and activities

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology
 Music
 Field Trips Other

Grade 4

Unit: 7

Marking Period 4

Unit Overview: Students will...

- Compare and contrast two given topics
- Produce a research project on a given topic
- Use grammar correctly

Learning Targets

New Jersey Student Learning Standards for English Language Arts

Focus Standards:

R.1.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

Greenwich Stow Creek Partnership Schools English Language Arts

R.I.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

S.L.4.6. Produce complete sentences when appropriate to task and situation.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How can we compare one piece of text to another, regardless of it being fiction or nonfiction? How can organization influence meaning and clarity in a piece of writing? How is revising a piece of writing as essential as the initial effort. 	<p>Students will understand that...</p> <ul style="list-style-type: none"> Comparing and contrasting texts enhances the readers' ability to understand a particular text There is a direct correlation between organization and effectiveness of writing The smallest changes to elements of writing can change the meaning of the work

District Learning Plan

Materials:
 Harcourt Trophies: Anthology, Practice Book, Spelling Book
 Writing Portfolios, Writing Journals

Learning Plan:
 Research Project: New Jersey Facts from A – Z
 Novel Reading with correlated writing activities
 PARCC Preparation

Differentiation:

- Small group reading/Guided reading
- Varied instruction
- Books on Tape
- Centers and games for remediation and enrichment
- Interactive web-based games and activities

Interdisciplinary Connections

Greenwich Stow Creek Partnership Schools English Language Arts

<input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> PE <input type="checkbox"/> Art <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Music Field Trips _____ Other _____

Grade 4

Unit: 8	Marking Period 4
----------------	-------------------------

Unit Overview: Students will...

- Read and comprehend different types of literature and informational texts, using scaffolding as needed
- Effectively use the writing process, while using literary/informational texts to draw from
- Use both formal and informal English, depending on situation

Learning Targets New Jersey Student Learning Standards for English Language Arts

Focus Standards:

R.L.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at grade level text complexity or above with scaffolding as needed.

R.I.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.

W.4.5. 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 4 on pages 28 and 29.)

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.4.8. 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, words, or actions].”).

b. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Greenwich Stow Creek Partnership Schools English Language Arts

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> Why does a reader need to use different types of literature and informational texts? How can a writer apply the writing process? What is the appropriate use of Standard English? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> There are different types of literature from which readers can draw from in order to practice determining meaning While writing, the writing process is essential in order to effectively convey an idea to an audience Different situations exist when informal English is appropriate, and it is up to the speaker/listener/writer to determine when it is appropriate

District Learning Plan

Materials:

Harcourt Trophies: Anthology, Practice Book, Spelling Book
Writing Portfolios, Writing Journals

Learning Plan:

Recap and Remediation as needed in preparation for 5th grade
Novel Reading with correlated writing activities
Research Project

Differentiation:

- Small group reading/Guided reading
- Varied instruction
- Books on Tape
- Centers and games for remediation and enrichment
- Interactive web-based games and activities

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology
 Music
Field
Trips Other

4-5 Text Exemplars

Taken from New Jersey Student Learning Standards for English Language Arts for English Language Arts—Appendix B

Excerpts from the following text are available on-line:

http://www.corestandards.org/assets/Appendix_B.pdf

Grades 4–5 Text Exemplars

Stories

Carroll, Lewis. *Alice’s Adventures in Wonderland*
Burnett, Frances Hodgson. *The Secret Garden*
Farley, Walter. *The Black Stallion*
Saint-Exupery, Antoine de. *The Little Prince*
Babbitt, Natalie. *Tuck Everlasting*
Singer, Isaac Bashevis. “Zlateh the Goat.”
Hamilton, Virginia. M. C. *Higgins, the Great*
Erdrich, Louise. *The Birchbark House*
Curtis, Christopher Paul. *Bud, Not Buddy*
Lin, Grace. *Where the Mountain Meets the Moon*

Poetry

Blake, William. “The Echoing Green.”
Lazarus, Emma. “The New Colossus.”
Thayer, Ernest Lawrence. “Casey at the Bat.”
Dickinson, Emily. “A Bird Came Down the Walk.”
Sandburg, Carl. “Fog.”
Frost, Robert. “Dust of Snow.”
Dahl, Roald. “Little Red Riding Hood and the Wolf.”
Nichols, Grace. “They Were My People.”
Mora, Pat. “Words Free As Confetti.”
Sample Performance Tasks for Stories and Poetry

Informational Texts

Berger, Melvin. *Discovering Mars: The Amazing Story of the Red Planet*
Carlisle, Madelyn Wood. *Let’s Investigate Marvelously Meaningful Maps*
Lauber, Patricia. *Hurricanes: Earth’s Mightiest Storms*
Offinoski, Steve. *The Kid’s Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It*
Wulffson, Don. *Toys!: Amazing Stories Behind Some Great Inventions*
Schleichert, Elizabeth. “Good Pet, Bad Pet.”
Kavash, E. Barrie. “Ancient Mound Builders.”
Koscielniak, Bruce. *About Time: A First Look at Time and Clocks*
Banting, Erinn. *England the Land*

Greenwich Stow Creek Partnership Schools English Language Arts

Hakim, Joy. *A History of US*
 Ruurs, Margriet. *My Librarian Is a Camel: How Books Are Brought to Children Around the World*
 Simon, Seymour. *Horses*
 Montgomery, Sy. *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea*
 Simon, Seymour. *Volcanoes*
 Nelson, Kadir. *We Are the Ship: The Story of Negro League Baseball*
 Cutler, Nellie Gonzalez. "Kenya's Long Dry Season."
 Hall, Leslie. "Seeing Eye to Eye."
 Ronan, Colin A. "Telescopes."
 Buckmaster, Henrietta. "Underground Railroad."

Sample Activities and Resources

- Students make inferences by explicitly referring to details and examples from the text. E.g., Students explain the selfish behavior by Mary and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett's *The Secret Garden* by explicitly referring to details and examples from the text. (RL.4.1)
- Create a writing piece that explains to pros and cons of having a specific job http://writingfix.com/Picture_Book_Prompts/HowPirate1.htm - resource includes picture book, as well as graphic organizers in order to help students plan writing
- Create a writing piece that helps persuade a reader into a call to action http://writingfix.com/I_Pod_Prompts/Where_is_Love3.htm - resource includes lyrics to songs, as well as links to be able to hear the song
- Students create a timeline of important events that have happened while reading a novel e.g., *When reading Judy Blume's Tales of a Fourth Grade Nothing, students will create a timeline of events that happen to the two main characters. (RL.4.3)*
- Students refer to the structural elements (e.g., verse, rhythm, meter) when analyzing a poem, and contrast the impact and differences of those elements to a prose summary of the of the poem, such as when analyzing Ernest Lawrence Thayer's "Casey at the Bat". [RL.4.5]
- 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. For example, students make connections between the visual presentation of John Tenniel's illustrations in Lewis Carroll's *Alice's Adventures in Wonderland* and the text of the story to identify how the pictures of Alice reflect specific descriptions of her in the text. [RL.4.7]

Grade 5

Unit: 1

Marking Period 1

Unit Overview:

The students will.....

- Explain how a series of chapters, scenes or stanzas fit together
- Establish a purpose for writing through introduction of characters and various situations

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> Use commas appropriately in writing 	
Learning Targets New Jersey Student Learning Standards for English Language Arts	
<p>Focus Standards:</p> <p>R.L.5.5 Craft and Structure: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>W.5.3.a Text Types and Purposes: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3.d Text Types and Purposes: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.10 Range of Writing: 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>L.5.2.a Conventions of Standard English: Use punctuation to separate items in a series.*</p> <p>L.5.2.b Conventions of Standard English: Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2.c Conventions of Standard English: Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How does understanding a text's structure help me better understand its meaning? How do writers develop a well written product? How do writers use punctuation to correctly shape a product? 	<ul style="list-style-type: none"> Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts Understanding comma usage to set off words, indicate directions, and separate items in a series
Sample Activities and Resources	
<ul style="list-style-type: none"> personal narrative journaling Write your own historical narrative that is set during the Civil War, includes a fictional character with a conflict to grow from, and incorporates authentic facts, photos, or artwork. Talk through your ideas with a partner before starting your first draft. You will have the opportunity to edit and revise your narrative with a partner, so that your final product is of the highest quality. The well-developed narrative should include ideas that flow logically, and at least five new vocabulary words or phrases that provide historical context. Edit your writing, especially for commas to set off the words yes and no and to 	

indicate direct address (see Standards for more details). Publish your narrative on the class web page to encourage virtual conversation after the unit is over. (W.5.3; W.5.4, W.5.9a, W.5.9b, SL.5.5, L.5.1a,b,c,d; L.5.2a,b,c)

- As a class, continue adding to the Mechanics/Grammar bulletin board started in Unit One. Remember—once skills are taught in a mini-lesson and listed on the bulletin board, you are expected to edit your work for these elements before publication. (L.5.1, L.5.2, L.5.3)
- Have students select any one of the works. Students should inventory the visual elements in the work. Consider what the artists might be trying to communicate about the figure(s) or the setting through their juxtaposition of imagery and/or use of distortion. What role does color play in the work? Use the list to write a short story based on the work, referring back to it as the story is developed. Is the story similar to a dream? (W.5.3, W.5.4)
- <http://www.superteacherworksheets.com/journal-prompts.html>
(journal writing topics)
- <http://www.canteach.ca/elementary/prompts.html>
(journal writing topics)
- <http://www.tomslatin.com/80-journal-writing-prompts/>
(journal writing topics)
- http://www.tooter4kids.com/journal_writing.htm
(journal writing)
- <http://home.earthlink.net/~jhholly/pnarrative.html>
(personal narrative)
- <http://www2.asd.wednet.edu/pioneer/barnard/wri/narr.htm>
(personal narrative topics)
- <http://thewritesource.com/studentmodels/>
(personal writing- student models)
- <http://www2.ccsd.ws/sbfaculty/speech/pamccready/PDF/Personal%20Narrative%20Prompts.pdf>
(personal narrative prompts)
- http://www.lebanon.k12.mo.us/profdev/picturethis_20050406.pdf
(picture books for teaching skills)
- http://www.corestandards.org/assets/Appendix_C.pdf p.31-35 (sample writings)
- <http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf> (editing checklist)
- <http://www.savethecomma.com/game/>
(comma game)
- <http://chompchomp.com/menu.htm>
(comma exercises among other forms of grammar)

Greenwich Stow Creek Partnership Schools English Language Arts

Materials:

- Harcourt Trophies (Distant Voyages)
- Practice Book
- Language Handbook
- Writing Journals

Learning Plan:

- Theme 1: “The Hot and Cold Summer” (Realistic Fiction)
- Theme 1: “Sees Behind Trees” (Historic Fiction)
- Theme 1: “Yang The Third and Her Impossible” (Realistic Fiction)
- Theme 1: “Dear Mrs. Parks” (Letters)
- Theme 1: “Elena” (Historical Fiction)

Use the Writer’s Craft from Harcourt, Language Handbook
 Journal Writing Activities
 Write a Personal Narrative
 Worksheets for Comma’s (Ex. Houghton Mifflin English Workbook Plus)

Assessments:

- Reading and Language Skills (Theme)
- Writing Rubric
- End-of-Selection Tests
- Vocabulary

Differentiation:

- Varied Instruction
- Small group instruction
- Reteach/enrichment
- Computer resources (Internet/smartboard)

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology Music

Field Trips _____ Other _____

Grade 5

Unit: 2

Marking Period1

Unit Overview:

The students will.....

- Determine themes of stories and quote accurately while drawing inferences
- Write expository and speculative pieces
- Respond to literature

Greenwich Stow Creek Partnership Schools English Language Arts

- Use correct verb tense

Learning Targets New Jersey Student Learning Standards for English Language Arts

Focus Standards:

R.L.5.1 Key Ideas and Details: Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

R.L.5.2 Key Ideas and Details: Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

R.I.5.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

W.5.1.a Text Types and Purposes: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.1.b Text Types and Purposes: Provide logically ordered reasons that are supported by facts and details.

W.5.1.c Text Types and Purposes: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1.d Text Types and Purposes: Provide a concluding statement or section related to the opinion presented.

W.5.8 Research to Build and Present Knowledge: 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.a Research to Build and Present Knowledge: Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

W.5.9.b Research to Build and Present Knowledge: 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]").

L.5.1.b Conventions of Standard English: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L.5.1.c Conventions of Standard English: Use verb tense to convey various times, sequences, states, and conditions.

L.5.1.d Conventions of Standard English: Recognize and correct inappropriate shifts in verb tense.

Essential Questions

- How do readers construct meaning from text?
- How does a text's structure help understanding me better understand its meaning?
- How do writers develop a well written product?
- How do good writers express themselves?

Enduring Understandings

- Good readers compare, infer, synthesize, and make connections (text to text, text to world, and text to self) to make text personally relevant and useful
- Understanding of a text's features the reader's ability to make meaning of the text
- Good writers support main idea with facts in a logical order

	<ul style="list-style-type: none">• Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression• Good writers use proper word choice in writing
Sample Activities and Resources	
<ul style="list-style-type: none">• persuasive writing• summarizing• Students summarize the plot of a selection and then reflect on the <i>challenges</i> facing the <i>characters in the story</i> while employing those and other <i>details in the text</i> to discuss the value of inquisitiveness and exploration as a <i>theme</i> of the <i>story</i>. [RL.5.2]• Students <i>quote accurately and explicitly</i> from a selection to <i>explain statements</i> they make and ideas they <i>infer</i>. [RI.5.1]• To help you appreciate, in some small part, the challenges that Michelangelo faced in painting the ceiling of the Sistine Chapel, tape paper under your desk and then draw a detailed picture for ten minutes without stopping. After ten minutes, switch from pencil to paint. With your classmates, discuss the experience, and how it helps you to appreciate the amount of work that went into creating the Sistine Chapel ceiling. Finally, write in your journal about what it must have been like for Michelangelo to tackle a project that took years to complete in difficult conditions. (SL.5.1a, SL.5.1b, W.5.1a,b,c,d,e,f)• While reading a story such as <i>Bull Run</i> by Paul Fleishman, keep an ongoing list of words to describe the main character(s). Mark the text with sticky notes and write the adjectives on the notes. After finishing the book, you will be asked to choose the best adjectives to describe the character's internal responses and external behaviors in response to conflicts experienced. (RL.5.6, RL.5.1, RL.5.3, RF.5.4a,b,c)• http://www.readwritethink.org/classroom-resources/lesson-plans/loaded-words-vocabulary-that-30788.html ("Loaded Words" vocab for persuasive writing)• http://www.studygs.net/wrtstr4.htm (persuasive writing strategies)• http://writingfix.com/RICA/summarizing.htm (summarizing)• http://www.nps.gov/akso/parkwise/Students/Worksheets/PersuasiveLetter1.pdf (persuasive writing graphic organizers)• http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html (persuasion map)• http://www.creativewriting-prompts.com/persuasive-essay-graphic-organizer.html (persuasive essay graphic organizers)• http://www.imlay.k12.mi.us/HighSchool/Classes/akoss/English%2010/Eng%2010%20Persuasive%20Writing%20Prompts.htm (persuasive writing prompts)• http://www.lebanon.k12.mo.us/profdev/picturethis_20050406.pdf (picture books for teaching skills)	

Greenwich Stow Creek Partnership Schools English Language Arts

- http://wiki.bssd.org/index.php/Finding_the_Theme
(lesson plan with accompanying activity and books used to introduce)
- [http://www.mytestbook.com/worksheet.aspx?test_id=863&topics=Grammar Verb tense&subject=LanguageArts&grade=5](http://www.mytestbook.com/worksheet.aspx?test_id=863&topics=Grammar_Verb_tense&subject=LanguageArts&grade=5)
(activities and worksheets with verb tense among other forms of grammar)
- <http://englishforeveryone.org/Topics/Verb%20Tenses.htm>
(gives a presentation and then worksheet practice)

District Learning Plan

Materials:

- Harcourt Trophies (Distant Voyages)
- Practice Book
- Spelling Book
- Language Handbook
- Writing Journals

Learning Plan:

- Theme 5: “Off and Running” – (Realistic Fiction)
- Theme 5: “Little by Little” – (Autobiography)
- Theme 5: “Dear Mr. Henshaw” – (Realistic Fiction)
- Theme 5: “Frindle” – (Realistic Fiction)

Use the Writer’s Craft from Harcourt, Language Handbook
Journal Writing Activities
Expository Writing
Speculative Writing
Worksheets for Verbs (Ex. Houghton Mifflin English Workbook Plus)

Assessments:

- Reading and Language Skills (Theme)
- Writing Rubric
- End-of-Selection Tests
- Vocabulary

Differentiation:

- Varied Instruction
- Small group instruction
- Reteach/enrichment
- Computer resources (Internet/smartboard)

Interdisciplinary Connections

Greenwich Stow Creek Partnership Schools English Language Arts

___ Mathematics ___ Social Studies ___ Science ___ PE ___ Art <u>X</u> Technology ___ Music Field Trips _____ Other _____

Grade 5

Unit: 3	Marking Period 2
----------------	-------------------------

Unit Overview:
 The students will...

- Compare and contrast in various texts
- Introduce a topic clearly and develop the topic with facts
- Write expository pieces and develop concluding statements
- Use conjunctions, prepositions, interjections, and correlative conjunctions

Learning Targets New Jersey Student Learning Standards for English Language Arts

Focus Standards:

R.1.5.5 Craft and Structure: 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.

W.5.2.a Text Types and Purposes: 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 aiding comprehension.

W.5.2.b Text Types and Purposes: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.e Text Types and Purposes: Provide a concluding statement or section related to the information or explanation presented.

L.5.1.a Conventions of Standard English: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1.e Conventions of Standard English: Use correlative conjunctions (e.g., either/or, neither/nor).

Essential Questions	Enduring Understandings
----------------------------	--------------------------------

<ul style="list-style-type: none"> • How do good writer’s themselves? How does process shape the writer’s product? • How do rules of language affect communication? • How does comparing and contrasting more than one text help the reader overall? 	<ul style="list-style-type: none"> • Good writers develop and refine their ideas fro thinking, learning, and communicating, and aesthetic expression • Rules, conventions of language, help readers understand what is being communicated
---	---

- Readers have a more thorough understanding on how different texts relate to each other

Sample Activities and Resources

- expository writing
- letter writing
- Students identify *the overall structure of ideas, concepts, and information* in a selection and *compare and contrast* that scheme to another selection. [RI.5.5]
- Write an informative/explanatory essay in response to the essential question (“How does literature provide clues to a culture?”) Your teacher may give you the opportunity to “Give one, get one” before writing your response. Edit your writing for verb tense and punctuation, especially commas (see Standards for more details). Your teacher may ask you to type your essay and respond to a poll about the unit on the classroom blog. (W.9a, W.9b, W.5.4, W.5.7, L.5.1a,b,c,d; L.5.2a, L.5.2b)
- Read all you can about a Native American nation, drawing on information from multiple print or digital sources. Be sure that the digital and print sources are credible. Use indexes, tables of contents, digital searches, and key words as you work. Use the most relevant and useful information to write an informative/explanatory piece about your nation of choice. Your response should be a well-developed essay with three sources of information cited, including accurate quotations from the texts. Edit your writing for proper verb tenses and punctuation, especially commas (see Standards for more details). Your teacher may give you the option of adding a multimedia component to your paper—either creating an electronic slide presentation to highlight key points or sharing links to music and/or images of the Native American nation of choice. Publish both and present them to the class. Answer questions from classmates about your presentation. (RI.5.1, RL.5.1, RI.5.7, RI.5.8, W.5.2a, b, c, d, RF.5.4b, c, L.5.1a, b, c, d, L.5.2a, b)
- As a class, keep a chart of information about the Revolutionary War period learned from a variety of fiction and nonfiction; the chart will track responses to the following questions:
 - What is the conflict?
 - Why does this conflict occur?
 - Who is involved on each side of the conflict?
 - How is the conflict resolved?
 - How does this conflict affect our lives today?
- Keep a list of your responses to these questions in your journal. Share thoughts with a partner who has read the same book as you, and collaboratively contribute to the class chart or a shared spreadsheet. After the class finishes the graphic organizer, individually write a summary explaining one of the conflicts studied. Your response should be a well-developed essay that includes at least three supporting details and a statement about how the event fits into the larger context of the Civil War. Check your writing for plagiarism. Edit your writing, especially for commas to set off the words yes and no and to indicate direct address (see Standards for more details). Your teacher may ask you to publish your essay on the class blog or the class web page. (RI.5.5, RI.5.3, RI.5.7, RI.5.9, RF.5.4a,b,c; W.5.2, W.5.4, L.5.1a,b,c,d; L.5.2a,b,c)
- http://www.holmdel.k12.nj.us/schools/satz/eng_dept/Writing%20styles/Explanatory%20Writing/expl%20prompts.htm
- (Explanatory writing sites)

- <http://www.studygs.net/wrtstr3.htm>
(expository writing strategies)
- <http://www2.asd.wednet.edu/pioneer/barnard/wri/exp.htm>
(expository writing prompts)
- <http://www.letterwritingguide.com/>
(letter writing guides)
- <http://www.letterwritingguide.com/friendlyletter.htm>
(friendly letter)
- http://www.readwritethink.org/files/resources/interactives/letter_generator/
(Letter writing generator)
- http://www.lebanon.k12.mo.us/profdev/picturethis_20050406.pdf
(picture books for teaching skills)
- <http://printables.scholastic.com/printables/detail/?id=26437>
(comparing/contrasting activities and worksheets – differentiated)
- http://www.ehow.com/info_7950448_compare-interactive-games-5th-grade.html
(comparison/contrast interactive games)
- <http://sites.google.com/site/rhoadeslanguage/home/practice-study/prepositions-conjunctions-interjections>
(games giving practice for prepositions, conjunctions, interjections)
- <http://mj103.k12.sd.us/Homework/Preposition%20Conjunction%20Interjection%20REVIEW%20TEST.htm>
(review test for prepositions, conjunctions, interjections)
- http://www.corestandards.org/assets/Appendix_C.pdf pg. 29-30

District Learning Plan

Materials:

- Harcourt Trophies (Distant Voyages)
- Practice Book
- Spelling Book
- Language Handbook
- Writing Journals

Learning Plan:

- Theme 5: “The Fun They Had” (Science Fiction)
- Theme 4: “Hattie’s Birthday Box” (Short Story)
- Theme 4: “William Shakespeare & The Globe” (Biography)
- Theme 4: “The World of William Joyce” (Autobiography)
- Theme 4: “Satchme’s Blues” (Informational Narrative)

Use the Writer’s Craft from Harcourt, Language Handbook

Greenwich Stow Creek Partnership Schools English Language Arts

<p>Journal Writing Activities Expository Writing Letter Writing Worksheets for conjunctions, prepositions, interjections, and correlative conjunctions (Ex. Houghton Mifflin English Workbook Plus)</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Reading and Language Skills (Theme) • Writing Rubric • End-of-Selection Tests • Vocabulary
<p>Differentiation:</p> <ul style="list-style-type: none"> • Varied Instruction • Small group instruction • Reteach/enrichment • Computer resources (Internet/smartboard)
Interdisciplinary Connections
<p><input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Science <input type="checkbox"/> PE <input type="checkbox"/> Art <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Music</p> <p>Field Trips _____ Other _____</p>

Grade 5	
Unit: 4	Marking Period 2
<p>Unit Overview: The students will...</p> <ul style="list-style-type: none"> • Understand authors point of view as well as compare and contrast point of view • Write speculative writing pieces • Include dialogue, description, transitional words and phrases in writing • Correctly use prepositions in writing 	
Learning Targets New Jersey Student Learning Standards for English Language Arts	
<p>Focus Standards:</p> <p>R.L.5.6 Craft and Structure: Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>R.I.5.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>W.5.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

W.5.3.c Text Types and Purposes: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

L.5.1.a Conventions of Standard English: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do students construct meaning from text? • Why does a writer choose a particular form of writing? • Why is word choice important? 	<ul style="list-style-type: none"> • Good readers compare, infer, synthesize, make connections (text to text, text to world, text to self) to make text personally relevant and useful • A writer selects a form based on audience and purpose • Using grade appropriate word choice to convey a clearer message in writing

Sample Activities and Resources

- speculative writing
- Your teacher will teach mini-lessons on the individual language standards. For example, he/she will explain correlative conjunctions. Then, he/she will give you a set of sentences and ask you to insert the correct conjunction (i.e., "Connor has not gone to school today, _____ (nor/or) has he done his homework."). After the class understands this skill, you will select a piece of your own writing where you have used correlative conjunctions, or find part of your writing where adding these could enhance your writing. Edit to ensure that you used them correctly, and check your work with a partner. (L.5.1e)
- <http://msa3rdgrade.wikispaces.com/file/view/Speculative+Writing+Prompts+by+Ros+emary+Howell.doc>
(speculative writing prompts)
- http://www.holmdel.k12.nj.us/schools/satz/eng_dept/Writing%20styles/Speculative%20Writing/prompts.htm
(speculative writing prompts)
- http://www.lebanon.k12.mo.us/profdev/picturethis_20050406.pdf
(picture books for teaching skills)
- http://www.corestandards.org/assets/Appendix_C.pdf p.27-28

District Learning Plan

Materials:

- Harcourt Trophies (Distant Voyages)
- Practice Book
- Spelling Book
- Language Handbook

Greenwich Stow Creek Partnership Schools English Language Arts

- Writing Journals

Learning Plan:

- Theme 4: “Evelyn Cisneros” (Biography)
- Theme 6: “Across the Wide Dark Sea – The Mayflower Journey” (Historical Fiction)
- Theme 6: “Name This American” – (Play)
- Theme 6: “What’s the Big Idea, Ben Franklin?” (Biography)

Use the Writer’s Craft from Harcourt, Language Handbook
 Journal Writing Activities
 Speculative Writing
 Worksheets for prepositions (Ex. Houghton Mifflin English Workbook Plus)

Assessments:

- Reading and Language Skills (Theme)
- Writing Rubric
- End-of-Selection Tests
- Vocabulary

Differentiation:

- Varied Instruction
- Small group instruction
- Reteach/enrichment
- Computer resources (Internet/smartboard)

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology Music
 Field Trips _____ Other _____

Grade 5

Unit: 5

Marking Period 3

Unit Overview:

The students will...

- Determine the meaning of words and phrases and integrate information from several texts
- Understand text types and purposes through a variety of transitional words and narrative techniques
- Present knowledge and ideas through topic reports using summarizing and multimedia components
- Interpret figurative language and build upon existing vocabulary
- Write narrative pieces and construct research reports

Greenwich Stow Creek Partnership Schools English Language Arts

Learning Targets

New Jersey Student Learning Standards for English Language Arts

Focus Standards:

R.L.5.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

R.I.5.7 Integration of Knowledge and Ideas: 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.

R.I.5.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

W.5.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3.c Text Types and Purposes: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.6 Production and Distribution of Writing: 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.

CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

SL.5.3 Comprehension and Collaboration: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4 Presentation of Knowledge and Ideas: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

L.5.2.d Conventions of Standard English: Use underlining, quotation marks, or italics to indicate titles of works.

L.5.5a Vocabulary Acquisition and Use: Interpret figurative language, including similes and metaphors, in context.

L.5.5b Vocabulary Acquisition and Use: Recognize and explain the meaning of common idioms, adages, and proverbs.

Essential Questions

- Why conduct research?
- Why does a writer choose a particular form of writing?
- How do readers develop a well composed project?

Enduring Understandings

- Researchers gather and critique information from different sources for specific purposes
- A writer selects a form based on audience and purpose
- Readers interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them

Sample Activities and Resources

- narrative writing
- research report
- Students *determine the meaning of the metaphor* in a selection and contrast that *figurative language* to the meaning of the *simile* in another selection. [RL.5.4]
- Research Writing Poetry: Read all you can about an inventor, scientist, author, poet, illustrator, artist, sports figure, or musician who made a historic contribution to their field. To select the most relevant and useful information, make a chart in your journal that includes the following open-ended research questions:
 - Name of your person
 - Where he/she lived
 - When he/she lived
 - What did he/she do that made him/her famous?
 - What are some additional facts you found interesting?
- Design a plan for your informational search. After finishing this research, create a bio-poem based on the person you chose. Make sure you can explain why you chose the words you put into the bio-poem, and create a digital presentation of both. (RI.5.1, W.5.6, W.5.7, L.5.1a)
- Vocabulary / Language Usage: Since you and your classmates are reading and researching different scientists and inventors, keep track of information in categories similar to those in your journal. After taking notes in your journal, select the most relevant and useful information gathered and make a plan for presenting your findings in a short report that is logically ordered and cites at least two sources of information. Edit your writing for correct use of conjunctions, prepositions, and interjections. Your teacher may ask you to publish your report and insert a picture of the person from the web. (RI.5.1, RI.5.2, RI.5.3, W.5.7, L.5.1a)
- As an individual and as a class, keep an index card file of words and phrases learned from the stories and poems in this unit, especially homonyms (e.g., *saw* (noun)/*saw* (past participle of the verb "to see"); *bat* (the rodent)/*bat* (the baseball implement) and homophones, (i.e., *sea/see*; *weather, whether*). Keeping the words on index cards will help you when you sort words by prefix, suffix, root words, meaning, spelling feature, etc. (*Note: This will be an ongoing activity all year long.*) (L.5.4a, RI.5.6)
- A culminating project is for you to create your own coming-of-age multimedia presentation. You can create a movie or a keynote presentation, write a poem or a song, start a blog, and so forth. Create a character with an obstacle to overcome. How does he/she overcome it? The presentation should begin with an introduction that answers the essential question ("How can literature help us understand what it means to 'grow up'?"). Use at least ten new words or phrases that we've learned and studied throughout the year. Edit your work for all grammar studied this year, including language conventions (see Standards for more details) before publishing in an online format. (W.5.3; W.5.6, W.5.8, W.5.9a, W.5.9b, RI.5.10, SL.5.5, SL.5.6, L.5.3, SL.5.5, L.5.1, L.5.2; L.5.3a, L.5.3b, L.5.6)
- <http://www.studygs.net/wrtstr8.htm>
(research report strategies)
- http://www.lebanon.k12.mo.us/profdev/picturethis_20050406.pdf
(picture books for teaching skills)
- http://www.corestandards.org/assets/Appendix_C.pdf p.31-35

Greenwich Stow Creek Partnership Schools English Language Arts

District Learning Plan

Materials:

- Harcourt Trophies (Distant Voyages)
- Practice Book
- Spelling Book
- Language Handbook
- Writing Journals

Learning Plan:

- Theme 6: “Lewis and Clark” (Nonfiction)
- Theme 6: “Black Frontiers” (Expository Nonfiction)
- Theme 2: “We’ll Never Forget You, Roberto Clemente” (Biography)
- Theme 2: “Folktales From Asia” (Folktales)
- Theme 2: “Iditarod Dream” (Nonfiction)

Use the Writer’s Craft from Harcourt, Language Handbook

Journal Writing Activities

Narrative Writing

Research report (Write a report on Famous African Americans or Famous Women) -typed

Worksheets for Figurative Language (Ex. Houghton Mifflin English Workbook Plus)

Assessments:

- Reading and Language Skills (Theme)
- Writing Rubric
- End-of-Selection Tests
- Vocabulary

Differentiation:

- Varied Instruction
- Small group instruction
- Reteach/enrichment
- Computer resources (Internet/smartboard)

Interdisciplinary Connections

___ Mathematics X Social Studies ___ Science ___ PE ___ Art X Technology ___ Music

Field

Trips _____ Other _____

Grade 5

Unit: 6	Marking Period 3
----------------	-------------------------

Greenwich Stow Creek Partnership Schools English Language Arts

<p>Unit Overview:</p> <p>The students will.....</p> <ul style="list-style-type: none"> • Give support for different points of view • Write persuasive pieces • Summarize and paraphrase • Respond to informational text • Explain conjunctions, prepositions and interjections 	
<p>Learning Targets</p> <p>New Jersey Student Learning Standards for English Language Arts</p>	
<p>Focus Standards:</p> <p>R.1.5.8 Integration of Knowledge and Ideas: 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> <p>W.5.1.a Text Types and Purposes: 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.</p> <p>W.5.1.b Text Types and Purposes: Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1.c Text Types and Purposes: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.5.1.d Text Types and Purposes: Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.8 Research to Build and Present Knowledge: 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.</p> <p>W.5.9.a Research to Build and Present Knowledge: 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> <p>W.5.9.b Research to Build and Present Knowledge: 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> <p>L.5.1.a Conventions of Standard English: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.6 Vocabulary Acquisition and Use: 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>Essential Questions</p>	<p>Enduring Understandings</p>
<ul style="list-style-type: none"> • Why do readers pay attention to a writer’s choice of words? • How do writers develop a well written product? • How do good writers express themselves? How does process shape the writer’s product? 	<ul style="list-style-type: none"> • Words powerfully affect meaning • Good writers support main ideas with facts in a logical order • Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression

	<ul style="list-style-type: none"> Using grade appropriate word choice to convey a clearer message in writing
Sample Activities and Resources	
<ul style="list-style-type: none"> persuasive writing Students describe how the narrator’s point of view in a selection influences how events are described and how the reader perceives the characters.[RL.5.6] Opinion Writing: Write an opinion essay response to the essential question (“Why [and how] do we play with language?”). Your teacher may give you the opportunity to “Give one, get one” before writing your response. Discuss at least three examples of figurative language or other word play (e.g., the inclusion in a poem of words with multiple meanings). Edit your writing for correct use of conjunctions, prepositions, and interjections before sharing with your teacher. Your teacher may ask you to type your essay and respond to a poll about the unit on the classroom blog. (W.5.9a, W.5.9b, W.5.5, W.5.7, L.5.1a) As a class, create a Mechanics/Grammar bulletin board where, throughout the year, you will add to a checklist of editing topics as they are taught through targeted mini-lessons (e.g., proper use of punctuation, capitalization). Once skills are taught in a mini-lesson and listed on the bulletin board, you are expected to edit your work for the elements before publication. (L.5.1, L.5.2, L.5.3) Your teacher will teach mini-lessons on the individual language standards. For example, he/she will explain what conjunctions are. Then, he/she will give you a set of three sentences to combine into one thought [i.e., (1) The girl walked to school. (2) The girl is named Jesse. (3) The girl wore a yellow skirt.] Using conjunctions, work with a partner to combine the three sentences. Select a piece of your own writing, circle shorter sentences, and try to use conjunctions to make longer, more interesting sentences. (L.5.1a) Inventors are creative people who turn their ideas into reality. Leonardo da Vinci is one of many famous inventors who kept notebooks of ideas. Look at one of his original notebooks online. Start a section of your writing journal for ideas. What ideas for inventions do you have? Create lists and draw and label pictures. Share your ideas with a classmate to strengthen your ideas. (W.5.9b, W.5.5) http://www.studygs.net/wrtstr4.htm (persuasive writing strategies) http://www.lebanon.k12.mo.us/profdev/picturethis_20050406.pdf (picture books for teaching skills) 	
District Learning Plan	
<p>Materials:</p> <ul style="list-style-type: none"> Harcourt Trophies (Distant Voyages) Practice Book Spelling Book Language Handbook Writing Journals <p>Learning Plan:</p> <ul style="list-style-type: none"> Theme 2: “Woodsong” (Personal Narrative) Theme 2: “Island of the Blue Dolphins” (Historical Fiction) 	

Greenwich Stow Creek Partnership Schools English Language Arts

- Theme 3: “Everglades” (Informational Text)
- Theme 3: “Summer of Fire” (Nonfiction)

Use the Writer’s Craft from Harcourt, Language Handbook
 Journal Writing Activities
 Persuasive Writing
 Worksheets for Conjunctions, prepositions, and interjections (Ex. Houghton Mifflin English Workbook Plus)

Assessments:

- Reading and Language Skills (Theme)
- Writing Rubric
- End-of-Selection Tests
- Vocabulary

Differentiation:

- Varied Instruction
- Small group instruction
- Reteach/enrichment
- Computer resources (Internet/smartboard)

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology Music
 Field Trips _____ Other _____

Grade 5

Unit: 7

Marking Period(s): 4

Duration: 4-5 weeks

Unit Overview:

The students will.....

- Organize information from several texts to create one cohesive report
- Using transitional words to link ideas
- Use specific vocabulary to explain a particular topic

Learning Targets

New Jersey Student Learning Standards for English Language Arts

Focus Standards:

R.1.5.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
 W.5.2.c Text Types and Purposes: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

Greenwich Stow Creek Partnership Schools English Language Arts

W.5.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do good writers express themselves? • How do readers construct meaning from text? 	<ul style="list-style-type: none"> • Good writers use proper word choice in writing • Good readers integrate information from various sources to be knowledgeable of a subject

Sample Activities and Resources

- expository writing
- Students *compare and contrast stories* by identifying *similar themes*. [RL.5.9]
- Research, Informative Writing, Language Usage :Since you and your classmates are reading and researching different scientists and inventors, keep track of information in categories similar to those in your journal. After taking notes in your journal, select the most relevant and useful information gathered and make a plan for presenting your findings in a short report that is logically ordered and cites at least two sources of information. Edit your writing for correct use of conjunctions, prepositions, and interjections. Your teacher may ask you to publish your report and insert a picture of the person from the web. (RI.5.1, RI.5.2, RI.5.3, W.5.7, L.5.1a)
- Using the Internet, biographies, and informational texts, read all you can about an inventor. As a class, create a timeline of the inventors studied in order to understand where each inventor “lived” chronologically in history. Write a short, informative/explanatory essay about an inventor of choice that answers the question “How is necessity the mother of invention?” Your response should be a well-developed essay with three sources of information cited. Edit your writing for form and use of the perfect tenses (see Standards for more details). Your teacher may give you the option of adding a multimedia component to your paper—either a slide presentation to highlight key points, a film, or a podcast. Publish both the paper and the digital presentation, and present them to the class. Anticipate and respond to questions from classmates. (RI.5.2, RI.5.9, RI.5.3, W.5.2; RF.5.4b, L.5.1a, L.5.1b)
- http://www.holmdel.k12.nj.us/schools/satz/eng_dept/Writing%20styles/Explanatory%20Writing/exp%20prompts.htm
(explanatory writing prompts)
- <http://www.studygs.net/wrtstr3.htm>
(expository writing strategies)
- <http://www2.asd.wednet.edu/pioneer/barnard/wri/exp.htm>
(expository writing prompts)

District Learning Plan

Greenwich Stow Creek Partnership Schools English Language Arts

Materials:

- Harcourt Trophies (Distant Voyages)
- Practice Book
- Spelling Book
- Language Handbook
- Writing Journals

Learning Plan:

- Theme 3: “Oceans” (Nonfiction)
- Theme 3: “Seeing Earth from Space” (Photo Essay)
- Theme 3: “The Case of the Flying – Saucer People” (Mystery)
- Research Paper – Read from Social Studies Book and Internet sources as well as other materials to write a research paper on Influential people in our History.

Use the Writer’s Craft from Harcourt, Language Handbook
 Journal Writing Activities
 Worksheets for Transitional Words (Ex. Houghton Mifflin English Workbook Plus)

Assessments:

- Reading and Language Skills (Theme)
- Writing Rubric
- End-of-Selection Tests
- Vocabulary

Differentiation:

- Varied Instruction
- Small group instruction
- Reteach/enrichment
- Computer resources (Internet/smartboard)

Interdisciplinary Connections

___ Mathematics X Social Studies X Science ___ PE ___ Art X Technology ___ Music
 Field
 Trips _____ Other _____

Grade 5

Unit: 8

Marking Period 4

Unit Overview:

The students will.....

- Establish a speculative situation and introduce a narrator, characters, organize an event sequence and conclusion

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> • Use narrative techniques such as dialogue, description and characters responses to situations • Use transitional words, concrete words and phrase sensory details 	
Learning Targets New Jersey Student Learning Standards for English Language Arts	
<p>Focus Standards:</p> <p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.</p> <p>R.L.5.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at grade level text complexity or above, with scaffolding as needed.</p> <p>W.5.3.a Text Types and Purposes: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3.c Text Types and Purposes: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3.d Text Types and Purposes: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What do readers do when they do not understand everything in a text? • Why does a writer choose a particular form of writing? 	<ul style="list-style-type: none"> • Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension • A writer selects a form based on audience and purpose
Sample Activities and Resources	
<ul style="list-style-type: none"> • speculative writing (problem/solution) • poetry • drama • Reading Poetry, Writing Poetry, Language Usage :Not only do poets use a variety of forms, rhyme schemes, and meters, but they use specific devices to enliven their poems and reveal their themes. Find examples of similes, metaphors, alliteration, and onomatopoeia in poems from this unit, and mark them with coded sticky notes. Create a T-chart in your journal that lists the poetic devices and includes examples of each. Try to write your own poem that uses at least two of the devices found. If you write a poem with a partner, use a shared spreadsheet so you can work collaboratively on it. (RL.5.4, L.5.5, W.5.4) 	

- Write your own speculative story about a real or fictional character. Your story should have a moral or a lesson you want the reader to learn from your character. You will have the opportunity to edit and revise your narrative with a partner so that your final product is of the highest quality. The narrative should include ideas that flow logically and at least five new exploration vocabulary words. Edit your writing, especially correlative conjunctions, titles of works, and sentence variety (see Standards for more details). Your teacher may ask you to type your story, add visuals, and possibly even record it as a podcast or using a video camera, for publication on the class web page. (W.5.3; W.5.4, W.5.5, L.5.1; L.5.2a,b,c,d; L.5.3a)
- <http://msa3rdgrade.wikipaces.com/file/view/Speculative+Writing+Prompts+by+Ros+emary+Howell.doc>
(speculative writing prompts)
- http://www.holmdel.k12.nj.us/schools/satz/eng_dept/Writing%20styles/Speculative%20Writing/prompts.htm
(speculative writing prompts)
- http://www.lebanon.k12.mo.us/profdev/picturethis_20050406.pdf
(picture books for teaching skills)
- <http://teacherwriter.net/2009/02/25/how-to-use-proper-punctuation-when-writing-dialogue/>
(how to punctuate dialogue)
- <http://www.readwritethink.org/classroom-resources/lesson-plans/choosing-clear-varied-dialogue-291.html>
(Choosing Clear and Varied Dialogue)
- <http://spwickstrom.com/said/> (214 words to use instead of said)
- <http://www.smart-words.org/transition-words.html> (transitional words and phrases)
- [http://www.dentonisd.org/545206121144077/lib/545206121144077/transitionwords\(1\)\[1\].pdf](http://www.dentonisd.org/545206121144077/lib/545206121144077/transitionwords(1)[1].pdf) (handout for transitional words)

District Learning Plan

Materials:

- Harcourt Trophies (Distant Voyages)
- Practice Book
- Spelling Book
- Language Handbook
- Writing Journals

Learning Plan:

- "HOLES" by Louis Sachar (Use as a review of other skills taught during the year)
- Using Holes as an example – Write a speculative story.

Use the Writer's Craft from Harcourt, Language Handbook

Journal Writing Activities

Speculative Writing (Problem and Solution)

Worksheets for Using Dialogue (Ex. Houghton Mifflin English Workbook Plus)

Assessments:

- Reading and Language Skills (Theme)
- Writing Rubric
- End-of-Selection Tests
- Vocabulary

Differentiation:

- Varied Instruction
- Small group instruction
- Reteach/enrichment
- Computer resources (Internet/smartboard)

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology Music
Field _____
Trips _____ Other _____

4-5 Text Exemplars

Taken from New Jersey Student Learning Standards for English Language Arts for English Language Arts—Appendix B

Excerpts from the following text are available on-line:

http://www.corestandards.org/assets/Appendix_B.pdf

Grades 4–5 Text Exemplars**Stories**

Carroll, Lewis. *Alice's Adventures in Wonderland*
Burnett, Frances Hodgson. *The Secret Garden*
Farley, Walter. *The Black Stallion*
Saint-Exupery, Antoine de. *The Little Prince*
Babbitt, Natalie. *Tuck Everlasting*
Singer, Isaac Bashevis. "Zlateh the Goat."
Hamilton, Virginia. M. C. *Higgins, the Great*
Erdrich, Louise. *The Birchbark House*
Curtis, Christopher Paul. *Bud, Not Buddy*
Lin, Grace. *Where the Mountain Meets the Moon*

Poetry

Blake, William. "The Echoing Green."
Lazarus, Emma. "The New Colossus."
Thayer, Ernest Lawrence. "Casey at the Bat."
Dickinson, Emily. "A Bird Came Down the Walk."
Sandburg, Carl. "Fog."

Greenwich Stow Creek Partnership Schools English Language Arts

Frost, Robert. "Dust of Snow."
 Dahl, Roald. "Little Red Riding Hood and the Wolf."
 Nichols, Grace. "They Were My People."
 Mora, Pat. "Words Free As Confetti."
 Sample Performance Tasks for Stories and Poetry

Informational Texts

Berger, Melvin. *Discovering Mars: The Amazing Story of the Red Planet*
 Carlisle, Madelyn Wood. *Let's Investigate Marvelously Meaningful Maps*
 Lauber, Patricia. *Hurricanes: Earth's Mightiest Storms*
 Otfinoski, Steve. *The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It*
 Wulffson, Don. *Toys!: Amazing Stories Behind Some Great Inventions*
 Schleichert, Elizabeth. "Good Pet, Bad Pet."
 Kavash, E. Barrie. "Ancient Mound Builders."
 Koscielniak, Bruce. *About Time: A First Look at Time and Clocks*
 Banting, Erinn. *England the Land*
 Hakim, Joy. *A History of US*
 Ruurs, Margriet. *My Librarian Is a Camel: How Books Are Brought to Children Around the World*
 Simon, Seymour. *Horses*
 Montgomery, Sy. *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea*
 Simon, Seymour. *Volcanoes*
 Nelson, Kadir. *We Are the Ship: The Story of Negro League Baseball*
 Cutler, Nellie Gonzalez. "Kenya's Long Dry Season."
 Hall, Leslie. "Seeing Eye to Eye."
 Ronan, Colin A. "Telescopes."
 Buckmaster, Henrietta. "Underground Railroad."

Greenwich Stow Creek Partnership School, Grade 6	
Unit:1	36 Days
<p>Unit Goals: Discovering Your Voice</p> <ul style="list-style-type: none"> • Analyze Text Structure and Purpose • Analyze Memoir • Analyze Informational Texts • Analyze Print and Graphic Features • Analyze Author's Use of Language • Determine Author's Purpose and Point of View • Analyze Figurative Language • Make Inferences About Tone and Speaker • Trace & Evaluate an Argument • Compare & Evaluate Arguments 	
Learning Targets <i>New Jersey Student Learning Standards</i>	

**Focus Standards:
Reading Literature:**

R.L.6.1 Key Ideas and Details: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

R.L.6.2 Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL 6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as a plot moves towards a resolution

RL 6.4 Determine the meaning of words and phrases as they are used in a text including figurative language and connotative meanings; analyze the impact of specific word choice on meaning and tone

RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme setting or plot.

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Reading Informational Text:

RI 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 6.2 Determine the central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgements

R.I.6.3 Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

R.I.6.4 Determine the meaning of words and phrases as they are used in the text including figurative, connotative, and technical meanings.

R.I.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the overall meaning of the text

R.I.6.6 Craft and Structure: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

R.I.6.7 Integrate information presented in different media or formats as well as words used to develop a coherent understanding of a topic.

R.I.6.10 By the end of the year read and comprehend literary nonfiction in the grades 6-8, text complexity band proficiently, with scaffolding needed as needed at the high end of the range.

Writing:

W.6.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.

1.a Introduce claim(s) and organize the reasons and evidence clearly

1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text

1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

1.d Establish and maintain a formal/academic style, approach, and form.

W.6.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 2.a Text Types and Purposes: Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast,

cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension

- 2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- 2.e Establish and maintain a formal/academic style, approach, and form
- 2.f Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured sequences.

3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an events sequence that unfolds naturally and logically.

3.b Use narrative techniques such as dialogue, pacing, and description, to develop experiences and events, and characters

3.c Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another

3.d Use precise words and phrases, relevant descriptive details and sensory language to convey events

3.e Provide a conclusion that follows from the narrated experiences or events

W.6.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5 With some guidance and support from peers and adults develop and strengthen writing as needed by planning revising rewriting or retrying a new approach.

W.6.7 Conduct short research projects to answer questions drawing on several sources and refocusing the inquiry when appropriate

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information from sources

W.6.9 Draw evidence from literary or informational texts to support analysis reflection or research

9.a Apply grade 6 reading standards to literature

9.b Apply grade 6 reading standards to literary nonfiction

W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

Speaking and Listening:

SL.6.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- 1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- 1.b follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed
- 1.c Pose and respond to specific questions with elaboration by making comments that contribute to the topic text or issue
- 1.d review the key ideas expressed and demonstrate an understanding of multiple perspective through reflection and paraphrasing

SL.6.2 Interpret information presented in diverse media and formats and explain how it contribute to the content text or issue

SL.6.3 Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not

Greenwich Stow Creek Partnership Schools English Language Arts

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5 Include multimedia components and visual displays in presentations

Language:

L.6.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.a Ensure that pronouns are in proper case

1.b Use intensive pronouns

1.c Recognize and correct inappropriate shifts in pronoun number and person

1.d recognize and correct vague pronouns

1.e Conventions of Standard English: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 2.a Conventions of Standard English: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on graded 6 reading and content choosing flexibility from a range of strategies

4.b Use common grade appropriate affixes and roots as clues to word meaning

4.c Consult reference materials both print and digital to find the pronunciation of a word to determine or clarify its precise meaning or its part of speech

4.d Verify the preliminary determination of the meaning of the word or phrase

L.6.5.c Distinguish among connotations of words with similar denotations

L.6.6 Acquire and use accurately grade appropriate and general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Essential Questions	Enduring Understandings
<p>What are the ways you can make yourself heard?</p>	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the essential question. • At the end of each selection, students will analyze the text by answering questions that are related to the essential question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the essential question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the essential question individually and how the selections connect to one another through the essential question. • Tell students that their goal will be to gain a deeper understanding of literature and to

Greenwich Stow Creek Partnership Schools English Language Arts

	<p>develop a more sophisticated way of discussing the essential question. Ultimately, students should use the essential question as a springboard for their own questions that relate to their interests and concerns.</p>
District Learning Plan	
<p>Materials:</p> <ul style="list-style-type: none"> • HMH Into Literature Grade 6 • Assessments • Teacher Resources • Online Resources • Video Clips • Close Reading Tools • Online Literature Library • Teacher created topics 	
<p>Reading Learning Plan:</p> <p>Analyze & Apply</p> <ul style="list-style-type: none"> • <i>From Brown Girl Dreaming</i> (memoir) • <i>From Selfie: The Changing Face of Self-Portraits</i> (informational) • What's So Funny, Mr. Scieszka? (humor) <p>Collaborate & Compare</p> <ul style="list-style-type: none"> • A Voice (poem) • Words Like Freedom (poem) • Better Than Words: Say It with a Selfie(argument) • OMG, Not Another Selfie! (argument) <p>Reader's Choice</p> <ul style="list-style-type: none"> • I Was a Skinny Tomboy Kid(poem) • Words are Birds (poem) • Eleven (short story) • On Dragonwings (short story) • Carved on the Walls (informational) 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Journal Writing Activities • Narrative: Short Story • Voice • Conventions: Pronouns, Commas and Sentence Variety, Spell commonly confused words correctly.
<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Essential Question • Online Selection Tests • Open-Ended Responses • Close Reading Activities • Teacher-Made Assessments/Projects 	
<p>Special Ed, 504, ELL, GT:</p> <ul style="list-style-type: none"> • Small group instruction • Close Reading Workshop • Teacher Modeling • Computer resources (Internet/smartboard) • Highlight key words/ concepts 	

Greenwich Stow Creek Partnership Schools English Language Arts

- Text to Speech Tool
- Review frequently using reinforcement strategies
- Review key concepts every paragraph or two
- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

Mathematics Social Studies Science PE Art Technology Music
 Field
 Trips _____ Other _____

Greenwich Stow Creek Partnership School, Grade 6

Unit 2

36 Days

Unit Goals: Never Give Up

- Analyze Features of Informational Texts
- Generate Questions
- Analyze Poetic Forms
- Make Inferences About Theme
- Analyze Plot and Character
- Analyze Setting
- Analyze Setting and Theme
- Compare Time Periods

Learning Targets *New Jersey Student Learning Standards*

Focus Standards:
Reading Literature:

R.L.6.1 Key Ideas and Details: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

R.L.6.2 Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL 6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as a plot moves towards a resolution

R.L.6.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme setting or plot.

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Reading Informational Text:

RI 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 6.2 Determine the central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgements

R.I.6.3 Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

R.I.6.4 Determine the meaning of words and phrases as they are used in the text including figurative, connotative, and technical meanings.

R.I.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the overall meaning of the text

R.I.6.6 Craft and Structure: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

R.I.6.7 Integrate information presented in different media or formats as well as words used to develop a coherent understanding of a topic.

R.I.6.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

R.I.6.10 By the end of the year read and comprehend literary nonfiction in the grades 6-8, text complexity band proficiently, with scaffolding needed as needed at the high end of the range.

Writing:

W.6.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.

1.a Introduce claim(s) and organize the reasons and evidence clearly

1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text

1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons

1.e Provide a concluding statement that follows from the argument

W.6.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 2.a Text Types and Purposes: Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension
- 2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- 2.e Establish and maintain a formal/academic style, approach, and form

- 2.f Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured sequences.

3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an events sequence that unfolds naturally and logically.

3.b Use narrative techniques such as dialogue, pacing, and description, to develop experiences and events, and characters

3.c Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another

3.d Use precise words and phrases, relevant descriptive details and sensory language to convey events

3.e Provide a conclusion that follows from the narrated experiences or events

W.6.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5 With some guidance and support from peers and adults develop and strengthen writing as needed by planning revising rewriting or retrying a new approach.

W.6.7 Conduct short research projects to answer questions drawing on several sources and refocusing the inquiry when appropriate

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information from sources

W.6.9 Draw evidence from literary or informational texts to support analysis reflection or research

9.b Apply grade 6 reading standards to literary nonfiction

W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

Speaking and Listening:

SL.6.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- 1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- 1.b follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed
- 1.c Pose and respond to specific questions with elaboration by making comments that contribute to the topic text or issue
- 1.d review the key ideas expressed and demonstrate an understanding of multiple perspective through reflection and paraphrasing

SL.6.2 Interpret information presented in diverse media and formats and explain how it contribute to the content text or issue

SL.6.3 Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.6 Adapt speech to a variety of context and tasks demonstrating command of formal English when indicated

Greenwich Stow Creek Partnership Schools English Language Arts

Language:

L.6.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 2.b spell correctly

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on graded 6 reading and content choosing flexibility from a range of strategies

4.b Use common grade appropriate affixes and roots as clues to word meaning

4.c Consult reference materials both print and digital to find the pronunciation of a word to determine or clarify its precise meaning or its part of speech

4.d Verify the preliminary determination of the meaning of the word or phrase

L.6.5. Distinguish among connotations of words with similar denotations

L.6.6 Acquire and use accurately grade appropriate and general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

L.6.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Questions	Enduring Understandings
<p>What keeps people from giving up?</p>	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the essential question. • At the end of each selection, students will analyze the text by answering questions that are related to the essential question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the essential question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the essential question individually and how the selections connect to one another through the essential question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the essential question. Ultimately, students should use the essential question as a springboard for their own questions that relate to their interests and concerns.

Greenwich Stow Creek Partnership Schools English Language Arts

District Learning Plan	
<p>Materials:</p> <ul style="list-style-type: none"> • HMH Into Literature Grade 6 • Assessments • Teacher Resources • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics 	
<p>Reading Learning Plan:</p> <p>Analyze & Apply</p> <ul style="list-style-type: none"> • A Schoolgirl's Diary <i>from</i> I Am Malala (memoir) • Speech to the Young: Speech to the Progress-Toward (poem) <p>Collaborate & Compare</p> <ul style="list-style-type: none"> • The First Day of School (short story) • <i>From New Kid</i> (graphic novel) <p>Reader's Choice</p> <ul style="list-style-type: none"> • Paul Revere's Ride (poem) • The Road Not Taken (poem) • Damon and Pythias (dramatized) • Education First <i>from</i> Malala's Speech to the United Nations (speech) 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Journal Writing Activities • Informative Text: Compare and Contrast essay • Organization: Organizing a compare and contrast essay • Conventions: Capitalization, Sentence Patterns, Use Transitions and Time-Order Words
<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Essential Question • Writing Rubric • Online Selection Tests • Open-Ended Responses • Close Reading Activities • Teacher-Made Assessments/Projects 	
<p>Special Ed, 504, ELL, GT:</p> <ul style="list-style-type: none"> • Small group instruction • Close Reading Workshop • Teacher Modeling • Computer resources (Internet/smartboard) • Highlight key words/ concepts • Text to Speech Tool • Review frequently using reinforcement strategies • Review key concepts every paragraph or two • Read aloud 	

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> Group discussion Graphic organizers Simplify steps when writing essays Essay and Summary Scorer Extension activities Independent practice in small groups Internet activities
Lesson Components
Interdisciplinary Connections
___ Mathematics ___ Social Studies ___ Science ___ PE ___ Art ___ Technology ___ Music Field _____ Trips _____ Other _____

Greenwich Stow Creek Partnership School, Grade 6	
Unit: 3	36 Days
Unit Goals: Finding Courage <ul style="list-style-type: none"> Analyze Character, Plot, and Setting Explain Speaker Analyze Structure Cite Evidence Determine Meanings Make Inferences Compare Across Genres Determine Central Idea Determine Key Ideas Compare Presentation of Events 	
Learning Targets <i>New Jersey Student Learning Standards</i>	
Focus Standards: Reading Literature: R.L.6.1 Key Ideas and Details: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. R.L.6.2 Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	

RL 6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as a plot moves towards a resolution

R.L.6.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme setting or plot.

R.L.6.6 Craft and Structure: Explain how an author develops the point of view of the narrator or speaker in a text.

R.L.6.7 Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Reading Informational Text:

RI 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 6.2 Determine the central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgements

R.I.6.3 Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

R.I.6.4 Determine the meaning of words and phrases as they are used in the text including figurative, connotative, and technical meanings.

R.I.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the overall meaning of the text

R.I.6.6 Craft and Structure: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

R.I.6.7 Integrate information presented in different media or formats as well as words used to develop a coherent understanding of a topic.

R.I.6.10 By the end of the year read and comprehend literary nonfiction in the grades 6-8, text complexity band proficiently, with scaffolding needed as needed at the high end of the range.

Writing:

W.6.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.

1.a Introduce claim(s) and organize the reasons and evidence clearly

1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text

1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons

1.e Provide a concluding statement that follows from the argument

W.6.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 2.a Text Types and Purposes: Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension
- 2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- 2.e Establish and maintain a formal/academic style, approach, and form

Greenwich Stow Creek Partnership Schools English Language Arts

- 2.f Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured sequences.

3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an events sequence that unfolds naturally and logically.

3.b Use narrative techniques such as dialogue, pacing, and description, to develop experiences and events, and characters

3.c Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another

3.d Use precise words and phrases, relevant descriptive details and sensory language to convey events

3.e Provide a conclusion that follows from the narrated experiences or events

W.6.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5 With some guidance and support from peers and adults develop and strengthen writing as needed by planning revising rewriting or retrying a new approach.

W.6.6 Use technology including the internet to produce and publish writing as well as to interact and collaborate with others demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting

W.6.7 Conduct short research projects to answer questions drawing on several sources and refocusing the inquiry when appropriate

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information from sources

W.6.9 Draw evidence from literary or informational texts to support analysis reflection or research

9.a Apply grade 6 reading standards to literature

9.b Apply grade 6 reading standards to literary nonfiction

W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

Speaking and Listening:

SL.6.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.3 Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5 Include multimedia components and visual displays in presentations

SL.6.6 Adapt speech to a variety of context and tasks demonstrating command of formal English when indicated

Language:

L.6.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Greenwich Stow Creek Partnership Schools English Language Arts

L.6.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 2.b spell correctly

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

3.a Vary sentence patterns for meaning interest and style

L.6.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on graded 6 reading and content choosing flexibility from a range of strategies

4.a Use context as a clue to a word meaning or phrase

4.d Verify the preliminary determination of the meaning of the word or phrase

L.6.5. Distinguish among connotations of words with similar denotations

L.6.6 Acquire and use accurately grade appropriate and general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Enduring Understandings
<p>How do you find courage in the face of fear?</p>	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the Essential Question. • At the end of each selection, students will analyze the text by answering questions that are related to the Essential Question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Essential Question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the Essential Question individually and how the selections connect to one another through the Essential Question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the Essential Question. Ultimately, students should use the Essential Question as a springboard for their own questions that relate to their interests and concerns.

District Learning Plan

- Materials:
- HMH Into Literature Grade 6
 - Assessments
 - Teacher Resources
 - Online Resources
 - Video Clips

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> • Close Reading Tool • Online Literature Library • Teacher created topics 	
<p>Reading Learning Plan:</p> <p>Analyze & Apply</p> <ul style="list-style-type: none"> • <i>From The Breadwinner</i> (novel) • Life Doesn't Frighten Me (poem) • Wired for Fear (video) • Fears and Phobias (informational) <p>Collaborate & Compare</p> <ul style="list-style-type: none"> • Embarrassed? Blame Your Brain (informational) • The Ravine (short story) • <i>From Into the Air</i> (graphic biography) • <i>From The Wright Brothers: How They Invented the Airplane</i> (biography) <p>Reader's Choice</p> <ul style="list-style-type: none"> • Horrors (poem) • Running into Danger on an Alaskan Trail (narrative nonfiction) • Vanquishing the Hungry Chinese Zombie (short story) • Face Your Fears: Choking Under Pressure Is Every Athlete's Worst Nightmare (informational text) 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Journal Writing Activities • Argument: Argumentative Essay • Word Choice • Conventions: commas, capitalization of proper nouns, dashes, varying sentence patterns
<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Essential Question • Writing Rubric • Online Selection Tests • Open-Ended Responses • Close Reading Activities • Teacher-Made Assessments/Projects 	
<p>Special Ed, 504, ELL, GT:</p> <ul style="list-style-type: none"> • Small group instruction • Close Reading Workshop • Teacher Modeling • Computer resources (Internet/smartboard) • Highlight key words/ concepts • Text to Speech Tool • Review frequently using reinforcement strategies • Review key concepts every paragraph or two • Read aloud • Group discussion • Graphic organizers • Simplify steps when writing essays • Essay and Summary Scorer • Extension activities 	

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> Independent practice in small groups Internet activities
Lesson Components
Interdisciplinary Connections
___ Mathematics ___ Social Studies ___ Science ___ PE ___ Art ___ Technology ___ Music Field _____ Trips _____ Other _____

Greenwich Stow Creek Partnership School, Grade 6	
Unit: 4	36 Days
<p>Unit Goals: Through an Animal’s Eyes</p> <ul style="list-style-type: none"> Analyze Point of View Analyze Word Choice Infer Theme Analyze Text Structure Analyze Central Ideas Analyze Personification and Imagery Paraphrase Compare Themes Analyze Arguments Evaluate and Compare Arguments 	
Learning Targets <i>New Jersey Student Learning Standards</i>	
<p>Focus Standards: Reading Literature:</p> <p>R.L.6.1 Key Ideas and Details: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>R.L.6.2 Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL 6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how characters respond or change as a plot moves towards a resolution</p> <p>RL 6.4 Determine the meaning of words and phrases as they are used in a text including figurative language and connotative meanings; analyze the impact of specific word choice on meaning and tone</p> <p>RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme setting or plot.</p>	

R.L.6.6 Craft and Structure: Explain how an author develops the point of view of the narrator or speaker in a text.

R.L.6.7 Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Reading Informational Text:

RI 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 6.2 Determine the central idea of a text and how it is conveyed through particular details.

Provide a summary of the text distinct from personal opinions or judgements

R.I.6.3 Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

R.I.6.4 Determine the meaning of words and phrases as they are used in the text including figurative, connotative, and technical meanings.

R.I.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the overall meaning of the text

R.I.6.6 Craft and Structure: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

R.I.6.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9 Compare and contrast the author’s presentation of events with that of another

R.I.6.10 By the end of the year read and comprehend literary nonfiction in the grades 6-8, text complexity band proficiently, with scaffolding needed as needed at the high end of the range.

Writing:

W.6.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.

1.a Introduce claim(s) and organize the reasons and evidence clearly

1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text

1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

1.d Establish and maintain a formal/academic style, approach, and form.

W.6.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 2.a Text Types and Purposes: Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension
- 2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- 2.e Establish and maintain a formal/academic style, approach, and form
- 2.f Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured sequences.

3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an events sequence that unfolds naturally and logically.

3.b Use narrative techniques such as dialogue, pacing, and description, to develop experiences and events, and characters

3.c Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another

3.d Use precise words and phrases, relevant descriptive details and sensory language to convey events

3.e Provide a conclusion that follows from the narrated experiences or events

W.6.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.6 Use technology including the internet to produce and publish writing as well as to interact and collaborate with others demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting

W.6.7 Conduct short research projects to answer questions drawing on several sources and refocusing the inquiry when appropriate

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information from sources

W.6.9 Draw evidence from literary or informational texts to support analysis reflection or research

9.a Apply grade 6 reading standards to literature

Speaking and Listening:

SL.6.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- 1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- 1.b follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed
- 1.c Pose and respond to specific questions with elaboration by making comments that contribute to the topic text or issue
- 1.d review the key ideas expressed and demonstrate an understanding of multiple perspective through reflection and paraphrasing

SL.6.2 Interpret information presented in diverse media and formats and explain how it contribute to the content text or issue

SL.6.3 Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5 Include multimedia components and visual displays in presentations

Language:

L.6.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.c Recognize and correct inappropriate shifts in pronoun number and person

Greenwich Stow Creek Partnership Schools English Language Arts

1.d recognize and correct vague pronouns

L.6.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 2.a Conventions of Standard English: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- 2.b spell correctly

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

3.a Vary sentence patterns for meaning

3.b maintain consistency in style and tone

L.6.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on graded 6 reading and content choosing flexibility from a range of strategies

4.a Use context as a clue to the meaning of the word or phrase

4.b Use common grade appropriate affixes and roots as clues to word meaning

4.c Consult reference materials both print and digital to find the pronunciation of a word to determine or clarify its precise meaning or its part of speech

4.d Verify the preliminary determination of the meaning of the word or phrase

L.6.5.c Distinguish among connotations of words with similar denotations

L.6.6 Acquire and use accurately grade appropriate and general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Essential Questions	Enduring Understandings
<p>What can you learn from seeing the world through an animal's eyes?</p>	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the Essential Question. • At the end of each selection, students will analyze the text by answering questions that are related to the Essential Question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Essential Question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the Essential Question individually and how the selections connect to one another through the Essential Question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the Essential Question. Ultimately, students should use the Essential Question as a springboard for their own questions that relate to their interests and concerns.
District Learning Plan	

Greenwich Stow Creek Partnership Schools English Language Arts

<p>Materials:</p> <ul style="list-style-type: none"> • HMH Into Literature Grade 6 • Assessments • Teacher Resources • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics 	
<p>Reading Learning Plan: Analyze & Apply</p> <ul style="list-style-type: none"> • <i>From Pax</i> (novel) • <i>From Animal Snoops: The Wondrous World of Wildlife Spies</i> (informational) • <i>Zoo</i> (science fiction) <p>Collaborate & Compare</p> <ul style="list-style-type: none"> • <i>Animal Wisdom</i> (poem) • <i>The Last Wolf</i> (poem) • <i>Wild Animals Aren't Pets</i> (argument) • <i>Let People Own Exotic Animals</i> (argument) <p>Reader's Choice</p> <ul style="list-style-type: none"> • <i>The Caterpillar</i> (poem) • <i>The Flying Cat</i> (poem) • <i>The Pod</i> (short story) • <i>Tribute to the Dog</i> (speech) • <i>Views on Zoos</i> (arguments) 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Journal Writing Activities • Argumentative • Conventions: pronouns, complex sentences, verb tenses
<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Essential Question • Online Selection Tests • Open-Ended Responses • Close Reading Activities • Teacher-Made Assessments/Projects 	
<p>Special Ed, 504, ELL, GT:</p> <ul style="list-style-type: none"> • Small group instruction • Close Reading Workshop • Teacher Modeling • Computer resources (Internet/smartboard) • Highlight key words/ concepts • Text to Speech Tool • Review frequently using reinforcement strategies • Review key concepts every paragraph or two • Read aloud • Group discussion • Graphic organizers • Simplify steps when writing essays 	

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> Essay and Summary Scorer Extension activities Independent practice in small groups Internet activities
Lesson Components
Interdisciplinary Connections
___ Mathematics ___ Social Studies ___ Science ___ PE ___ Art ___ Technology ___ Music Field Trips _____ Other _____

Greenwich Stow Creek Partnership School, Grade 6	
Unit: 5	36 Days
Unit Goals: Surviving the Unthinkable <ul style="list-style-type: none"> Analyze Setting and Character Analyze Structure Determine Author’s Purpose and Point of View Determine the Meaning of Words and Phrases Analyze Free Verse Analyze Figurative Language Analyze Setting Analyze Language Compare Across Genres 	
Learning Targets <i>New Jersey Student Learning Standards</i>	
Focus Standards: Reading Literature: R.L.6.1 Key Ideas and Details: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. R.L.6.2 Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL 6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how characters respond or change as a plot moves towards a resolution RL 6.4 Determine the meaning of words and phrases as they are used in a text including figurative language and connotative meanings; analyze the impact of specific word choice on meaning and tone RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme setting or plot.	

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Reading Informational Text:

RI 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 6.2 Determine the central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgements

R.I.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the overall meaning of the text

R.I.6.6 Craft and Structure: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

R.I.6.7 Integrate information presented in different media or formats as well as words used to develop a coherent understanding of a topic.

R.I.6.10 By the end of the year read and comprehend literary nonfiction in the grades 6-8, text complexity band proficiently, with scaffolding needed as needed at the high end of the range.

Writing:

W.6.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.

1.a Introduce claim(s) and organize the reasons and evidence clearly

1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text

1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

1.d Establish and maintain a formal/academic style, approach, and form.

W.6.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 2.a Text Types and Purposes: Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension
- 2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- 2.e Establish and maintain a formal/academic style, approach, and form
- 2.f Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured sequences.

3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an events sequence that unfolds naturally and logically.

3.b Use narrative techniques such as dialogue, pacing, and description, to develop experiences and events, and characters

3.c Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another

3.d Use precise words and phrases, relevant descriptive details and sensory language to convey events

3.e Provide a conclusion that follows from the narrated experiences or events

Greenwich Stow Creek Partnership Schools English Language Arts

W.6.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5 With some guidance and support from peers and adults develop and strengthen writing as needed by planning revising rewriting or retrying a new approach.

W.6.6 Use technology including the internet to produce and publish writing as well as to interact and collaborate with others demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting

W.6.7 Conduct short research projects to answer questions drawing on several sources and refocusing the inquiry when appropriate

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information from sources

W.6.9 Draw evidence from literary or informational texts to support analysis reflection or research

9.a Apply grade 6 reading standards to literature

9.b Apply grade 6 reading standards to literary nonfiction

W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

Speaking and Listening:

SL.6.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- 1.c Pose and respond to specific questions with elaboration by making comments that contribute to the topic text or issue
- 1.d review the key ideas expressed and demonstrate an understanding of multiple perspective through reflection and paraphrasing

SL.6.2 Interpret information presented in diverse media and formats and explain how it contribute to the content text or issue

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5 Include multimedia components and visual displays in presentations

SL.6.6 Adapt speech to a variety of context and tasks demonstrating command of formal English when indicated

Language:

L.6.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 2.a Conventions of Standard English: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Spell correctly.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

3.a Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

L.6.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on graded 6 reading and content choosing flexibility from a range of strategies

Greenwich Stow Creek Partnership Schools English Language Arts

4.b Use common grade appropriate affixes and roots as clues to word meaning
 L.6.5.Distinguish among connotations of words with similar denotations

- Interpret figures of speech (e.g., personification) in context.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.6 Acquire and use accurately grade appropriate and general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Essential Questions	Enduring Understandings
<p>What does it take to be a survivor?</p>	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the Essential Question. • At the end of each selection, students will answer text analysis question that are related to the Essential Question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Essential Question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the Essential Question individually and how the selections connect to one another through the Essential Question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the Essential Question. Ultimately, students should use the Essential Question as a springboard for their own questions that relate to their interests and concerns.

District Learning Plan

- Materials:
- HMH Into Literature Grade 6
 - Assessments
 - Teacher Resources
 - Online Resources
 - Video Clips
 - Close Reading Tool
 - Online Literature Library
 - Teacher created topics

Greenwich Stow Creek Partnership Schools English Language Arts

<p>Reading Learning Plan: Analyze & Apply</p> <ul style="list-style-type: none">• <i>From A Long Walk to Water</i> (novel)• <i>Into the Lifeboat from Titanic Survivor</i> (memoir)• <i>Salva's Story</i> (documentary) <p>Collaborate & Compare</p> <ul style="list-style-type: none">• <i>From After the Hurricane</i> (poem)• <i>From Ninth Ward</i> (novel) <p>Reader's Choice</p> <ul style="list-style-type: none">• <i>Watcher: After Katrina, 2005</i>• <i>The Day I Didn't Go to the Pool</i> (short story)• <i>Tuesday of the Other June</i> (short story)• <i>In Event of Moon Disaster</i> (speech)• <i>Ready: Preparing Your Pets for Emergencies Makes Sense</i> (informational)	<p>Writing Learning Plan:</p> <ul style="list-style-type: none">• Journal Writing Activities• Explanatory Text• Conventions: Using commas, prepositions and prepositional phrases, pronouns
<p>Assessments:</p> <ul style="list-style-type: none">• Applying the Essential Question• Online Selection Tests• Open-Ended Responses• Close Reading Activities• Teacher-Made Assessments/Projects	
<p>Special Ed, 504, ELL, GT:</p> <ul style="list-style-type: none">• Small group instruction• Close Reading Workshop• Teacher Modeling• Computer resources (Internet/smartboard)• Highlight key words/ concepts• Text to Speech Tool• Review frequently using reinforcement strategies• Review key concepts every paragraph or two• Read aloud• Group discussion• Graphic organizers• Simplify steps when writing essays• Essay and Summary Scorer• Extension activities• Independent practice in small groups• Internet activities	

Greenwich Stow Creek Partnership Schools English Language Arts

Lesson Components	
Interdisciplinary Connections	
<input type="checkbox"/> Mathematics <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE <input type="checkbox"/> Art <input type="checkbox"/> Technology <input type="checkbox"/> Music	Field Trips _____ Other _____

Greenwich Stow Creek Partnership School, Grade 7	
Unit: 1	36 days
<p>Unit Overview: Does every conflict have a winner?</p> <p>Part I: Setting Expectations</p> <ul style="list-style-type: none"> • Introduce the Big Question • Close Reading Workshop <p>Part 2: Text Analysis: Guided Exploration</p> <ul style="list-style-type: none"> • Elements of a Short Story • Analyzing How Elements Interact • Comparing Texts • Language Study • Speaking and Listening • Writing Process • Assessment Skills <p>Part 3: Text Set: Developing Insight</p> <ul style="list-style-type: none"> • Assessment Synthesis <p>Part 4: Demonstrating Independence</p> <ul style="list-style-type: none"> • Independent Reading • Online Text Set 	
Learning Targets	
<i>New Jersey Student Learning Standards</i>	
<p>Reading Literature</p> <p>RL.7.1- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2-Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL. 7.3-Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot).</p> <p>RL.7.4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.6-Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	

RL.7.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text:

RI.7.1- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2,- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3-Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5-Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6-Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.7-Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8-Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.10-By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing:

W.7.1-Write arguments to support claims with clear reasons and relevant evidence.

W.7.1.a- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1.b-Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1.c-Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1.d-Establish and maintain a formal style/academic style, approach, and form.

W.7.1.e-Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2.a-Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

W.7.2.c-Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2.d-Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2.e-Establish and maintain a formal style/academic style, approach, and form.

W.7.3-Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3.a-Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3.b-Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3.c-Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3.d-Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Greenwich Stow Creek Partnership Schools English Language Arts

W.7.3.e-Provide a conclusion that follows from and reflects on the narrated experiences or events. W.7.5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach, focusing on how well purpose and audience have been addressed.

W.7.7-Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8-Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9a-Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

Speaking and Listening:

SL.7.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL.7.1.a-Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1.b-Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1.c-Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1.d-Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2-Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, issue under study.

SL.7.3-Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.7.4-Present claims and findings, emphasizing salient points in a focused, coherent manner, with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5-Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

L.7.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2.a-Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore and old [,] green shirt).

L.7.3.a-Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4.a-Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

L.7.4.b-Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

L.7.4.c-Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Greenwich Stow Creek Partnership Schools English Language Arts

L.7.4.d-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
 L.7.5.a-Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 L.7.5.b-Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 L.7.5.c-Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
 L.7.6-Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Does every conflict have a winner? 	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the Big Question. • At the end of each selection, students will answer a Literary Analysis question that is related to the Big Question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Big Question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the Big Question individually and how the selections connect to one another through the Big Question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the Big Question. Ultimately, students should use the Big Question as a springboard for their own questions that relate to their interests and concerns.
District Learning Plan	

- Materials:
- Pearson Common Core Literature
 - Assessments
 - Worksheets
 - Teacher Resources
 - Online Resources
 - Video Clips
 - Close Reading Tool
 - Online Literature Library
 - Teacher created topics
 - Essay and Summary Scorer

<p>Reading Learning Plan:</p> <p>Part 1: Setting Expectations</p> <ul style="list-style-type: none"> • The Dinner Party (short story) • The Treasure of Lemon Brown (short story) <p>Part 2: Text Analysis</p> <ul style="list-style-type: none"> • Rikki-Tikki-Tavi (short story) • Two Kinds from Joy Luck Club • The Third Wish • Ribbons • The Night the Bed Fell • Stolen Day <p>Part 3: Text Set</p> <ul style="list-style-type: none"> • Amigo Brothers (short story) • Get More From Competition (web article) • Forget Fun, Embrace Enjoyment (web article) • Video Game Competitiveness, Not Violence, Spurs Aggression, Study Suggests (news article) • Win Some, Lose Some (magazine article) • Orlando Magic (painting) <p>Part 4: Demonstrating Independence</p> <ul style="list-style-type: none"> • Independent reading • Online text set 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Bell Ringer Activities • Narration: Autobiographical Narrative • Voice: Finding Your Voice • Conventions: Checking pronoun-antecedent agreement
<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Big Question • Writing Rubric • Selection Tests • Open-Ended Responses • Close Reading Activities • Teacher-Made Assessments/Projects 	
<p>Special Ed, 504, ELL, GT:</p> <ul style="list-style-type: none"> • Small group instruction • Close Reading Workshop • Teacher Modeling • Computer resources (Internet/smartboard) • Highlight key words/ concepts • Text to Speech Tool • Review frequently using reinforcement strategies • Review key concepts every paragraph or two • Read aloud • Group discussion • Graphic organizers • Simplify steps when writing essays 	

Greenwich Stow Creek Partnership Schools English Language Arts

- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

“Two Kinds,” “Ribbons,” Amigo Brothers,” Rikki-tikki-tavi”

Whole Group-Close read, discuss cultural information for reading comprehension enhancement

Individual- Connect to literature through writer’s response

6.1.8.A.1.a - Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

NJSLS Technology Standards: 8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

Mathematics Social Studies Science PE Art Technology Music
 Field Trips _____ Other _____

Greenwich Stow Creek Partnership School, Grade 7

Unit: 2

36 Days

Unit Overview: What should we learn?

Part 1: Setting Expectations

- Introduce the Big Question
- Close Reading Workshop

Part 2: Text Analysis: Guided Exploration

- Elements of Nonfiction
- Analyzing Structure and Relationships in Literary Nonfiction
- Comparing Texts
- Language Study
- Speaking and Listening
- Writing Process
- Assessment Skills

Part 3: Text Set: Developing Insight

- Assessment Synthesis

Part 4: Demonstrating Independence

- Independent Reading
- Online Text Set

Learning Targets ***New Jersey Student Learning Standards***

Reading Literature:

RL.7.1- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2-Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL. 7.3-Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot).

RL.7.4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.6-Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text:

RI.7.1- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2,- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3-Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5-Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6-Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.7-Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8-Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9-Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of fact.

RI.7.10-By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing:

W.7.1-Write arguments to support claims with clear reasons and relevant evidence.

W.7.1.a- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1.b-Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Greenwich Stow Creek Partnership Schools English Language Arts

W.7.1.c-Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1.d-Establish and maintain a formal style/academic style, approach, and form.

W.7.1.e-Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2.a-Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

W.7.2.b-Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2.d-Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.3-Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3.a-Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3.b-Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3.d-Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3.e-Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.7.4-Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.7.5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach, focusing on how well purpose and audience have been addressed.

W.7.6-Use technology, including the Internet, to produce and publish writing and link to a cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7-Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8-Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9b-Apply *grade 7 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

W.7.10-Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.7.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1.a-Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1.b-Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1.c-Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Greenwich Stow Creek Partnership Schools English Language Arts

SL.7.1.d-Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2-Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, issue under study.

SL.7.3-Deliniate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.7.4-Present claims and findings, emphasizing salient points in a focused, coherent manner, with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Language:

L.7.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2.b-Spell correctly.

L.7.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.3.a-Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

L.7.4.b-Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

L.7.4.c-Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.7.4.d-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5.a-Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

L.7.5.b-Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

L.7.6-Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What should we learn? 	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the Big Question. • At the end of each selection, students will answer a Literary Analysis question that is related to the Big Question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Big Question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the Big Question individually and how the selections connect to one another through the Big Question.

Greenwich Stow Creek Partnership Schools English Language Arts

	<ul style="list-style-type: none"> • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the Big Question. Ultimately, students should use the Big Question as a springboard for their own questions that relate to their interests and concerns.
District Learning Plan	
<p>Materials:</p> <ul style="list-style-type: none"> • Pearson Common Core Literature • Assessments • Worksheets • Teacher Resources • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics • Essay and Summary Scorer 	
<p>Reading Learning Plan:</p> <p>Part 1: Setting Expectations</p> <ul style="list-style-type: none"> • From Freedom Walkers (historical account) • From What Makes a Rembrandt a Rembrandt? (narrative essay) <p>Part 2: Text Analysis</p> <ul style="list-style-type: none"> • Life Without Gravity (nonfiction) • I Am a Native of North America (nonfiction) • All Together Now (nonfiction) • Rattlesnake Hunt (nonfiction) • From Barrio Boy (autobiography) • A Day's Wait (short story) <p>Part 3: Text Set</p> <ul style="list-style-type: none"> • No Gumption (autobiography) • Intrinsic Motivation Doesn't Exist, Researcher Says (web article) • The Cremation of Sam McGee (poem) • A Special Gift-The Legacy of "Snowflake" Bentley (magazine article) • All Stories Are Anansi's (African folk tale) • Maslow's Theory of Motivation and Human Needs (infographic) <p>Part 4: Demonstrating Independence</p> <ul style="list-style-type: none"> • Independent Reading • Online Text Set 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Bell Ringer Activities • Argumentative Essay • Conventions: Revising for correct verb tense • Sentence Fluency: Revising to combine sentences using conjunctions
<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Big Question 	

Greenwich Stow Creek Partnership Schools English Language Arts

- Writing Rubric
- Selection Tests
- Open-Ended Responses
- Close Reading Activities
- Teacher-Made Assessments/Projects

Special Ed, 504, ELL, GT:

- Small group instruction
- Close Reading Workshop
- Teacher Modeling
- Computer resources (Internet/smartboard)
- Highlight key words/ concepts
- Text to Speech Tool
- Review frequently using reinforcement strategies
- Review key concepts every paragraph or two
- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

“I Am a Native of North America,” “All Together Now,” “No Gumption”

Whole Group-Close read, discuss cultural information for reading comprehension enhancement

Individual- Connect to literature through writer’s response

History: Knowledge of Early American settling and effects on American Indians, Industrial Revolution , and The Great Depression. Ex: Informative clips and background reading on time periods

6.1.8.A.3.a - Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.D.1.a - Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Greenwich Stow Creek Partnership Schools English Language Arts

NJSLS Technology Standards: 8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

___ **Mathematics** ___ **Social Studies** ___ **Science** ___ **PE** ___ **Art** ___ **Technology** ___ **Music**
Field _____
Trips _____ **Other** _____

Greenwich Stow Creek Partnership School, Grade 7

Unit:3

36 Days

Unit Overview: What is the best way to communicate?

Part I: Setting Expectations

- Introduce the Big Question
- Close Reading Workshop

Part 2: Text Analysis: Guided Exploration

- Elements of Poetry
- Analyzing Language, Form, and Structure in Poetry
- Comparing Texts
- Language Study
- Speaking and Listening
- Writing Process
- Assessment Skills

Part 3: Text Set: Developing Insight

- Assessment Synthesis

Part 4: Demonstrating Independence

- Independent Reading
- Online Text Set

Learning Targets

New Jersey Student Learning Standards

Focus Standards:

Reading Literature:

RL.7.1- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2-Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL. 7.3-Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot).

RL.7.4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL7.5.-Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6-Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.7-Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text:

RI.7.1- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2,- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3-Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5-Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6-Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.9-Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of fact.

RI.7.10-By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing:

W.7.1-Write arguments to support claims with clear reasons and relevant evidence.

W.7.1.d-Establish and maintain a formal style/academic style, approach, and form.

W.7.2-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2.a-Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

W.7.2.b-Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2.c-Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2.d-Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2.e-Establish and maintain a formal style/academic style, approach, and form.

W.7.3-Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3.a-Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3.b-Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3.d-Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3.e-Provide a conclusion that follows from and reflects on the narrated experiences or events.

Greenwich Stow Creek Partnership Schools English Language Arts

W.7.4-Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.7.5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach, focusing on how well purpose and audience have been addressed.

W.7.6-Use technology, including the Internet, to produce and publish writing and link to a cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7-Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8-Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9a-Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

W.7.10-Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.7.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL.7.1.a-Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1.b-Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1.c-Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1.d-Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2-Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, issue under study.

SL.7.3-Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.7.4-Present claims and findings, emphasizing salient points in a focused, coherent manner, with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5-Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

L.7.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1.a-Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1.b-Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1.c-Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Greenwich Stow Creek Partnership Schools English Language Arts

L.7.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.3.a-Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

L.7.4.a-Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.7.4.c-Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.7.4.d-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5.-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.7.5.b-Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

L.7.5.c-Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

L.7.6-Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What is the best way to communicate? 	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the Big Question. • At the end of each selection, students will answer a Literary Analysis question that is related to the Big Question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Big Question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the Big Question individually and how the selections connect to one another through the Big Question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the Big Question. Ultimately, students should use the Big Question as a springboard for their own questions that relate to their interests and concerns.
District Learning Plan	

<p>Materials:</p> <ul style="list-style-type: none"> • Pearson Common Core Literature • Assessments • Worksheets • Teacher Resources • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics • Essay and Summary Scorer 	
<p>Reading Learning Plan:</p> <p>Part 1: Setting Expectations</p> <ul style="list-style-type: none"> • The Railway Train (poem) • Maestro – The Desert Is My Mother – Bailando (poem) <p>Part 2: Text Analysis</p> <p><i>Poetry Collection 1</i></p> <ul style="list-style-type: none"> • Winter • Rider • Seal • Haiku <p><i>Poetry Collection 2</i></p> <ul style="list-style-type: none"> • Life • The Courage That My Mother Had • Mother to Son • Fog <p><i>Poetry Collection 3</i></p> <ul style="list-style-type: none"> • Train Tune • Full Fathom Five • Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out • Onomatopoeia <p><i>Poetry Collection 4</i></p> <ul style="list-style-type: none"> • Stopping by Woods on a Snowy Evening • Annabel Lee • Father William • Jim <p><i>Comparing Texts</i></p> <ul style="list-style-type: none"> • Miracles • In Just- <p>Part 3: Text Set</p> <ul style="list-style-type: none"> • The Highwayman (narrative poem) • Carnegie Hero Fund Commission (web article) • The Myth of the Outlaw (magazine article) • The Real Story of a Cowboy's Life (expository essay) • After Twenty Years (short story) • Harriet Tubman (web article) 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Bell Ringer Activities • Explanatory: Compare/Contrast Essay • Ideas: Developing Your Ideas • Sentence Fluency: Revising Sentence Structure to Clarify Relationships

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> • Wanted: Harriet Tubman, Abolitionist (poster) • Part 4: Demonstrating Independence • Independent Reading • Online Text Set 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Big Question • Writing Rubric • Selection Tests • Open-Ended Responses • Close Reading Activities • Teacher-Made Assessments/Projects 	
<p>Special Ed, 504, ELL, GT:</p> <ul style="list-style-type: none"> • Small group instruction • Close Reading Workshop • Teacher Modeling • Computer resources (Internet/smartboard) • Highlight key words/ concepts • Text to Speech Tool • Review frequently using reinforcement strategies • Review key concepts every paragraph or two • Read aloud • Group discussion • Graphic organizers • Simplify steps when writing essays • Essay and Summary Scorer • Extension activities • Independent practice in small groups • Internet activities 	
<p>Lesson Components</p>	
<p style="text-align: center;"><u>Interdisciplinary Connections</u></p> <p>“Mother to Son”, “Full Fathom Five,” “After Twenty Years” Explore the similarities and differences in Shakespeare and Langston Hughes writing. Note cultural and time period differences and use of figurative language in each.</p> <p>Whole Group-Close read, discuss cultural information for reading comprehension enhancement Individual- Connect to literature through writer’s response and creative writing (poems)</p> <p>Science: Mankind’s need for fight or flight; biological need for excitement; comparisons and contrasts of heroes and outlaws. MS-LS2-1 - Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

MS-LS4-1 - Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

MS-LS3-1 - Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

NJSLS Technology Standards: 8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

___ Mathematics ___ Social Studies ___ Science ___ PE ___ Art ___ Technology ___ Music
 Field _____
 Trips _____ Other _____

Greenwich Stow Creek Partnership School, Grade 7

Unit: 4

36 Days

Unit Overview: Do others see us more clearly than we see ourselves?

Part 1: Setting Expectations

- Introduce the Big Question
- Close Reading Workshop

Part 2: Text Analysis: Guided Exploration

- Elements of Drama
- Analyzing Drama
- Comparing Texts
- Language Study
- Speaking and Listening
- Writing Process
- Assessment Skills

Part 3: Text Set: Developing Insight

- Assessment Synthesis

Part 4: Demonstrating Independence

- Independent Reading
- Online Text Set

Learning Targets
New Jersey Student Learning Standards

Focus Standards:

Reading Literature:

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Reading Informational Text:

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing:

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

W.7.1.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1 d Establish and maintain a formal style/academic style, approach, and form.

W.7.1 e Provide a concluding statement or section that follows from and supports the argument

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

W.7.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9.a Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1.c Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.

Greenwich Stow Creek Partnership Schools English Language Arts

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2.b Spell correctly.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

L.7.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

L.7.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> Do others see us more clearly than we see ourselves? 	<ul style="list-style-type: none"> As students read each selection, they will look for details related to the Big Question. At the end of each selection, students will answer a Literary Analysis question that is related to the Big Question. Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Big Question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection

Greenwich Stow Creek Partnership Schools English Language Arts

	<p>relates to the Big Question individually and how the selections connect to one another through the Big Question.</p> <ul style="list-style-type: none"> • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the Big Question. Ultimately, students should use the Big Question as a springboard for their own questions that relate to their interests and concerns.
District Learning Plan	
<p>Materials:</p> <ul style="list-style-type: none"> • Pearson Common Core Literature • Assessments • Worksheets • Teacher Resources • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics • Essay and Summary Scorer 	
<p>Reading Learning Plan:</p> <p>Part 1: Setting Expectations</p> <ul style="list-style-type: none"> • From Sorry, Wrong Number (drama) • From Dragonwings (novel) • From Dragonwings (drama) <p>Part 2: Text Analysis</p> <ul style="list-style-type: none"> • A Christmas Carol: Scrooge and Marley Act I and Act II • Zoos: Joys or Jails? (editorial) • Kid Territory: Why Do We Need Zoos? (editorial) <p>Part 3: Text Set</p> <ul style="list-style-type: none"> • The Monsters Are Due On Maple Street (teleplay) • All Summer in a Day (short story) • Joseph R. McCarthy (textbook article) • The Salem Witch Trials of 1692 (web article) • Herd Mentality? The Freakonomics of Boarding a Bus (blog post) • Follow the Leader: Democracy in Herd Mentality (web article) • Martin Luther King, Jr., Memorial (photograph) <p>Part 4: Demonstrating Independence</p> <ul style="list-style-type: none"> • Independent Reading • Online Text Set 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Bell Ringer Activities • Argument: Review of a Short Story • Word Choice: Finding the Perfect Word • Sentence Fluency: Revising Sentences Using Participles

Greenwich Stow Creek Partnership Schools English Language Arts

<p>Assessments:</p> <ul style="list-style-type: none">• Applying the Big Question• Writing Rubric• Selection Tests• Open-Ended Responses• Close Reading Activities• Teacher-Made Assessments/Projects	
<p>Special Ed, 504, ELL, GT:</p> <ul style="list-style-type: none">• Small group instruction• Close Reading Workshop• Teacher Modeling• Computer resources (Internet/smartboard)• Highlight key words/ concepts• Text to Speech Tool• Review frequently using reinforcement strategies• Review key concepts every paragraph or two• Read aloud• Group discussion• Graphic organizers• Simplify steps when writing essays• Essay and Summary Scorer• Extension activities• Independent practice in small groups• Internet activities	
Lesson Components	
<u>Interdisciplinary Connections</u>	
<p>“Salem Witch Trials”, “Joseph R. McCarthy,” “Follow the Leader,” “Democracy in Herd Mentality” Background information on social mentalities such as mass hysteria, social loafing, and the effects of the Cold War on individuals in everyday life.</p> <p>Whole Group-Close read, discuss cultural information for reading comprehension enhancement Individual- Connect to literature through writer’s response through research and writing.</p> <p>History: Knowledge of US history, formation of political parties and human rights, and the Cold War example: clips and background on Salem Witch trials, mob mentality and widespread fear</p> <p>6.1.8.A.3.g- Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

NJSLS Technology Standards:

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

8.1.8.D.4 - Assess the credibility and accuracy of digital content.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections

___ **Mathematics** ___ **Social Studies** ___ **Science** ___ **PE** ___ **Art** ___ **Technology** ___ **Music**
Field
Trips _____ **Other** _____

Greenwich Stow Creek Partnership School, Grade 7

Unit:5

36 Days

Unit Overview: Community or individual –which is more important?

Part I: Setting Expectations

- Introduce the Big Question
- Close Reading Workshop

Part 2: Text Analysis: Guided Exploration

- Elements of Drama
- Analyzing Drama
- Comparing Texts
- Language Study
- Speaking and Listening
- Writing Process
- Assessment Skills

Part 3: Text Set: Developing Insight

- Assessment Synthesis

Part 4: Demonstrating Independence

- Independent Reading
- Online Text Set

Learning Targets
New Jersey Student Learning Standards

Focus Standards:

Reading Literature:

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text meaning.

RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Reading Informational Text:

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing:

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

W.7.1.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

W.7.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2.e Establish and maintain a formal style academic style, approach, and form.

W.7.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9.a Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

Speaking and Listening:

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1.c Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

Greenwich Stow Creek Partnership Schools English Language Arts

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2.a Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

L.7.2.b Spell correctly.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.7.5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> Community or individual—which is more important? 	<ul style="list-style-type: none"> As students read each selection, they will look for details related to the Big Question. At the end of each selection, students will answer a Literary Analysis question that is related to the Big Question. Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Big Question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the Big Question individually and how the selections connect to one another through the Big Question. Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the Big Question. Ultimately, students should use the Big Question as a springboard for their own questions that relate to their interests and concerns.
District Learning Plan	

<p>Materials:</p> <ul style="list-style-type: none"> • Pearson Common Core Literature • Assessments • Worksheets • Teacher Resources • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics • Essay and Summary Scorer 	
<p>Reading Learning Plan:</p> <p>Part 1: Setting Expectations</p> <ul style="list-style-type: none"> • The Travelers and the Bear from Aesop’s Fables (fable) • Grasshopper Logic – The Other Frog Prince – Duckbilled Platypus vs. BeefSnakStik (folk literature) <p>Part 2: Text Analysis</p> <p><i>Folk Literature Readings</i></p> <ul style="list-style-type: none"> • Demeter and Persephone • Popocatepetl and Ixtlaccihuatl • Sun and Moon in a Box • The People Could Fly <p><i>Comparing Texts</i></p> <ul style="list-style-type: none"> • The Voyage from Tales from the Odyssey • To the Top of Everest <p>Part 3: Text Set</p> <ul style="list-style-type: none"> • My First Free Summer (narrative essay) • How I Learned English (narrative poem) • mk (autobiography) • Byron Yee: Discovering a Paper Son (public document) • From Grandpa and the Statue (play) • Melting Pot (newspaper column) • United States Immigration Statistics (infographic) <p>Part 4: Demonstrating Independence</p> <ul style="list-style-type: none"> • Independent Reading • Online Text Set 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Bell Ringer Activities • Explanatory Text: Cause-and-Effect Essay • Organization: Organize Logically • Conventions: Revising Incorrect Use of Commas
<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Big Question • Writing Rubric • Selection Tests • Open-Ended Responses • Close Reading Activities 	

Greenwich Stow Creek Partnership Schools English Language Arts

- Teacher-Made Assessments/Projects

Special Ed, 504, ELL, GT:

- Small group instruction
- Close Reading Workshop
- Teacher Modeling
- Computer resources (Internet/smartboard)
- Highlight key words/ concepts
- Text to Speech Tool
- Review frequently using reinforcement strategies
- Review key concepts every paragraph or two
- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

“How I Learned English”, “Melting Pot,” “United States Immigration Statistics”

Whole Group-Close read, discuss cultural information for reading comprehension enhancement

Individual- Connect to literature through writer’s response through research and writing.

History- Knowledge of early American beliefs “The American Dream”

Ex: articles and clips on the plight of new Americans, discrimination and assimilation

6.1.8.A.3.g- Evaluate the impact of the Constitution and Bill of Rights on current day issues.

NJSLS Technology Standards:

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

8.1.8.D.4 - Assess the credibility and accuracy of digital content.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

___ Mathematics ___ Social Studies ___ Science ___ PE ___ Art ___ Technology ___ Music
 Field
 Trips _____ Other _____

Grade 6 – 8 Text Exemplars

Taken from Common Core State Standards for English Language Arts—Appendix B

Excerpts from the following text are available on-line:

http://www.corestandards.org/assets/Appendix_B.pdf

6-8 Text Exemplars

Stories

Alcott, Louisa May. *Little Women*
Twain, Mark. *The Adventures of Tom Sawyer*
L'Engle, Madeleine. *A Wrinkle in Time*
Cooper, Susan. *The Dark Is Rising*
Yep, Laurence. *Dragonwings*
Taylor, Mildred D. *Roll of Thunder, Hear My Cry*
Hamilton, Virginia. "The People Could Fly."
Paterson, Katherine. *The Tale of the Mandarin Ducks*
Cisneros, Sandra. "Eleven."
Sutcliff, Rosemary. *Black Ships Before Troy: The Story of the Iliad*

Drama

Fletcher, Louise. *Sorry, Wrong Number*
Goodrich, Frances and Albert Hackett. *The Diary of Anne Frank: A Play*

Poetry

Longfellow, Henry Wadsworth. "Paul Revere's Ride."
Whitman, Walt. "O Captain! My Captain."
Carroll, Lewis. "Jabberwocky."
Navajo tradition. "Twelfth Song of Thunder."
Dickinson, Emily. "The Railway Train."
Yeats, William Butler. "The Song of Wandering Aengus."
Frost, Robert. "The Road Not Taken."
Sandburg, Carl. "Chicago."
Hughes, Langston. "I, Too, Sing America."
Neruda, Pablo. "The Book of Questions."
Soto, Gary. "Oranges."
Giovanni, Nikki. "A Poem for My Librarian, Mrs. Long."

Informational Texts: English Language Arts

Adams, John. "Letter on Thomas Jefferson."
Douglass, Frederick. *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself*
Churchill, Winston. "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940."
Petty, Ann. *Harriet Tubman: Conductor on the Underground Railroad*
Steinbeck, John. *Travels with Charley: In Search of America*

Informational Texts: History/Social Studies

United States. Preamble and First Amendment to the United States Constitution. (1787, 1791)
Lord, Walter. *A Night to Remember*
Isaacson, Phillip. *A Short Walk through the Pyramids and through the World of Art*
Murphy, Jim. *The Great Fire*
Greenberg, Jan, and Sandra Jordan. *Vincent Van Gogh: Portrait of an Artist*

Greenwich Stow Creek Partnership Schools English Language Arts

Partridge, Elizabeth. *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie*
 Monk, Linda R. *Words We Live By: Your Annotated Guide to the Constitution*
 Freedman, Russell. *Freedom Walkers: The Story of the Montgomery Bus Boycott*

Informational Texts: Science, Mathematics, and Technical Subjects

Macaulay, David. *Cathedral: The Story of Its Construction*
 Mackay, Donald. *The Building of Manhattan*
 Enzensberger, Hans Magnus. *The Number Devil: A Mathematical Adventure*
 Peterson, Ivars and Nancy Henderson. *Math Trek: Adventures in the Math Zone*
 Katz, John. *Geeks: How Two Lost Boys Rode the Internet out of Idaho*
 Petroski, Henry. "The Evolution of the Grocery Bag."
 "Geology." *U*X*L Encyclopedia of Science*

Sample Activities and Resources

- Students compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history As an example, analyze Laurence Yep’s fictional portrayal of Chinese immigrants in turn-of-the-twentieth-century San Francisco in *Dragonwings* to historical accounts of the same period (using materials detailing the 1906 San Francisco earthquake), in order to glean a deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real. [RL.7.9]
- Students will analyze how particular elements of a story or drama interact, such as how the playwright Louise Fletcher uses particular elements of drama (e.g., setting and dialogue) to create dramatic tension in her play *Sorry, Wrong Number*. [RL.7.3]
- Students determine the meaning of words and phrases as they are used in a text. For example, students determine the figurative and connotative meanings of words such as wayfaring, laconic, and taciturnity as well as of phrases such as hold his peace in John Steinbeck’s *Travels with Charley: In Search of America*. They analyze how Steinbeck’s specific word choices and diction impact the meaning and tone of his writing and the characterization of the individuals and places he describes. [RI.7.4]
- Students determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. For example, students determine the point of view of John Adams in his “Letter on Thomas Jefferson” and analyze how he distinguishes his position from an alternative approach articulated by Thomas Jefferson. [RI.7.6]

Greenwich Stow Creek Partnership School, Grade 8

Unit: 1

36 Days

Unit Overview: Can all conflicts be resolved?

Part I: Setting Expectations

- Introduce the Big Question
- Close Reading Workshop

Part 2: Text Analysis: Guided Exploration

- Elements of a Short Story

- Analyzing Plot, Character Development, and Theme
- Comparing Texts
- Language Study
- Speaking and Listening
- Writing Process
- Assessment Skills

Part 3: Text Set: Developing Insight

- Assessment Synthesis

Part 4: Demonstrating Independence

- Independent Reading
- Online Text Set

Learning Targets
New Jersey Student Learning Standards

Focus Standards:

Reading Literature:

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Reading Informational Text:

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing:

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1. b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1. d Establish and maintain a formal style.

W.8.1.e Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9.a Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL. 8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL. 8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

SL.8.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.2.c Spell correctly.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

L.8.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.5.b Use the relationship between particular words to better understand each of the words.

Greenwich Stow Creek Partnership Schools English Language Arts

L.8.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Can all conflicts be resolved? 	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the Big Question. • At the end of each selection, students will answer a Literary Analysis question that is related to the Big Question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Big Question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the Big Question individually and how the selections connect to one another through the Big Question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the Big Question. Ultimately, students should use the Big Question as a springboard for their own questions that relate to their interests and concerns.
District Learning Plan	
<p>Materials:</p> <ul style="list-style-type: none"> • Pearson Common Core Literature • Assessments • Worksheets • Teacher Resources • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics • Essay and Summary Scorer 	
<p>Reading Learning Plan: Part 1: Setting Expectations</p>	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Bell ringer Activities

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> • <i>from</i> Peter and Rosa (short story) • An Hour With Abuelo (short story) <p>Part 2: Text Analysis</p> <ul style="list-style-type: none"> • Raymond’s Run (short story) • The Tell-Tale Heart (short story) • Flowers for Algernon (short story) • The Story-Teller (short story) <p>Part 3: Text Set</p> <ul style="list-style-type: none"> • Who Can Replace a Man? (anchor text/short story) • John Ballad (ballad) • Julie and the Turing Test (magazine article) • “The Good News, Dave,…” (cartoon) • Robots Get a Feel for the World at USC Viterbi (press release) • <i>From</i> The Measure of a Man <i>from</i> Star Trek: The Next Generation (TV script) <p>Part 4: Demonstrating Independence</p> <ul style="list-style-type: none"> • Independent Reading • Online Text Set 	<ul style="list-style-type: none"> • Narrative Essay: Autobiographical essay • Sentence Fluency: Revise Sentences by Combining with Conjunctions • Conventions: Revising for Pronoun-Antecedent Agreement
<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Big Question • Writing Rubric • Selection Tests • Open-Ended Responses • Close Reading Activities • Teacher-Made Assessments/Projects 	
<p>Special Ed, 504, ELL, GT</p> <ul style="list-style-type: none"> • Small group instruction • Close Reading Workshop • Teacher Modeling • Computer resources (Internet/smartboard) • Highlight key words/ concepts • Text to Speech Tool • Review frequently using reinforcement strategies • Review key concepts every paragraph or two • Read aloud • Group discussion • Graphic organizers • Simplify steps when writing essays • Essay and Summary Scorer • Extension activities • Independent practice in small groups • Internet activities 	
<p>Lesson Components</p>	

Interdisciplinary Connections

Social Studies:

6.1.8.B.3.a -Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

6.1.8.A.4.c -Assess the extent to which voting rights were expanded during the Jacksonian period.

6.1.8.D.5.a -Prioritize the causes and events that led to the Civil War from different perspectives.

6.2.8.D.1.c -Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Science:

MS-LS3-1 -Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

MS-LS4-5 -Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

MS-LS4-2 -Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

MS-LS2-4 -Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations

NJSLS Technology Standards:

8.1.8.A.1-Demonstrate knowledge of a real-world problem using digital tools.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

___ Mathematics ___ Social Studies ___ Science ___ PE ___ Art ___ Technology ___ Music
Field
Trips _____ Other _____

Greenwich Stow Creek Partnership Schools English Language Arts

Greenwich Stow Creek Partnership School, Grade 8	
Unit: 2	36 days
<p>Unit Overview: How much information is enough?</p> <p>Part 1: Setting Expectations</p> <ul style="list-style-type: none"> • Introduce the Big Question • Close Reading Workshop <p>Part 2: Text Analysis: Guided Exploration</p> <ul style="list-style-type: none"> • Elements of Literary Nonfiction • Determining Point of View and Structure • Comparing Texts • Language Study • Speaking and Listening • Writing Process • Assessment Skills <p>Part 3: Text Set: Developing Insight</p> <ul style="list-style-type: none"> • Assessment Synthesis <p>Part 4: Demonstrating Independence</p> <ul style="list-style-type: none"> • Independent Reading • Online Text Set 	
Learning Targets <i>New Jersey Student Learning Standards</i>	
<p>Focus Standards:</p> <p>Reading Literature:</p> <p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>Reading Informational Text:</p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing:

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1. b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.e Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.2.a Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

W.8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.2.e Establish and maintain a formal style/academic style, approach, and form.

W.8.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9.b Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

Speaking and Listening:

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL. 8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL. 8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

SL.8.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1.d Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.2.b Use an ellipsis to indicate an omission.

L.8.2.c Spell correctly.

Greenwich Stow Creek Partnership Schools English Language Arts

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.3.a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.8.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

L.8.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.5.b Use the relationship between particular words to better understand each of the words.

L.8.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How much information is enough? 	<ul style="list-style-type: none"> As students read each selection, they will look for details related to the Big Question. At the end of each selection, students will answer a Literary Analysis question that is related to the Big Question. Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Big Question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the Big Question individually and how the selections connect to one another through the Big Question. Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the Big Question. Ultimately, students should use the Big Question as a springboard for their own questions that relate to their interests and concerns.

District Learning Plan	
<p>Materials:</p> <ul style="list-style-type: none"> • Pearson Common Core Literature • Assessments • Worksheets • Teacher Resources • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics • Essay and Summary Scorer 	
<p>Reading Learning Plan:</p> <p>Part 1: Setting Expectations</p> <ul style="list-style-type: none"> • We the People <i>from</i> Words We Live By (nonfiction) • Making Tracks on Mars (narrative nonfiction) <p>Part 2: Text Analysis</p> <ul style="list-style-type: none"> • <i>From</i> Harriet Tubman: Conductor on the Underground Railroad • <i>From</i> Always Remember: The Vision of Maya Ying Lin (nonfiction) • The Trouble With Television (nonfiction) • Science and the Sense of Wonder (nonfiction) • Forest Fire (essay) • The Season’s Curmudgeon Sees the Light (essay) • Why Leaves Turn Color in the Fall (essay) <p>Part 3: Text Set</p> <ul style="list-style-type: none"> • <i>From</i> Travels With Charley (autobiography) • Gentlemen of Rio en Medio (short story) • Choice: A Tribute to Martin Luther King, Jr. (speech) • Tears of Autumn (short story) • <i>From</i> I Know Why the Caged Bird Sings (autobiography) • Study Finds Americans Increasingly Rooted (online article) • Relationships to Place (chart) <p>Part 4: Demonstrating Independence</p> <ul style="list-style-type: none"> • Independent Reading • Online Text 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Bell Ringer Activities • Comparison/Contrast Essay • Revising Verbs for Mood
<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Big Question • Writing Rubric • Selection Tests 	

Greenwich Stow Creek Partnership Schools English Language Arts

- Open-Ended Responses
- Close Reading Activities
- Teacher-Made Assessments/Projects

Special Ed, 504, ELL, GT

- Small group instruction
- Close Reading Workshop
- Teacher Modeling
- Computer resources (Internet/smartboard)
- Highlight key words/ concepts
- Text to Speech Tool
- Review frequently using reinforcement strategies
- Review key concepts every paragraph or two
- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

Social Studies:

6.1.8.B.3.a -Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

6.1.8.A.4.c -Assess the extent to which voting rights were expanded during the Jacksonian period.

6.1.8.D.5.a -Prioritize the causes and events that led to the Civil War from different perspectives.

6.2.8.D.1.c -Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

NJSLS Technology Standards:

8.1.8.A.1-Demonstrate knowledge of a real-world problem using digital tools.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Greenwich Stow Creek Partnership Schools English Language Arts

___ Mathematics ___ Social Studies ___ Science ___ PE ___ Art ___ Technology ___ Music Field Trips _____ Other _____
--

Greenwich Stow Creek Partnership School, Grade 8	
Unit: 3	36 Days
<p>Unit Overview: What is the secret to reaching to reaching someone with words?</p> <p>Part I: Setting Expectations</p> <ul style="list-style-type: none"> • Introduce the Big Question • Close Reading Workshop <p>Part 2: Text Analysis: Guided Exploration</p> <ul style="list-style-type: none"> • Elements of Poetry • Analyzing Poetic Language • Comparing Texts • Language Study • Speaking and Listening • Writing Process • Assessment Skills <p>Part 3: Text Set: Developing Insight</p> <ul style="list-style-type: none"> • Assessment Synthesis <p>Part 4: Demonstrating Independence</p> <ul style="list-style-type: none"> • Independent Reading • Online Text Set 	
Learning Targets <i>New Jersey Student Learning Standards</i>	
<p>Focus Standards:</p> <p>Reading Literature:</p> <p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Reading Informational Text:

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing:

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1. b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1. d Establish and maintain a formal style.

W.8.1.e Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.2.a Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

W.8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.e Establish and maintain a formal style/academic style, approach, and form.

W.8.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Greenwich Stow Creek Partnership Schools English Language Arts

W.8.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9.a Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

Speaking and Listening:

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL. 8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL. 8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

SL.8.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Greenwich Stow Creek Partnership Schools English Language Arts

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1.d Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2.b Use an ellipsis to indicate an omission.

L.8.2.c Spell correctly.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.8.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

L.8.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.5.b Use the relationship between particular words to better understand each of the words.

L.8.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> What is the secret to reaching someone with words? 	<ul style="list-style-type: none"> As students read each selection, they will look for details related to the Big Question. At the end of each selection, students will answer a Literary Analysis question that is related to the Big Question. Throughout the unit, students will deepen their knowledge of the selections and their

Greenwich Stow Creek Partnership Schools English Language Arts

	<p>understanding of the Big Question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the Big Question individually and how the selections connect to one another through the Big Question.</p> <ul style="list-style-type: none"> • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the Big Question. Ultimately, students should use the Big Question as a springboard for their own questions that relate to their interests and concerns.
District Learning Plan	
<p>Materials:</p> <ul style="list-style-type: none"> • Assessments • Worksheets • Teacher Resources • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics • Essay and Summary Scorer 	
<p>Reading Learning Plan:</p> <p>Part 1: Setting Expectations</p> <ul style="list-style-type: none"> • A Poem for My Librarian, Mrs. Long (poem) • Describe Somebody; Almost Summer Sky (poem) <p>Part 2: Text Analysis <i>Poetry Collection 1-4</i></p> <ul style="list-style-type: none"> • Silver • Ring Out, Wild Bells • Cat! • Thumbprint • The Sky Is Low, the Clouds Are Mean • Concrete Mixers • Harlem Night Song • The City Is So Big • The New Colossus • Blow, Blow, Thou Winter Wind • Paul Revere's Ride • Grandma Ling • your little voice/Over the wires came leaping • New World 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Bell Ringer Activity • Argument-Response to Literature: Critical Review • Using the Right Words • Revising for Subject-Verb Agreement

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> • January • The Road Not Taken • O Captain! My Captain! <p>Part 3: Text Set</p> <ul style="list-style-type: none"> • Old Man (poem) • For My Sister Molly Who in the Fifties(poem) • The Medicine Bag (short story) • Cub Pilot on the Mississippi (autobiography) • Thank You, M'am (short story) • Tutoring Benefits Seniors' Health, Students' Skills(news article) • The Return of the Multi-Generational Family Household (research article w/graphs) <p>Part 4: Demonstrating Independence</p> <ul style="list-style-type: none"> • Independent Reading • Online Text Set 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Big Question • Writing Rubric • Selection Tests • Open-Ended Responses • Close Reading Activities • Teacher-Made Assessments/Projects 	
<p>Special Ed, 504, ELL, GT</p> <ul style="list-style-type: none"> • Small group instruction • Close Reading Workshop • Teacher Modeling • Computer resources (Internet/smartboard) • Highlight key words/ concepts • Text to Speech Tool • Review frequently using reinforcement strategies • Review key concepts every paragraph or two • Read aloud • Group discussion • Graphic organizers • Simplify steps when writing essays • Essay and Summary Scorer • Extension activities • Independent practice in small groups • Internet activities 	
<p>Lesson Components Interdisciplinary Connections</p>	
<p>Social Studies:</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

6.1.8.B.3.a -Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

6.1.8.A.4.c -Assess the extent to which voting rights were expanded during the Jacksonian period.

6.1.8.D.5.a -Prioritize the causes and events that led to the Civil War from different perspectives.

6.2.8.D.1.c -Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Science:

MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships

MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

MS-LS4-2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations

NJSLS Technology Standards:

8.1.8.A.1-Demonstrate knowledge of a real-world problem using digital tools.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

___ Mathematics ___ Social Studies ___ Science ___ PE ___ Art ___ Technology ___ Music
Field
Trips _____ Other _____

Greenwich Stow Creek Partnership School, Grade 8

Unit: 4

36 Days

Unit Overview: Is it our differences or our similarities that matter most?

Part 1: Setting Expectations

- Introduce the Big Question
- Close Reading Workshop

Part 2: Text Analysis: Guided Exploration

- Elements of Drama
- Analyzing Dramatic Elements
- Comparing Texts
- Language Study
- Speaking and Listening
- Writing Process
- Assessment Skills

Part 3: Text Set: Developing Insight

- Assessment Synthesis

Part 4: Demonstrating Independence

- Independent Reading
- Online Text Set

Learning Targets ***New Jersey Student Learning Standards***

Focus Standards:

Reading Literature:

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Reading Informational Text:

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing:

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1. b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1. d Establish and maintain a formal style.

W.8.1.e Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.2.a Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

W.8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.2.e Establish and maintain a formal style/academic style, approach, and form.

W.8.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Speaking and Listening:

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL. 8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2.c Spell correctly.

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.8.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

L.8.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Greenwich Stow Creek Partnership Schools English Language Arts

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> Is it our differences or our similarities that matter most? 	<ul style="list-style-type: none"> As students read each selection, they will look for details related to the Big Question. At the end of each selection, students will answer a Literary Analysis question that is related to the Big Question. Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Big Question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the Big Question individually and how the selections connect to one another through the Big Question. Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the Big Question. Ultimately, students should use the Big Question as a springboard for their own questions that relate to their interests and concerns.

--

District Learning Plan

- Materials:
- Assessments
 - Worksheets
 - Teacher Resources
 - Online Resources
 - Video Clips
 - Close Reading Tool
 - Online Literature Library
 - Teacher created topics
 - Essay and Summary Scorer

Reading Learning Plan:	Writing Learning Plan:
------------------------	------------------------

Greenwich Stow Creek Partnership Schools English Language Arts

<p>Part 1: Setting Expectations</p> <ul style="list-style-type: none"> • <i>From</i> Billy Elliot (drama) • <i>From</i> The Miracle Worker (drama) <p>Part 2: Text Analysis</p> <ul style="list-style-type: none"> • The Diary of Anne Frank (drama) Act I and Act II • The Governess (drama) <p>Part 3: Text Set</p> <ul style="list-style-type: none"> • <i>From</i> Kindertransport (drama) • <i>From</i> Anne Frank: The Diary of a Young Girl (drama) • <i>From</i> Anne Frank Remembered (memoir) • <i>From</i> Night (autobiographical narrative) • <i>From</i> Remarks on a Visit to Buchenwald • Local Holocaust Survivors and Liberators Attend Opening Event for Exhibition (press release) <p>Part 4: Demonstrating Independence</p> <ul style="list-style-type: none"> • Independent Reading • Online Text Set 	<ul style="list-style-type: none"> • Bell Ringer Activities • Explanatory Text: Cause-and-Effect Essay • Organization: Organize Details • Conventions: Revising to Combine Sentences Using Gerunds and Participles
<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Big Question • Writing Rubric • Selection Tests • Open-Ended Responses • Close Reading Activities • Teacher-Made Assessments/Projects 	
<p>Special Ed, 504, ELL, GT</p> <ul style="list-style-type: none"> • Small group instruction • Close Reading Workshop • Teacher Modeling • Computer resources (Internet/smartboard) • Highlight key words/ concepts • Text to Speech Tool • Review frequently using reinforcement strategies • Review key concepts every paragraph or two • Read aloud • Group discussion • Graphic organizers • Simplify steps when writing essays • Essay and Summary Scorer • Extension activities • Independent practice in small groups • Internet activities <p>Social Studies:</p>	

Greenwich Stow Creek Partnership Schools English Language Arts

6.1.8.B.3.a -Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

6.1.8.A.4.c -Assess the extent to which voting rights were expanded during the Jacksonian period.

6.1.8.D.5.a -Prioritize the causes and events that led to the Civil War from different perspectives.

6.2.8.D.1.c -Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Science:

MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

MS-LS4-2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

MS-LS2-4 -Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations

NJSLS Technology Standards:

8.1.8.A.1-Demonstrate knowledge of a real-world problem using digital tools.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

___ Mathematics ___ Social Studies ___ Science ___ PE ___ Art ___ Technology ___ Music
 Field
 Trips _____ Other _____

Greenwich Stow Creek Partnership School, Grade 8

Unit: 5

36 Days

**Unit Overview: Are yesterday's heroes important today?
 Part I: Setting Expectations**

- Introduce the Big Question
- Close Reading Workshop
- Part 2: Text Analysis: Guided Exploration**
 - Elements of the American Folk Tradition
 - Analyzing Themes in American Stories
 - Comparing Texts
 - Language Study
 - Speaking and Listening
 - Writing Process
 - Assessment Skills
- Part 3: Text Set: Developing Insight**
 - Assessment Synthesis
- Part 4: Demonstrating Independence**
 - Independent Reading
 - Online Text Set

Learning Targets *New Jersey Student Learning Standards*

Focus Standards:

Reading Literature:

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Reading Informational Text:

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Greenwich Stow Creek Partnership Schools English Language Arts

- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing:

- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1. b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W.8.1. d Establish and maintain a formal style.
- W.8.1.e Provide a concluding statement or section that follows from and supports the argument presented.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.2.a Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- W.8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2.e Establish and maintain a formal style/academic style, approach, and form.
- W.8.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.8.3.b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.8.3.c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- W.8.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9.a Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

W.8.9.b Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”)

Speaking and Listening:

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL. 8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL. 8.1.c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

SL. 8.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.1.b Form and use verbs in the active and passive voice.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Greenwich Stow Creek Partnership Schools English Language Arts

L.8.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 L.8.2.b Use an ellipsis to indicate an omission.
 L.8.2.c Spell correctly.
 L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
 L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
 L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 L.8.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.
 L.8.5.b Use the relationship between particular words to better understand each of the words.
 L.8.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
 L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Are yesterday's heroes important today? 	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the Big Question. • At the end of each selection, students will answer a Literary Analysis question that is related to the Big Question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Big Question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the Big Question individually and how the selections connect to one another through the Big Question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the Big Question. Ultimately, students should use the Big Question as a springboard for their own questions that relate to their interests and concerns.

District Learning Plan

- Materials:
- Assessments
 - Worksheets
 - Teacher Resources

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics • Essay and Summary Scorer 	
<p>Reading Learning Plan:</p> <p>Part 1: Setting Expectations</p> <ul style="list-style-type: none"> • From The Adventures of Tom Sawyer (fiction) • Water Names (fiction) <p>Part 2: Text Analysis</p> <ul style="list-style-type: none"> • Coyote Steals the Sun and Moon • Chicoria – from The People, Yes • From Out of the Dust • An Episode of War • Davy Crockett’s Dream (tall tale) • Paul Bunyan of the North Woods (tall tale) • Invocation from John Brown’s Body (poem) <p>Part 3: Text Set</p> <ul style="list-style-type: none"> • From The American Dream (persuasive speech) • Runagate Runagate (narrative poem) • Emancipation from Lincoln: A Photobiography (historical essay) • Harriet Beacher Stowe (lyric poem) • Brown vs. Board of Education (historical essay) • On Woman’s Right to Suffrage (persuasive speech) • From Address to the Commonwealth Club of San Francisco (persuasive speech) • Nonviolence Tree (chart) <p>Part 4: Demonstrating Independence</p> <ul style="list-style-type: none"> • Independent Reading • Online Text Set 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Bell Ringer Activities • Argument: Problem/Solution Essay • Voice: Using Voice in an Argumentative Piece • Conventions: Revising to Correct Comparative and Superlative Forms
<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Big Question • Writing Rubric • Selection Tests • Open-Ended Responses • Close Reading Activities • Teacher-Made Assessments/Projects 	

Special Ed, 504, ELL, GT

- Small group instruction
- Close Reading Workshop
- Teacher Modeling
- Computer resources (Internet/smartboard)
- Highlight key words/ concepts
- Text to Speech Tool
- Review frequently using reinforcement strategies
- Review key concepts every paragraph or two
- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Social Studies:

6.3.8.CS3 - Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes

6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

NJSLS Technology Standards:

8.1.8.A.1-Demonstrate knowledge of a real-world problem using digital tools.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Grade 6 – 8 Text Exemplars
Taken from Common Core State Standards for English Language Arts—Appendix B

Excerpts from the following text are available on-line:

http://www.corestandards.org/assets/Appendix_B.pdf

6-8 Text Exemplars

Stories

Alcott, Louisa May. *Little Women*
Twain, Mark. *The Adventures of Tom Sawyer*
L'Engle, Madeleine. *A Wrinkle in Time*
Cooper, Susan. *The Dark Is Rising*
Yep, Laurence. *Dragonwings*
Taylor, Mildred D. *Roll of Thunder, Hear My Cry*
Hamilton, Virginia. "The People Could Fly."
Paterson, Katherine. *The Tale of the Mandarin Ducks*
Cisneros, Sandra. "Eleven."
Sutcliff, Rosemary. *Black Ships Before Troy: The Story of the Iliad*

Drama

Fletcher, Louise. *Sorry, Wrong Number*
Goodrich, Frances and Albert Hackett. *The Diary of Anne Frank: A Play*

Poetry

Longfellow, Henry Wadsworth. "Paul Revere's Ride."
Whitman, Walt. "O Captain! My Captain."
Carroll, Lewis. "Jabberwocky."
Navajo tradition. "Twelfth Song of Thunder."
Dickinson, Emily. "The Railway Train."
Yeats, William Butler. "The Song of Wandering Aengus."
Frost, Robert. "The Road Not Taken."
Sandburg, Carl. "Chicago."
Hughes, Langston. "I, Too, Sing America."
Neruda, Pablo. "The Book of Questions."
Soto, Gary. "Oranges."
Giovanni, Nikki. "A Poem for My Librarian, Mrs. Long."

Informational Texts: English Language Arts

Adams, John. "Letter on Thomas Jefferson."
Douglass, Frederick. *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself*
Churchill, Winston. "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940."
Petry, Ann. *Harriet Tubman: Conductor on the Underground Railroad*
Steinbeck, John. *Travels with Charley: In Search of America*

Informational Texts: History/Social Studies

United States. Preamble and First Amendment to the United States Constitution. (1787, 1791)
Lord, Walter. *A Night to Remember*
Isaacson, Phillip. *A Short Walk through the Pyramids and through the World of Art*
Murphy, Jim. *The Great Fire*
Greenberg, Jan, and Sandra Jordan. *Vincent Van Gogh: Portrait of an Artist*
Partridge, Elizabeth. *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie*
Monk, Linda R. *Words We Live By: Your Annotated Guide to the Constitution*
Freedman, Russell. *Freedom Walkers: The Story of the Montgomery Bus Boycott*

Informational Texts: Science, Mathematics, and Technical Subjects

Macaulay, David. *Cathedral: The Story of Its Construction*
Mackay, Donald. *The Building of Manhattan*
Enzensberger, Hans Magnus. *The Number Devil: A Mathematical Adventure*
Peterson, Ivars and Nancy Henderson. *Math Trek: Adventures in the Math Zone*
Katz, John. *Geeks: How Two Lost Boys Rode the Internet out of Idaho*

Greenwich Stow Creek Partnership Schools English Language Arts

Petroski, Henry. "The Evolution of the Grocery Bag."
"Geology." *U*X*L Encyclopedia of Science*