



ENGLISH LANGUAGE ARTS

CURRICULUM

SCHOOL DISTRICT OF THREE LAKES

**REVISED:
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**Mission Statement:
Teaching Students to be Productive Citizens!**

Note: This update was done with assistance from the following people: Jaime Bock, Robin LeMoine, Ali Pichowski, Sue Ridderbusch, Jen Meyer, Maureen Hicks, Terri Lorbetski, Donna Welhoefer, Amy Hibbard, Danielle Schnitker, Jessica Noe, Kara Liebscher, Marci Spears, Julie Stefonik, Staci Volkmann, and Ryan Bock.

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Kindergarten

Unit: 1- What can we learn when we try new things?

Time Frame: 3 weeks

Activities:

Big Books, Shared reading, Word Work, Poetry, Vocabulary Cards, Literacy Centers, Sight Words, Phonemic Awareness, Leveled Readers, Interactive Activities, Phonics, Handwriting, Listening Comprehension, Journal

Resources:

Wonders, KinderLiteracy-Tara West, Theme Units, Epic website

Standards:

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

L.K.1b Use frequently occurring nouns and verbs.

L.K.1f Produce and expand complete sentences in shared language activities

L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)

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

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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

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

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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

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).

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

RL.K.2 With prompting and support, retell familiar stories, including key details.

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

RL.K.4 Ask and answer questions about unknown words in a text

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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

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

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

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

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

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

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

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

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

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)

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

Unit: 2- What can you find out when you explore?

Time Frame: 3 weeks

Activities:

Big Books, Shared reading, Word Work, Poetry, Vocabulary Cards, Literacy Centers, Sight Words, Phonemic Awareness, Leveled Readers, Interactive Activities, Phonics, Handwriting, Listening Comprehension, Journal

Resources:

Wonders, KinderLiteracy-Tara West, Theme Units, Epic website

Standards:

L.K.1b Use frequently occurring nouns and verbs

L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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

L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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

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

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

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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

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

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

RI.K.4 With prompting and support, ask and answer questions about unknown words 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).

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

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

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

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

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

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

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

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

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).

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

Unit: 3- What can you learn from going to different places?

Time Frame: 3 weeks

Activities:

Big Books, Shared reading, Word Work, Poetry, Vocabulary Cards, Literacy Centers, Sight Words, Phonemic Awareness, Leveled Readers, Interactive Activities, Phonics, Handwriting, Listening Comprehension, Journal

Resources:

Wonders, KinderLiteracy-Tara West, Theme Units, Epic website

Standards:

L.K.1a Print many upper- and lowercase letters

L.K.2a Capitalize the first word in a sentence and the pronoun I

L.K.2b Recognize and name end punctuation.

L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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

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

RF.K.2a Recognize and produce rhyming words

RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

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

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant

RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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

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

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

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

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

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

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

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

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

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)

Unit: 4- What do you know about the people and places in your neighborhood?

Time Frame: 3 weeks

Activities:

Big Books, Shared reading, Word Work, Poetry, Vocabulary Cards, Literacy Centers, Sight Words, Phonemic Awareness, Leveled Readers, Interactive Activities, Phonics, Handwriting, Listening Comprehension, Journal

Resources:

Wonders, KinderLiteracy-Tara West, Theme Units, Epic website

Standards:

L.K.1f Produce and expand complete sentences in shared language activities.

L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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

L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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

RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant

RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ

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

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

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

RI.K.4 With prompting and support, ask and answer questions about unknown words 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).

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

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

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

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

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

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

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

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).

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

Unit: 5- What kind of things can you find growing in Nature?

Time Frame: 3 weeks

Activities:

Big Books, Shared reading, Word Work, Poetry, Vocabulary Cards, Literacy Centers, Sight Words, Phonemic Awareness, Leveled Readers, Interactive Activities, Phonics, Handwriting, Listening Comprehension, Journal

Resources:

Wonders, KinderLiteracy-Tara West, Theme Units, Epic website

Standards:

L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1f Produce and expand complete sentences in shared language activities.

L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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

L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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

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

RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with //, /r/, or /x/.)

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

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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

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

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

RL.K.2 With prompting and support, retell familiar stories, including key details

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.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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.

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

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

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

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

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

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)

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

Unit: 6- How do weather and Seasons affect us?

Time Frame: 3 weeks

Activities:

Big Books, Shared reading, Word Work, Poetry, Vocabulary Cards, Literacy Centers, Sight Words, Phonemic Awareness, Leveled Readers, Interactive Activities, Phonics, Handwriting, Listening Comprehension, Journal

Resources:

Wonders, KinderLiteracy-Tara West, Theme Units, Epic website

L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)

L.K.1f Produce and expand complete sentences in shared language activities.

L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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

L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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

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

RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

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

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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

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

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

RL.K.2 With prompting and support, retell familiar stories, including key details.

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.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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.

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

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

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

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

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

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).

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

Unit: 7- What are different kinds of animals?

Time Frame: 3 weeks

Activities:

Big Books, Shared reading, Word Work, Poetry, Vocabulary Cards, Literacy Centers, Sight Words, Phonemic Awareness, Leveled Readers, Interactive Activities, Phonics, Handwriting, Listening Comprehension, Journal

Resources:

Wonders, KinderLiteracy-Tara West, Theme Units, Epic website

Standards:

L.K.1b Use frequently occurring nouns and verbs.

L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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

RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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

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

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

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.

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).

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

RL.K.4 Ask and answer questions about unknown words in a text

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

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

- SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.
- 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.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)
- W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Unit: 8- Where can you go that is near and far?

Time Frame: 3 weeks

Activities:

Big Books, Shared reading, Word Work, Poetry, Vocabulary Cards, Literacy Centers, Sight Words, Phonemic Awareness, Leveled Readers, Interactive Activities, Phonics, Handwriting, Listening Comprehension, Journal

Resources:

Wonders, KinderLiteracy-Tara West, Theme Units, Epic website

Standards:

L.K.1b Use frequently occurring nouns and verbs.

L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.2a Capitalize the first word in a sentence and the pronoun I

L.K.2b Recognize and name end punctuation.

L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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

RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

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

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

RL.K.2 With prompting and support, retell familiar stories, including key details.

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

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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

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

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

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

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

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

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).

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

Unit: 9- How do things change?

Time Frame: 3 weeks

Activities:

Big Books, Shared reading, Word Work, Poetry, Vocabulary Cards, Literacy Centers, Sight Words, Phonemic Awareness, Leveled Readers, Interactive Activities, Phonics, Handwriting, Listening Comprehension, Journal

Resources:

Wonders, KinderLiteracy-Tara West, Theme Units, Epic website

Standards:

L.K.1f Produce and expand complete sentences in shared language activities.

L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

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

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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

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

RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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

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

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

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

RL.K.4 Ask and answer questions about unknown words in a text

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

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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.

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

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

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

W.K.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)

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

Unit: 10- How can new ideas help us?

Time Frame: 3 weeks

Activities:

Big Books, Shared reading, Word Work, Poetry, Vocabulary Cards, Literacy Centers, Sight Words, Phonemic Awareness, Leveled Readers, Interactive Activities, Phonics, Handwriting, Listening Comprehension, Journal

Resources:

Wonders, KinderLiteracy-Tara West, Theme Units, Epic website

Standards:

L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1f Produce and expand complete sentences in shared language activities.

L.K.2a Capitalize the first word in a sentence and the pronoun I.

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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

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

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

RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

RF.K.4 Read emergent-reader texts with purpose and understanding. **RL.K.1** With prompting and support, ask and answer questions about key details in a text.

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

RL.K.4 Ask and answer questions about unknown words in a text

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

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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

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

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

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

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

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

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

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

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)

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

1st Grade

Unit 1: What makes you special?

Time Frame: 6 Weeks

Activities:

Literature Anthology
Big Books
Teaching Posters
Leveled Readers
Writer's Workshop
Grammar Lessons
Phonemic Awareness
Vocabulary Building
Interactive Read-Aloud
Classroom Library
Sentence Dictation
Journals
Handwriting

Resources: Wonders Reading Series, Wonders Supplements, Daily 5

Common Core Standards:

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

L.1.2a Capitalize dates and names of people.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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

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

RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3f Read words with inflectional endings.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings

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

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

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

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

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

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

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

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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

SL.1.6 Produce complete sentences when appropriate to task and situation.

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

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

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

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

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

Unit 2: What makes a community?

Time Frame: 6 Weeks

Activities:

Literature Anthology
Big Books
Teaching Posters
Leveled Readers
Writer’s Workshop

Grammar Lessons
Phonemic Awareness
Vocabulary Building
Interactive Read-Aloud
Classroom Library
Sentence Dictation
Journals
Handwriting

Resources: Wonders Reading Series, Wonders Supplements, Daily 5

Common Core Standards:

L.1.1b Use common, proper, and possessive nouns.

L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.2b Use end punctuation for sentences.

L.1.2c Use commas in dates and to separate single words in a series.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

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

RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

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

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3f Read words with inflectional endings.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

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

RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

RI.1.7 Use the illustrations and details in a text to describe its key ideas. **I.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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

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

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

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

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

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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

SL.1.6 Produce complete sentences when appropriate to task and situation.

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

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

W1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

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

Unit 3: What can happen over time?

Time Frame: 6 Weeks

Activities:

Literature Anthology

Big Books

Teaching Posters

Leveled Readers

Writer's Workshop

Grammar Lessons

Phonemic Awareness

Vocabulary Building

Interactive Read-Aloud

Classroom Library

Sentence Dictation

Journals

Handwriting

Resources: Wonders Reading Series, Wonders Supplements, Daily 5

Common Core Standards:

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

L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.2c Use commas in dates and to separate single words in a series.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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

RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

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

RF.1.4a Read on-level text with purpose and understanding.

RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

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

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

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

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

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

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

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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

SL.1.6 Produce complete sentences when appropriate to task and situation.

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

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

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

Unit 4: What animals do you know about? What are they like?

Time Frame: 6 Weeks

Activities:

Literature Anthology
Big Books
Teaching Posters
Leveled Readers
Writer’s Workshop
Grammar Lessons
Phonemic Awareness
Vocabulary Building
Interactive Read-Aloud
Classroom Library
Sentence Dictation
Journals
Handwriting

Resources: Wonders Reading Series, Wonders Supplements, Daily 5

Common Core Standards:

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

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). [

L.1.1e 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.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

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

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

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

RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.3b Know spelling-sound correspondences for additional common vowel teams.

RF.2.3c Decode regularly spelled two-syllable words with long vowels.

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

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

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

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

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

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

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

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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

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

SL.1.6 Produce complete sentences when appropriate to task and situation.

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

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

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

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

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

Unit 5: How can we make sense of the world around us?

Time Frame: 6 Weeks

Activities:

Literature Anthology

Big Books

Teaching Posters

Leveled Readers

Writer’s Workshop

Grammar Lessons

Phonemic Awareness

Vocabulary Building

Interactive Read-Aloud

Classroom Library

Sentence Dictation

Journals
Handwriting

Resources: Wonders Reading Series, Wonders Supplements, Daily 5

Common Core Standards:

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

L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

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

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3f Read words with inflectional endings.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

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

RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

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

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

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

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

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

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

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

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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

SL.1.6 Produce complete sentences when appropriate to task and situation.

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

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

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

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

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

Unit 6: How does teamwork help us?

Time Frame: 6 Weeks

Activities:

Literature Anthology

Big Books

Teaching Posters

Leveled Readers

Writer’s Workshop

Grammar Lessons

Phonemic Awareness

Vocabulary Building

Interactive Read-Aloud

Classroom Library

Sentence Dictation

Journals

Handwriting

Time Frame: 6 Weeks

Resources: Wonders Reading Series, Wonders Supplements, Daily 5

Common Core Standards:

L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

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

L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

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

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3f Read words with inflectional endings.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

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

RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

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

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

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

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

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

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

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

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

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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

SL.1.6 Produce complete sentences when appropriate to task and situation.

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

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

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

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

2nd Grade

Unit 1: How do families and friends learn, grow, and help one another?

Time Frame: 5-6 weeks

Outcome (How to address the Essential Questions):

How do families and friends learn, grow, and help one another?

- Journal about essential question- make self to text connections, writing traits
- Vocabulary- word work (learn definitions, identify root words, use in sentences); phoneme blending- sound spelling cards
- Interactive read aloud- model thinking aloud as we read, make connections to essential question
- Story maps- identify character, setting
- Class read aloud- fluency, expression, phrasing
- Key events- draw scene from story, write sentences (in own words) describing event from story
- Sentence writing (practice pages)- capitalization and correct terminal punctuation
- Find text evidence to make connections to essential questions

- Story Lords- Activating Prior Knowledge Before Reading; Connecting What You Know with What's on the Page

CCSS Standards:

L.2.5a- Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

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

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

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

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

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

RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.2.3 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.

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

L.2.1F Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

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

Unit 2: How do animals play a part in the world around us?

Time Frame: 5-6 weeks

Outcome (How to address the Essential Questions):

How do animals play a part in the world around us?

- Journal about essential question- make self to text connections, writing traits
- Vocabulary- word work (learn definitions, identify root words, use in sentences); phoneme blending- sound spelling cards

- Review expectations for discussions- listening skills, staying on topic, asking questions, etc.
- Interactive read aloud- model thinking aloud as we read, make connections to essential question
- Phonics- identify long and short vowels (practice pages, word work, spelling words)
- Review decoding skills- stretchy snake, chunky monkey, etc.
- Class read aloud- fluency, expression, phrasing
- Story Map: Plot, Setting, Characters- character reactions to plot
- Identify prefixes in stories, practice page identifying prefixes
- Literary Genre- realistic fiction- key elements
- Sentence writing- commas in a series
- Story Lords- Knowing When You Don't Know (in your head); Knowing When You Don't Know (on the Page)

CCSS Standards:

L.2.5a Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

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

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

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

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

RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.2.3 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.

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

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

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

Unit 3: What have you learned about the world that surprises you?

Time Frame: 5-6 weeks

Outcome (How to address the Essential Questions):

What have you learned about the world that surprises you?

- Journal about essential question- make self to text connections, writing traits
- Class read aloud- fluency, expression, phrasing
- Story Lords- Directed Reading- Thinking Activity; Question- Answer Relationships
- Interactive read aloud/Reading strategy- building background knowledge, model rereading
- Phonics- identify rhyming words, contractions, abbreviations- Mr. Mrs. Dr., compound words, homophones (practice pages, word work, spelling words)
- Writing ties into Science curriculum- Pushes and Pulls (trait: organizing ideas)
- Story Map: identify problem and solution
- Class read aloud- fluency, expression, phrasing
- Literary Genre- narrative nonfiction- key elements (captions, bold words, subheading)
- Write narrative- zoom in on an event in life (writing trait- ideas, word choice, details, voice); fictional narrative (prewrite story map, first draft, editing, publishing)
- Question and sentence writing- key words (who, what, when, where, why, and how)

CCSS Standards:

L.2.5a Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

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

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

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

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

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

RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.2.3 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.

Unit 4: How do different environments make the world an interesting place?

Time Frame: 5-6 weeks

Outcome (How to address the Essential Questions):

How do different environments make the world an interesting place?

- Journal about essential question- make self to text connections, writing traits
- Class read aloud- fluency, expression, phrasing
- Interactive read aloud/Reading strategy- building background knowledge, model rereading
- Literary Genre- expository; folktale; poetry- key features/poetry vocab
- Comprehension Skill- Compare and Contrast- Venn Diagram
- Writing- compare and contrast Wisconsin to Alaska; poems about nature
- Comprehension Skill- Cause and Effect- Graphic Organizer
- Phonics- silent letters; review bossy r (r-controlled vowels); proper nouns (practice pages, word work, spelling words)
- Reading strategies; finding context clues
- Vocabulary- similes (practice pages)
- Story Lords- Decoding Words in Context; Inferring Word Meaning in Context
- Question and sentence writing- key words (who, what, when, where, why, and how)

CCSS Standards:

L.2.5a Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

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

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

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

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

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

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

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

W.2.3 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.

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

L.2.2a Capitalize holidays, product names, and geographic names.

Unit 5: How can people make a difference?

Time Frame: 5-6 weeks

Outcome (How to address the Essential Questions):

How can people make a difference?

- Journal about essential question- make self to text connections, writing traits
- Class read aloud- fluency, expression, phrasing
- Interactive read aloud/Reading strategy- building background knowledge, ask and answer questions regarding text
- Literary Genre- realistic fiction, narrative nonfiction, fiction- key features
- Comprehension Skill- Point of View- graphic organizer including text evidence
- Writing- Point of View- opinion piece (favorite season)
- Phonics- diphthong, plurals, contractions (practice pages, word work, spelling words)
- Vocabulary- word work (learn definitions, identify root words, use in sentences)
- Paragraph writing- topic sentence; supporting details
- DOL- capital letters, correct terminal punctuation, proper nouns, contractions, homophones

CCSS Standards:

L.2.5a Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

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

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

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

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

RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

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

W.2.3 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.

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

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

Unit 6: What keeps our world working?

Time Frame: 5-6 weeks

Outcome (How to address the Essential Questions):

What keeps our world working?

- Journal about essential question- make self to text connections, writing traits
- Class read aloud- fluency, expression, phrasing
- Interactive read aloud/Reading strategy- building background knowledge, ask and answer questions regarding text
- Literary Genre- myths, expository text
- Comprehension Skill- identifying theme and author's purpose (class discussion and graphic organizers- find text evidence to prove); main idea and details
- Vocabulary- word work (learn definitions, identify root words, use in sentences)
- Writing- strong paragraph- topic sentence with supporting details; letter writing
- Word work- adjectives that compare (-er, -est) practice pages
- DOL- capital letters, correct terminal punctuation, proper nouns, contractions, homophones

CCSS Standards:

L.2.5a Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

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

L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.

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

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

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

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

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

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

RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

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

3rd Grade

Unit 1: Growing and Learning

Time Frame: 5-6 Weeks

Material: Wonders Unit 1 Book

Activities/Outcomes:

- Work Book pages for each week on Vocabulary, Comprehension, Vocabulary Strategy, and Spelling Page
- Discussion about new Vocabulary
- Small Group reading groups – within each group we work on fluency, comprehension skills, vocabulary, and read leveled readers for the week
- Journal on the Essential Question/Writing topic for the quarter we are in
- Discussion about Grammar concepts
- Worksheet pages for Grammar
- Using organizer to plan their writing before jumping in
- The Writing process; Plan, Draft, Revise, Edit, Publish (final draft)
- Interactive Read Aloud from Reading Workshop Books each week

L.3.1d Form and use regular and irregular verbs. **[2 lessons]**

L.3.1i Produce simple, compound, and complex sentences. **[7 lessons]**

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). **[3 lessons]**

L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. **[6 lessons]**

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **[5 lessons]**

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. **[15 lessons]**

L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). **[1 lesson]**

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **[8 lessons]**

L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). **[1 lesson]**

L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). **[1 lesson]**

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). **[5 lessons]**

RF.3.3c Decode multisyllable words. **[7 lessons]**

RF.3.4 Read with sufficient accuracy and fluency to support comprehension. **[1 lesson]**

RF.3.4a Read on-level text with purpose and understanding. **[1 lesson]**

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[2 lessons]**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **[1 lesson]**

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. **[4 lessons]**

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **[3 lessons]**

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **[4 lessons]**

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **[14 lessons]**

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **[1 lesson]**

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. **[1 lesson]**

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). **[3 lessons]**

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. **[1 lesson]**

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. **[5 lessons]**

SL.3.1b 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). **[1 lesson]**

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **[1 lesson]**

SL.3.1d Explain their own ideas and understanding in light of the discussion. **[1 lesson]**

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **[2 lessons]**

W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **[8 lessons]**

W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **[1 lesson]**

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[1 lesson]**

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. **[1 lesson]**

W.3.7 Conduct short research projects that build knowledge about a topic. **[1 lesson]**

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **[1 lesson]**

Unit 2: Figure It Out

Time Frame: 5-6 Weeks

Material: Wonders Unit 2 Book

Activities/Outcomes:

- Work-book pages for each week on Vocabulary, Comprehension, Vocabulary Strategy, and Spelling Page
- Discussion about new Vocabulary
- Small Group reading groups – within each group we work on fluency, comprehension skills, vocabulary, and read leveled readers for the week
- Journal on the Essential Question/Writing topic for the quarter we are in
- Discussion about Grammar concepts
- Worksheet pages for Grammar
- Using organizer to plan their writing before jumping in
- The Writing process; Plan, Draft, Revise, Edit, Publish (final draft)
- Interactive Read Aloud from Reading Workshop Books each week

Standards:

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [5 lessons]

L.3.1c Use abstract nouns (e.g., childhood). [5 lessons]

L.3.1i Produce simple, compound, and complex sentences. [1 lesson]

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [1 lesson]

L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [7 lessons]

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [4 lessons]

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. [13 lessons]

L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [1 lesson]

L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [3 lessons]

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). [7 lessons]

RF.3.3c Decode multisyllable words. [4 lessons]

RF.3.4a Read on-level text with purpose and understanding. [1 lesson]

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [4 lessons]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [6 lessons]

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [10 lessons]

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [1 lesson]

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. [1 lesson]

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). [4 lessons]

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. [1 lesson]

SL.3.1b 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). [1 lesson]

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [1 lesson]

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. [1 lesson]

W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. [1 lesson]

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [1 lesson]

W.3.2b Develop the topic with facts, definitions, and details. [1 lesson]

W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. [7 lessons]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

Unit 3: One of a Kind

Time Frame: 5-6 Weeks

Material: Wonders Unit 3 Book

Activities/Outcomes:

- Work Book pages for each week on Vocabulary, Comprehension, Vocabulary Strategy, and Spelling Page
- Discussion about new Vocabulary
- Small Group reading groups – within each group we work on fluency, comprehension skills, vocabulary, and read leveled readers for the week
- Journal on the Essential Question/Writing topic for the quarter we are in
- Discussion about Grammar concepts
- Worksheet pages for Grammar
- Using organizer to plan their writing before jumping in
- The Writing process; Plan, Draft, Revise, Edit, Publish (final draft)
- Interactive Read Aloud from Reading Workshop Books each week

Standards:

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **[1 lesson]**

L.3.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). **[5 lessons]**

RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[2 lessons]**

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

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **[10 lessons]**

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **[2 lessons]**

RL.3.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **[1 lesson]**

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguished from nonliteral language.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. **[1 lesson]**

SL.3.1c 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. **[4 lessons]**

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **[1 lesson]**

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **[1 lesson]**

SL.3.6 Speak in complete sentences when appropriate to task **[1 lesson]**

W.3.7 Conduct short research projects that build knowledge about a topic. **[1 lesson]**

Unit 4: Meet the Challenge

Time Frame: 5-6 weeks

Material: Materials: Wonders Unit 4 Book

Activities/Outcomes:

- Work Book pages for each week on Vocabulary, Comprehension, Vocabulary Strategy, and Spelling Page
- Discussion about new Vocabulary
- Small Group reading groups – within each group we work on fluency, comprehension skills, vocabulary, and read leveled readers for the week

- Journal on the Essential Question/Writing topic for the quarter we are in
- Discussion about Grammar concepts
- Worksheet pages for Grammar
- Using organizer to plan their writing before jumping in
- The Writing process; Plan, Draft, Revise, Edit, Publish (final draft)
- Interactive Read Aloud from Reading Workshop Books each week
- Interactive Read Aloud from Literature Anthology

Standards

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **[5 lessons]**

L.3.1d Form and use regular and irregular verbs. **[6 lessons]**

L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. **[1 lesson]**

L.3.1i Produce simple, compound, and complex sentences. **[2 lessons]**

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). **[2 lessons]**

L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. **[6 lessons]**

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **[5 lessons]**

L.3.4b 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). **[8 lessons]**

L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). **[16 lessons]**

L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). **[3 lessons]**

L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). **[1 lesson]**

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). **[6 lessons]**

RF.3.3b Decode words with common Latin suffixes. **[2 lessons]**

RF.3.3c Decode multisyllable words. **[4 lessons]**

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[2 lessons]**

RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **[1 lesson]**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **[1 lesson]**

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **[10 lessons]**

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **[2 lessons]**

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **[1 lesson]**

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. **[14 lessons]**

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). **[4 lessons]**

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. **[1 lesson]**

SL.3.1a 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. **[4 lessons]**

SL.3.1b 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). **[1 lesson]**

SL.3.1d Explain their own ideas and understanding in light of the discussion. **[1 lesson]**

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **[1 lesson]**

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **[1 lesson]**

W.3.1b Provide reasons that support the opinion. **[1 lesson]**

W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **[1 lesson]**

W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **[8 lessons]**

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[1 lesson]**

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. **[1 lesson]**

W.3.7 Conduct short research projects that build knowledge about a topic. **[1 lesson]**

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **[1 lesson]**

Unit 5: Take Action

Time Frame 5-6 Weeks

Materials: Wonders Unit 5 Book

Activities/Outcomes:

- Work Book pages for each week on Vocabulary, Comprehension, Vocabulary Strategy, and Spelling Page
- Discussion about new Vocabulary
- Small Group reading groups – within each group we work on fluency, comprehension skills, vocabulary, and read leveled readers for the week
- Journal on the Essential Question/Writing topic for the quarter we are in
- Discussion about Grammar concepts
- Worksheet pages for Grammar
- Using organizer to plan their writing before jumping in
- The Writing process; Plan, Draft, Revise, Edit, Publish (final draft)
- Interactive Read Aloud from Reading Workshop Books each week
- Interactive Read Aloud from Literature Anthology

Standards

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **[6 lessons]**

L.3.1i Produce simple, compound, and complex sentences. **[2 lessons]**

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). **[7 lessons]**

L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. **[6 lessons]**

L.3.3a Choose words and phrases for effect. **[1 lesson]**

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. **[5 lessons]**

L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). **[7 lessons]**

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **[1 lesson]**

- L.3.5** Demonstrate understanding of word relationships and nuances in word meanings. **[1 lesson]**
- L.3.5b** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). **[1 lesson]**
- L.3.5c** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). **[1 lesson]**
- L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). **[5 lessons]**
- RF.3.3a** Identify and know the meaning of the most common prefixes and derivational suffixes. **[6 lessons]**
- RF.3.3b** Decode words with common Latin suffixes. **[4 lessons]**
- RF.3.3c** Decode multisyllable words. **[2 lessons]**
- RF.3.4a** Read on-level text with purpose and understanding. **[2 lessons]**
- RF.3.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[1 lesson]**
- RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **[1 lesson]**
- RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic. **[1 lesson]**
- RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **[2 lessons]**
- RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **[6 lessons]**
- RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **[1 lesson]**
- RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **[1 lesson]**
- RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters. **[10 lessons]**
- RL.3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). **[1 lesson]**
- RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). **[4 lessons]**
- RL.3.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. **[1 lesson]**
- SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. **[4 lessons]**

SL.3.1a 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. **[1 lesson]**

SL.3.1b 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). **[2 lessons]**

SL.3.1d Explain their own ideas and understanding in light of the discussion. **[1 lesson]**

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **[2 lessons]**

W.3.1b Provide reasons that support the opinion. **[1 lesson]**

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **[1 lesson]**

W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **[7 lessons]**

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[1 lesson]**

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. **[1 lesson]**

W.3.7 Conduct short research projects that build knowledge about a topic. **[1 lesson]**

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **[1 lesson]**

Unit 6: Think it Over

Time Frame: 5-6 Weeks

Materials: Wonders Unit 6 Book, DOL

Activities/Outcomes:

- Work Book pages for each week on Vocabulary, Comprehension, Vocabulary Strategy, and Spelling Page
- Discussion about new Vocabulary
- Small Group reading groups – within each group we work on fluency, comprehension skills, vocabulary, and read leveled readers for the week
- Journal on the Essential Question/Writing topic for the quarter we are in
- Discussion about Grammar concepts
- Worksheet pages for Grammar
- Using organizer to plan their writing before jumping in
- The Writing process; Plan, Draft, Revise, Edit, Publish (final draft)

- Interactive Read Aloud from Reading Workshop Books each week
- Interactive Read Aloud from Literature Anthology

Standards:

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **[6 lessons]**

L.3.1i Produce simple, compound, and complex sentences. **[1 lesson]**

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). **[2 lessons]**

L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. **[6 lessons]**

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **[5 lessons]**

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. **[1 lesson]**

L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). **[13 lessons]**

L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). **[9 lessons]**

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). **[6 lessons]**

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes. **[1 lesson]**

RF.3.3c Decode multisyllable words. **[6 lessons]**

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[1 lesson]**

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. **[1 lesson]**

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **[5 lessons]**

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **[14 lessons]**

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. **[3 lessons]**

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). **[4 lessons]**

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. **[4 lessons]**

- SL.3.1a** 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. **[1 lesson]**
- SL.3.1b** 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). **[1 lesson]**
- SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **[2 lessons]**
- SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **[1 lesson]**
- SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. **[1 lesson]**
- W.3.2a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **[7 lessons]**
- W.3.2d** Provide a concluding statement or section. **[1 lesson]**
- W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[2 lessons]**
- W.3.6** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. **[1 lesson]**
- W.3.7** Conduct short research projects that build knowledge about a topic. **[1 lesson]**
- W.3.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **[1 lesson]**

4th Grade

Unit 1: *How do families and friends learn, grow, and help one another?*

Time Frame: 5-6 weeks

Outcome (How to address the Essential Questions):

How do families and friends learn, grow, and help one another?

- Journal about essential question- make self to text connections, writing traits
- Vocabulary- word work (learn definitions, identify root words, use in sentences); phoneme blending- sound spelling cards
- Interactive read aloud- model thinking aloud as we read, make connections to essential question
- Story maps- identify character, setting
- Class read aloud- fluency, expression, phrasing
- Key events- draw scene from story, write sentences (in own words) describing event from story
- Sentence writing (practice pages)- capitalization and correct terminal punctuation
- Find text evidence to make connections to essential questions
- Story Lords- Activating Prior Knowledge Before Reading; Connecting What You Know with What's on the Page

CCSS Standards:

L.2.5a- Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

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

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

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

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

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

RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.2.3 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.

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

L.2.1F Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

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

Unit 2: How do animals play a part in the world around us?

Time Frame: 5-6 weeks

Outcome (How to address the Essential Questions):

How do animals play a part in the world around us?

- Journal about essential question- make self to text connections, writing traits
- Vocabulary- word work (learn definitions, identify root words, use in sentences); phoneme blending- sound spelling cards
- Review expectations for discussions- listening skills, staying on topic, asking questions, etc.
- Interactive read aloud- model thinking aloud as we read, make connections to essential question
- Phonics- identify long and short vowels (practice pages, word work, spelling words)
- Review decoding skills- stretchy snake, chunky monkey, etc.
- Class read aloud- fluency, expression, phrasing
- Story Map: Plot, Setting, Characters- character reactions to plot
- Identify prefixes in stories, practice page identifying prefixes
- Literary Genre- realistic fiction- key elements
- Sentence writing- commas in a series
- Story Lords- Knowing When You Don't Know (in your head); Knowing When You Don't Know (on the Page)

CCSS Standards:

L.2.5a Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

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

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

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

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

RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.2.3 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.

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

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

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

Unit 3: What have you learned about the world that surprises you?

Time Frame: 5-6 weeks

Outcome (How to address the Essential Questions):

What have you learned about the world that surprises you?

- Journal about essential question- make self to text connections, writing traits
- Class read aloud- fluency, expression, phrasing
- Story Lords- Directed Reading- Thinking Activity; Question- Answer Relationships
- Interactive read aloud/Reading strategy- building background knowledge, model rereading
- Phonics- identify rhyming words, contractions, abbreviations- Mr. Mrs. Dr., compound words, homophones (practice pages, word work, spelling words)
- Writing ties into Science curriculum- Pushes and Pulls (trait: organizing ideas)
- Story Map: identify problem and solution
- Class read aloud- fluency, expression, phrasing
- Literary Genre- narrative nonfiction- key elements (captions, bold words, subheading)
- Write narrative- zoom in on an event in life (writing trait- ideas, word choice, details, voice); fictional narrative (prewrite story map, first draft, editing, publishing)
- Question and sentence writing- key words (who, what, when, where, why, and how)

CCSS Standards:

L.2.5a Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

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

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

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

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

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

RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.2.3 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.

Unit 4: How do different environments make the world an interesting place?

Time Frame: 5-6 weeks

Outcome (How to address the Essential Questions):

How do different environments make the world an interesting place?

- Journal about essential question- make self to text connections, writing traits
- Class read aloud- fluency, expression, phrasing
- Interactive read aloud/Reading strategy- building background knowledge, model rereading
- Literary Genre- expository; folktale; poetry- key features/poetry vocab
- Comprehension Skill- Compare and Contrast- Venn Diagram
- Writing- compare and contrast Wisconsin to Alaska; poems about nature
- Comprehension Skill- Cause and Effect- Graphic Organizer
- Phonics- silent letters; review bossy r (r-controlled vowels); proper nouns (practice pages, word work, spelling words)
- Reading strategies; finding context clues
- Vocabulary- similes (practice pages)
- Story Lords- Decoding Words in Context; Inferring Word Meaning in Context
- Question and sentence writing- key words (who, what, when, where, why, and how)

CCSS Standards:

L.2.5a Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

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

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

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

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

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

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

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

W.2.3 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.

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

L.2.2a Capitalize holidays, product names, and geographic names.

Unit 5:How can people make a difference?

Time Frame: 5-6 weeks

Outcome (How to address the Essential Questions):

How can people make a difference?

- Journal about essential question- make self to text connections, writing traits
- Class read aloud- fluency, expression, phrasing
- Interactive read aloud/Reading strategy- building background knowledge, ask and answer questions regarding text
- Literary Genre- realistic fiction, narrative nonfiction, fiction- key features
- Comprehension Skill- Point of View- graphic organizer including text evidence
- Writing- Point of View- opinion piece (favorite season)
- Phonics- diphthong, plurals, contractions (practice pages, word work, spelling words)
- Vocabulary- word work (learn definitions, identify root words, use in sentences)
- Paragraph writing- topic sentence; supporting details
- DOL- capital letters, correct terminal punctuation, proper nouns, contractions, homophones

CCSS Standards:

L.2.5a Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

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

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

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

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

RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

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

W.2.3 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.

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

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

Unit 6: What keeps our world working?

Time Frame: 5-6 weeks

Outcome (How to address the Essential Questions):

What keeps our world working?

- Journal about essential question- make self to text connections, writing traits
- Class read aloud- fluency, expression, phrasing
- Interactive read aloud/Reading strategy- building background knowledge, ask and answer questions regarding text
- Literary Genre- myths, expository text
- Comprehension Skill- identifying theme and author's purpose (class discussion and graphic organizers- find text evidence to prove); main idea and details
- Vocabulary- word work (learn definitions, identify root words, use in sentences)
- Writing- strong paragraph- topic sentence with supporting details; letter writing
- Word work- adjectives that compare (-er, -est) practice pages
- DOL- capital letters, correct terminal punctuation, proper nouns, contractions, homophones

CCSS Standards:

L.2.5a Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

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

L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.

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

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

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

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

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

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

RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

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

5th Grade

Unit 1: Where can an idea begin?

Time Frame 5-6 Weeks

Materials: Wonders Unit 1 Book, DOL book from Carson-Dellosa Publishing

Activities/Outcomes:

- Workbook pages for each week on Vocabulary, Comprehension, Vocabulary Strategy, and Spelling Page
- Discussion about new Vocabulary
- Small Group reading groups – within each group we work on fluency, comprehension skills, vocabulary, and read leveled readers for the week
- Journal on the Essential Question
- Discussion about Grammar concepts
- Worksheet pages for Grammar
- Using organizer to set up Personal Narrative
- Write, Edit, and Final Draft of Personal Narrative
- Interactive Read Aloud from Reading Workshop Books each week
- Interactive Read Aloud from Literature Anthology

Standards:

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RF5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit 2: What does it take to put a plan into action?

Time Frame: 5-6 weeks

Materials: Wonders Unit 2 Book, DOL book from Carson-Dellosa Publishing

Activities/Outcomes:

- Work Book pages for each week on Vocabulary, Comprehension, Vocabulary Strategy, and Spelling Page
- Discussion about new Vocabulary
- Small Group reading groups – within each group we work on fluency, comprehension skills, vocabulary, and read leveled readers for the week
- Journal on the Essential Question
- Discussion about Grammar concepts
- Worksheet pages for Grammar
- Using organizer to set up Personal Letter and Business Letter
- Write, Edit, and Final Draft of Personal Letter and Business Letter
- Interactive Read Aloud from Reading Workshop Books each week
- Interactive Read Aloud from Literature Anthology

Standards

L 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RF5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF 5.4 Read with sufficient accuracy and fluency to support comprehension.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Unit 3: What kinds of experiences can lead to new discoveries?

Time Frame: 5-6 Weeks

Materials: Wonders Unit 3 Book, DOL book from Carson-Dellosa Publishing

Activities/Outcomes:

- Work Book pages for each week on Vocabulary, Comprehension, Vocabulary Strategy, and Spelling Page
- Discussion about new Vocabulary
- Small Group reading groups – within each group we work on fluency, comprehension skills, vocabulary, and read leveled readers for the week

- Journal on the Essential Question
- Discussion about Grammar concepts
- Worksheet pages for Grammar
- Using organizer to set up Delta Kappa Gamma (Fictional Story)
- Write, Edit, and Final Draft of Delta Kappa Gamma (Fictional Story)
- Interactive Read Aloud from Reading Workshop Books each week
- Interactive Read Aloud from Literature Anthology

Standards:

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

L.5.5

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Unit 4: How do we decided what's important?

Time Frame: 5-6 weeks

Material: Materials: Wonders Unit 4 Book, DOL book from Carson-Dellosa Publishing

Activities/Outcomes:

- Work Book pages for each week on Vocabulary, Comprehension, Vocabulary Strategy, and Spelling Page

- Discussion about new Vocabulary
- Small Group reading groups – within each group we work on fluency, comprehension skills, vocabulary, and read leveled readers for the week
- Journal on the Essential Question
- Discussion about Grammar concepts
- Worksheet pages for Grammar
- Using organizer to set up Personal Narrative and Research Project
- Write, Edit, and Final Draft of Personal Narrative and Research Project
- Interactive Read Aloud from Reading Workshop Books each week
- Interactive Read Aloud from Literature Anthology

Standards

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL .5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Unit 5: In what ways can things change?

Time Frame 5-6 Weeks

Materials: Wonders Unit 5 Book, DOL

Activities/Outcomes:

- Work Book pages for each week on Vocabulary, Comprehension, Vocabulary Strategy, and Spelling Page
- Discussion about new Vocabulary
- Small Group reading groups – within each group we work on fluency, comprehension skills, vocabulary, and read leveled readers for the week
- Journal on the Essential Question
- Discussion about Grammar concepts
- Worksheet pages for Grammar
- Using organizer to set up Persuasive Writing
- Write, Edit, and Final Draft of Persuasive Writing
- Interactive Read Aloud from Reading Workshop Books each week
- Interactive Read Aloud from Literature Anthology

Standards

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit 6: How are we all connected?

Time Frame: 5-6 Weeks

Materials: Wonders Unit 6 Book, DOL

Activities/Outcomes:

- Work Book pages for each week on Vocabulary, Comprehension, Vocabulary Strategy, and Spelling Page
- Discussion about new Vocabulary
- Small Group reading groups – within each group we work on fluency, comprehension skills, vocabulary, and read leveled readers for the week
- Journal on the Essential Question
- Discussion about Grammar concepts
- Worksheet pages for Grammar
- Using organizer to set up Poetry Books
- Write, Edit, and Final Draft of Poetry Books
- Interactive Read Aloud from Reading Workshop Books each week
- Interactive Read Aloud from Literature Anthology

Standards

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit 7: Novels

Time Frame: 3-4 Weeks

Materials: 4 sets of Novels-- 2017 Used: Runaway Twin, Frindle, My Side of the Mountain, and
Island of the Blue Dolphins,

Activities/Outcomes:

- Read aloud in small groups to work on fluency
- Discuss comprehension questions and other parts of the story
- Used vocabulary from the story to build vocabulary
- Worked on fluency, expression, and phrasing
- Discuss Grammar Concepts
- Discuss Figurative Language and why it's used

Standards:

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L. 5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6th Grade

Unit: 1

Time Frame: 6 Weeks

Standards Addressed:

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

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

RF.5.3A: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4A: Read on-level text with purpose and understanding.

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

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

RF.5.4A: Read on-level text with purpose and understanding.

RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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

W.6.10: 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.

L.4.1F: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.6.2B: Spell correctly.

L.6.4A: 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.6.4D: 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.3.1I: Produce simple, compound, and complex sentences.

L.6.3A: Vary sentence patterns for meaning, reader/ listener interest, and style.

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 eye contact, adequate volume, and clear pronunciation.

Activities:

- **Small Group/Whole Group Instruction
- Build Background
- Comprehension
- Vocabulary
- Practice
- Close Reading of Complex Text
- Phonics/Decoding
- Fluency
- Integrate Ideas
- Spelling
- Word Study
- Research and Inquiry
- Reader's Theater
- Notetaking
- Grammar
- Writer's Workspace
- Daily 5
- Weekly Projects
- Discussion
- Practice Book
- Videos
- Photographs
- Interactive Whiteboard Components
- Leveled Readers
- Graphic Organizers
- Essential Questions/Big Ideas
- Think Alouds
- Ask/Answer Questions
- Write About/Respond to Reading
- Foldables
- Independent Reading
- Speaking Activities
- Multimedia Presentations

Resources:

Wonders Series: Teacher Editions, Reading/Writing Workshop, Literature Anthology, Leveled Readers, Classroom Library Tradebooks, Your Turn Practice Books, High-Frequency Word Cards, Visual Vocabulary Cards, Leveled Workstation Activity Cards, Weekly Assessment, Unit Assessment

Digital Components: Interactive Games/Activities, Vocabulary, Writer's Workspace, Interactive Texts, Leveled Reader Search, e Books, Listening Library, Online Research, Online Assessment, Test Generator, Reports, Visual Glossary, Interactive Minilessons, Interactive Graphic Organizers, Videos, Photographs

Unit: 2

Time Frame: 6 Weeks

Standards Addressed:

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

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

RF.5.3A: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.6.2B: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

L.3.1C: Use abstract nouns (e.g., childhood).

L.6.2B: Spell correctly.

L.6.4B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

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

L.3.1B: Form and use regular and irregular plural nouns.

RF.5.4B: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

W.6.3E: Provide a conclusion that follows from the narrated experiences or events.

L.6.4D: 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).

RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.

W.6.3C: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

L.3.2D: Form and use possessives.

RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.6.2D: Use precise language and domain-specific vocabulary to inform about or explain the topic.

L.6.2A: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.5C: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

RF.5.4A: Read on-level text with purpose and understanding.

RI.6.8: 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.

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

SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Activities:

**Small Group/Whole Group Instruction

Build Background

Comprehension

Vocabulary

Practice

Close Reading of Complex Text

Phonics/Decoding

Fluency

Integrate Ideas

Spelling

Word Study

Research and Inquiry

Reader's Theater

Notetaking

Grammar

Writer's Workspace

Daily 5

Weekly Projects

Discussion

Practice Book
Videos
Photographs
Interactive Whiteboard Components
Leveled Readers
Graphic Organizers
Essential Questions/Big Ideas
Think Alouds
Ask/Answer Questions
Write About/Respond to Reading
Foldables
Independent Reading
Speaking Activities
Multimedia Presentations

Resources:

Wonders Series: Teacher Editions, Reading/Writing Workshop, Literature Anthology, Leveled Readers, Classroom Library Tradebooks, Your Turn Practice Books, High-Frequency Word Cards, Visual Vocabulary Cards, Leveled Workstation Activity Cards, Weekly Assessment, Unit Assessment

Digital Components: Interactive Games/Activities, Vocabulary, Writer's Workspace, Interactive Texts, Leveled Reader Search, e Books, Listening Library, Online Research, Online Assessment, Test Generator, Reports, Visual Glossary, Interactive Mini-lessons, Interactive Graphic Organizers, Videos, Photographs

Unit: 3

Time Frame: 6 Weeks

Standards Addressed:

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

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

RF.5.3A: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4B: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

W.6.10: 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.

L.3.1A: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.6.2B: Spell correctly.

L.6.4A: 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.

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

L.5.1D: Recognize and correct inappropriate shifts in verb tense.

RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RF.5.4C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

L.6.4D: 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).

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

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

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

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

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

L.3.1D: Form and use regular and irregular verbs.

RF.5.4A: Read on-level text with purpose and understanding.

RI.6.8: 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.

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

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 eye contact, adequate volume, and clear pronunciation.

Activities:

**Small Group/Whole Group Instruction

- Build Background
- Comprehension
- Vocabulary
- Practice
- Close Reading of Complex Text
- Phonics/Decoding
- Fluency
- Integrate Ideas
- Spelling
- Word Study
- Research and Inquiry
- Reader's Theater
- Notetaking
- Grammar
- Writer's Workspace
- Daily 5
- Weekly Projects
- Discussion
- Practice Book
- Videos
- Photographs
- Interactive Whiteboard Components
- Leveled Readers
- Graphic Organizers
- Essential Questions/Big Ideas
- Think Alouds
- Ask/Answer Questions
- Write About/Respond to Reading
- Foldables
- Independent Reading
- Speaking Activities
- Multimedia Presentations

Resources:

Wonders Series: Teacher Editions, Reading/Writing Workshop, Literature Anthology, Leveled Readers, Classroom Library Tradebooks, Your Turn Practice Books, High-Frequency Word Cards, Visual Vocabulary Cards, Leveled Workstation Activity Cards, Weekly Assessment, Unit Assessment

Digital Components: Interactive Games/Activities, Vocabulary, Writer's Workspace, Interactive Texts, Leveled Reader Search, e Books, Listening Library, Online Research, Online Assessment, Test Generator, Reports, Visual Glossary, Interactive Minilessons, Interactive Graphic Organizers, Videos, Photographs

Unit: 4

Time Frame: 6 Weeks

Standards Addressed:

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

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

RF.5.3A: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.6.10: 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.

L.6.1D: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.6.2B: Spell correctly.

L.6.4A: 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.

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

RF.5.4B: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

W.6.1C: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

L.6.1A: Ensure that pronouns are in the proper case (subjective, objective, possessive).

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

L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

L.3.1F: Ensure subject-verb and pronoun-antecedent agreement.

L.6.5A: Interpret figures of speech (e.g., personification) in context.

RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L.6.1C: Recognize and correct inappropriate shifts in pronoun number and person.

RF.5.4A: Read on-level text with purpose and understanding.

RI.6.8: 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.

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

SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Activities:

**Small Group/Whole Group Instruction

Build Background

Comprehension

Vocabulary

Practice

Close Reading of Complex Text

Phonics/Decoding

Fluency

Integrate Ideas

Spelling

Word Study

Research and Inquiry

Reader's Theater

Notetaking

Grammar
Writer's Workspace
Daily 5
Weekly Projects
Discussion
Practice Book
Videos
Photographs
Interactive Whiteboard Components
Leveled Readers
Graphic Organizers
Essential Questions/Big Ideas
Think Alouds
Ask/Answer Questions
Write About/Respond to Reading
Foldables
Independent Reading
Speaking Activities
Multimedia Presentations

Resources:

Wonders Series: Teacher Editions, Reading/Writing Workshop, Literature Anthology, Leveled Readers, Classroom Library Tradebooks, Your Turn Practice Books, High-Frequency Word Cards, Visual Vocabulary Cards, Leveled Workstation Activity Cards, Weekly Assessment, Unit Assessment

Digital Components: Interactive Games/Activities, Vocabulary, Writer's Workspace, Interactive Texts, Leveled Reader Search, e Books, Listening Library, Online Research, Online Assessment, Test Generator, Reports, Visual Glossary, Interactive Mini-lessons, Interactive Graphic Organizers, Videos, Photographs

Unit: 5

Time Frame: 6 Weeks

Standards Addressed:

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

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

RF.5.3A: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4B: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

W.6.3C: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

L.3.1A: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.6.2B: Spell correctly.

L.6.5C: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

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.

W.6.3D: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

L.6.4A: 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.

RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RF.5.4C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.6.1A: Introduce claim(s) and organize the reasons and evidence clearly.

L.3.1G: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

W.6.10: 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.

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

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

RF.5.4A: Read on-level text with purpose and understanding.

RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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

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 eye contact, adequate volume, and clear pronunciation.

Activities:

**Small Group/Whole Group Instruction

- Build Background
- Comprehension
- Vocabulary
- Practice
- Close Reading of Complex Text
- Phonics/Decoding
- Fluency
- Integrate Ideas
- Spelling
- Word Study
- Research and Inquiry
- Reader's Theater
- Notetaking
- Grammar
- Writer's Workspace
- Daily 5
- Weekly Projects
- Discussion
- Practice Book
- Videos
- Photographs
- Interactive Whiteboard Components
- Leveled Readers
- Graphic Organizers
- Essential Questions/Big Ideas
- Think Alouds
- Ask/Answer Questions
- Write About/Respond to Reading
- Foldables
- Independent Reading
- Speaking Activities
- Multimedia Presentations

Resources:

Wonders Series: Teacher Editions, Reading/Writing Workshop, Literature Anthology, Leveled Readers, Classroom Library Tradebooks, Your Turn Practice Books, High-Frequency Word Cards, Visual Vocabulary Cards, Leveled Workstation Activity Cards, Weekly Assessment, Unit Assessment

Digital Components: Interactive Games/Activities, Vocabulary, Writer's Workspace, Interactive Texts, Leveled Reader Search, e Books, Listening Library, Online Research, Online Assessment, Test Generator, Reports, Visual Glossary, Interactive Minilessons, Interactive Graphic Organizers, Videos, Photographs

Unit: 6

Time Frame: 6 Weeks

Standards Addressed:

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

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

RF.5.3A: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.6.10: 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.

L.3.1A: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.6.2B: Spell correctly.

L.6.4B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

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

RF.5.4B: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.3.1G: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.6.4A: 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.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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

L.6.5C: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

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

L.6.4C: 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.

RF.5.4A: Read on-level text with purpose and understanding.

RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Activities:

**Small Group/Whole Group Instruction

Build Background

Comprehension

Vocabulary

Practice

Close Reading of Complex Text

Phonics/Decoding

Fluency

Integrate Ideas

Spelling

Word Study

Research and Inquiry

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Speaking Activities
Multimedia Presentations

Resources:

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Digital Components: Interactive Games/Activities, Vocabulary, Writer's Workspace, Interactive Texts, Leveled Reader Search, e Books, Listening Library, Online Research, Online Assessment, Test Generator, Reports, Visual Glossary, Interactive Minilessons, Interactive Graphic Organizers, Videos, Photographs.

7th & 8th Grade

Unit 1: Short Stories from *The Language of Literature* McDougal Littell

Time Frame: 8 weeks

Genres: Fiction, Historic Fiction, Folklore, Mythology, Drama, Realistic Fiction, Fantasy, Autobiographical, Oral Tradition, Non fiction

Activities/Standards:

Reading:

Silently read and comprehend texts suitable for age and ability level **(RI10)**.

Read aloud and comprehend texts suitable for age and ability level **(RI10)**.

Understand characters in a given literary piece **(RL3, RL6)**.

Understand events and the sequence of events as they relate to the plot **(RI5, RI6)**,

Understand setting and the effects upon characters and events **(RI3)**.

Understand idea of theme **(RL2)**.

Demonstrate the ability to discover simple themes **(RI2)**.

Show knowledge of different types of literary genres.

Discuss test taking strategies.

Become familiar with and use a variety of materials in the library and media center.

Show knowledge of various literary terms and techniques **(RI4)**.

Use appropriate reading strategies **(RL1)**.

Promote the use of critical thinking.

Compare and contrast a written story to its media version **(RL7, RI7)**.

Provide differentiation to academically low and high achieving students **(RL10)**.

Compare and contrast authors' fictional versions of historical events to actual historical events **(RL9)**.

Analyze and evaluate authors' position statements based on faith or fact **(RI8)**.

Compare and contrast two or more authors' viewpoints concerning the same topic **(RI9)**.

Analyze and determine the structure of a paragraph and the author's point of view in understanding a key concept **(RI5, RI6)**.

Analyze modern works of fiction to traditional and ancient literary pieces **(RL9)**.

Read and interpret dialogue **(RL3)**.

Distinguish between fact and opinion in written and oral language.

Compare and contrast two or more pieces of literature and discuss their meaning and style **(RL5)**.

Writing:

Write or create a book report using various formats **(W2)**.

Identify and use the steps of the writing process **(W4, W5)**.

Write frequently for a variety of purposes including persuasive, informative/ explanatory and narrative **(W1, W2, W3, W10)**.

Compare and contrast authors' fictional versions of historical events to actual historical events **(W9)**.

Edit and rewrite all genres of writing **(W5)**.

Demonstrate clear and concise writing by practicing the 3 or 5-paragraph format **(W4)**.

Speaking and Listening:

Give directions clearly for others to follow **(SL6)**.

Recognize and develop good listening skills **(SL1)**.

Elaborate and use description when relating events orally **(SL4)**.

Recall and interpret details in a written or oral presentation **(SL4)**.

Discuss main ideas and supporting details as presented in different formats **(SL2)**.

Contribute ideas and information to a group discussion, both large and small **(SL1)**.

Practice good etiquette in discussion situations **(SL1)**.

Present an oral report to the class **(SL4, SL6)**.

Analyze and evaluate author's position statement based on faith or fact **(SL3)**.

Use of multimedia presentations to illustrate main points **(SL5)**.

Analyze purpose, main ideas, supporting details and motives as presented in different formats **(SL2)**.

Take notes on an oral presentation as applied to relevant subjects.

Language:

Recognize figurative and poetic language **(L5)**.

Show growth in personal vocabulary **(L4, L6)**.

Increase knowledge of vocabulary and spelling ability **(L4, L5, L6)**.

Use and practice language skills daily **(L1)**.

Use spelling rules to increase spelling skills **(L2, L4)**.

Differentiate among words that are often confused **(L2, L4, L5)**.

Demonstrate the proper rules of grammar **(L1, L3)**.

Recognize and use acceptable grammar, usage, and mechanics when communicating **(L1, L2, L3)**.

Identify the parts of speech **(L1)**.

Unit 2: Poetry

Time Frame: 3 weeks

Resources: Limerick, Acrostic, Clerihew, Concrete, Diamante, Haiku, Free Verse, Rewriting of classic poetry

Activities/Standards:

Reading:

Silently read and comprehend texts suitable for age and ability level **(RI10)**.

Read aloud and comprehend texts suitable for age and ability level **(RI10)**.

Discuss test taking strategies.
Become familiar with and use a variety of materials in the library and media center.
Show knowledge of various literary terms and techniques **(RI4)**.
Use appropriate reading strategies **(RL1)**.
Promote the use of critical thinking.
Demonstrate knowledge of poetry forms and terms including figurative language techniques **(RL4, RL5)**.
Provide differentiation to academically low and high achieving students **(RL10)**.

Writing:

Write or create a book report using various formats **(W2)**.
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources **(W6)**.
Conduct short research projects to answer questions using a variety of sources in related subjects **(W7, W2, W8)**.
Compare and contrast authors' fictional versions of historical events to actual historical events **(W9)**.

Speaking and Listening:

Give directions clearly for others to follow **(SL6)**.
Recognize and develop good listening skills **(SL1)**.
Elaborate and use description when relating events orally **(SL4)**.
Contribute ideas and information to a group discussion, both large and small **(SL1)**.
Practice good etiquette in discussion situations **(SL1)**.
Present an oral report to the class **(SL4, SL6)**.
Use of multimedia presentations to illustrate main points **(SL5)**.

Language:

Recognize figurative and poetic language **(L5)**.
Show growth in personal vocabulary **(L4, L6)**.
Increase knowledge of vocabulary and spelling ability **(L4, L5, L6)**.
Use and practice language skills daily **(L1)**.
Use spelling rules to increase spelling skills **(L2, L4)**.
Differentiate among words that are often confused **(L2, L4, L5)**.
Demonstrate the proper rules of grammar **(L1, L3)**.
Recognize and use acceptable grammar, usage, and mechanics when communicating **(L1, L2, L3)**.

Unit 3: Novel Units and Student Choice Novels

Time Frame: 8 weeks

Resources: *Crispin' the Cross of Lead, Hoot, Journey to the Center of the Earth, Treasure Island, Freak the Mighty, Seven Habits of Highly Effective Teens, Fever 1793, Roll of Thunder, Hear My Cry, Old Yeller, Kavik the Wolf Dog, The Outsiders, Hatchet, Bridge to Terabithia, Edgar Allen, The Red Pony, The Pearl*

Activities/Standards:

Reading:

Silently read and comprehend texts suitable for age and ability level **(RI10)**.
Read aloud and comprehend texts suitable for age and ability level **(RI10)**.
Understand characters in a literary piece **(RL3, RL6)**.
Analyze and determine the structure of a paragraph and the author's point of view in understanding a key concept **(RI5, RI6)**.
Understand setting and the effects upon characters and events **(RI3)**.
Understand idea of theme **(RL2)**.
Demonstrate the ability to discover complex themes **(RI2)**.
Show knowledge of different types of literary genres.
Discuss test-taking strategies.
Become familiar with and use a variety of materials in the library and media center.
Become familiar with and practice research techniques.
Show knowledge of various literary terms and techniques **(RI4)**.
Use appropriate reading strategies **(RL1)**.
Promote the use of critical thinking .
Demonstrate knowledge of poetry forms and terms including figurative language techniques **(RL4, RL5)**.
Compare and contrast a written story to its media version **(RL7, RI7)**.
Provide differentiation to academically low and high achieving students **(RL10)**.
Analyze modern works of fiction to traditional and ancient literary pieces **(RL9)**.
Analyze and evaluate author's position statements based on faith or fact **(RI8)**.
Compare and contrast two or more authors' viewpoints concerning the same topic **(RI9)**.
Read and interpret dialogue **(RL3)**.
Skim to determine the content of a source in the writing process.
Distinguish between fact and opinion in written and oral language.
Compare and contrast two or more pieces of literature and discuss their meaning and style **(RL5)**.

Writing:

Write or create a book report using various formats **(W2)**.
Identify and use the steps of the writing process **(W4, W5)**.
Write frequently for a variety of purposes including persuasive, informative/ explanatory, technical and narrative **(W1, W2, W3, W10)**.
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources **(W6)**.
Compare and contrast author's fictional versions of historical events to actual historical events **(W9)**.

Edit and rewrite all genres of writing **(W5)**.
Demonstrate clear and concise writing by practicing the 5-paragraph format **(W4)**.

Speaking and Listening:

Recognize and develop good listening skills **(SL1)**.
Elaborate and use description when relating events orally **(SL4)**.
Recall and interpret details in a written or oral presentation **(SL4)**.
Analyze purpose, main ideas, supporting details and motives as presented in different formats **(SL2)**.
Contribute ideas and information to a group discussion, both large and small **(SL1)**.
Practice good etiquette in discussion situations **(SL1)**.
Present an oral report to the class **(SL4, SL6)**.
Analyze and evaluate author's position statement based on faith or fact **(SL3)**.
Use of multimedia presentations to illustrate main points **(SL5)**.

Language:

Recognize figurative and poetic language **(L5)**.
Show growth in personal vocabulary **(L4, L6)**.
Increase knowledge of vocabulary and spelling ability **(L4, L5, L6)**.
Differentiate among words that are often confused **(L2, L4, L5)**.
Recognize and use acceptable grammar, usage, and mechanics when communicating **(L1, L2, L3)**.

Unit 4: Research Paper

Time Frame: 8 weeks

Resources: Internet, Books, Magazine, Newspaper, Oral Interviews

Activities/Standards:

Reading:

Silently read and comprehend texts suitable for age and ability level **(RI10)**.
Analyze and determine the structure of a paragraph and the author's point of view in understanding a key concept **(RI5, RI6)**.
Become familiar with and use a variety of materials in the library and media center.
Become familiar with and practice research techniques.
Use appropriate reading strategies **(RL1)**.
Promote the use of critical thinking .
Provide differentiation to academically low and high achieving students **(RL10)**.
Analyze and evaluate author's position statements based on faith or fact **(RI8)**.
Compare and contrast two or more authors' viewpoints concerning the same topic **(RI9)**.
Skim to determine the content of a source in the writing process.
Distinguish between fact and opinion in written and oral language.

Writing:

Identify and use the steps of the writing process (**W4, W5**).

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources (**W6**).

Conduct research projects, including an I-Search project, to answer questions using a variety of sources in related subjects (**W7, W2, W8**).

Demonstrate clear and concise writing by practicing the 5-paragraph format (**W4**).

Speaking and Listening:

Recall and interpret details in a written or oral presentation (**SL4**).

Analyze purpose, main ideas, supporting details and motives as presented in different formats (**SL2**).

Contribute ideas and information to a group discussion, both large and small (**SL1**).

Practice good etiquette in discussion situations (**SL1**).

Present an oral report to the class (**SL4, SL6**).

Analyze and evaluate author's position statement based on faith or fact (**SL3**).

Take notes on an oral presentation as applied to relevant subjects.

Language:

Show growth in personal vocabulary (**L4, L6**).

Use spelling rules to increase spelling skills (**L2, L4**).

Differentiate among words that are often confused (**L2, L4, L5**).

Demonstrate the proper rules of grammar (**L1, L3**).

Recognize and use acceptable grammar, usage, and mechanics when communicating (**L1, L2, L3**).

Unit 5: Spelling/Grammar

Time Frame: Year long/Ongoing

Resources: *MacMillan English Grammar Book*, Authentic resources, *McDougal Littell, Language Network, Houghton Mifflin Spelling and Vocabulary*

Activities/Standards:

Reading:

Silently read and comprehend texts suitable for age and ability level (**RI10**).

Discuss test-taking strategies.

Use appropriate reading strategies (**RL1**).

Promote the use of critical thinking .

Provide differentiation to academically low and high achieving students (**RL10**).

Read and interpret dialogue (**RL3**).

Distinguish between fact and opinion in written and oral language.

Writing:

Write frequently for a variety of purposes including persuasive, informative/explanatory, technical and narrative (**W1, W2, W3, W10**).

Edit and rewrite all genres of writing (**W5**).

Speaking and Listening:

Give directions clearly for others to follow (**SL6**).

Recognize and develop good listening skills (**SL1**).

Contribute ideas and information to a group discussion, both large and small (**SL1**).

Practice good etiquette in discussion situations (**SL1**).

Use of multimedia presentations to illustrate main points (**SL5**).

Language:

Recognize figurative and poetic language (**L5**).

Show growth in personal vocabulary (**L4, L6**).

Increase knowledge of vocabulary and spelling ability (**L4, L5, L6**).

Use and practice language skills daily (**L1**).

Use spelling rules to increase spelling skills (**L2, L4**).

Differentiate among words that are often confused (**L2, L4, L5**).

Demonstrate the proper rules of grammar (**L1, L3**).

Recognize and use acceptable grammar, usage, and mechanics when communicating (**L1, L2, L3**).

9th Grade

Unit 1: Parts of Speech

Time Frame: Four weeks

Student Activities:

Note taking
Practice
Identification
Grammar / Vocabulary
Creative writing
Review / Assessment

Standards:

- Make strategic use of digital media in presentations to enhance understanding **(SL5)**.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English **(SL6)**.
- Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking **(L1)**.
 - Use various phrases and clauses to convey specific meanings and add variety and interest to writing and presentations.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing **(L2)**.
 - Use semicolons and colons effectively **(L2)**.
- Apply knowledge of language to understand how language functions in different contexts **(L3)**.

Unit 2: Sentence Fluency

Time Frame: Three Weeks

Student Activities:

Listening
Reading
Identification
Vocabulary
Writing / Editing
Review / Assessment

Standards:

- Write routinely over extended time frames for a range of audiences, tasks, and purposes (**W10**).
 - Denotes additional, grade specific adaptations.
- Develop and strengthen writing as needed by planning, revising, editing, or rewriting (**W5**).
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English (**SL6**).
- Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking (**L1**).
 - Use various phrases and clauses to convey specific meanings and add variety and interest to writing and presentations.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing (**L2**).
- Apply knowledge of language to understand how language functions in different contexts (**L3**).

Unit 3: *Short Stories*

Time Frame: Four weeks

Student Activities:

Genre Introduction
Oral reading
Diagramming / Charting
Analysis
Grammar / Vocabulary
Narrative Writing
Review / Assessments

Standards:

- Cite strong and thorough textual evidence to support analysis of what the text explicitly and inferentially says (**RL1, RI1**).
- Determine theme and central ideas and analyze its development through course of text (**RL2, RI2**).
- Determine how themes and/or central ideas emerge and are shaped or refined by specific details (**RL2, RI2**).
- Provide an objective summary of the text (**RL2, RI2**).
- Analyze how complex characters develop, interact, and advance over the course of the text (**RL3**).
- Analyze how author unfolds an analysis including order, introduction, development and connections between the ideas (**RI3**).

- Analyze author’s choices of structure, order of events, and time manipulation to create mystery, tension, and surprise **(RL5)**.
- Analyze how an author’s claims and ideas are developed and refined by sentences, paragraphs, and larger portions of text **(RI5)**.
- Analyze point of view or cultural experience in world literature **(RL6)**.
- Determine the author’s point of view or purpose in a text **(RI5)**.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Engage and orient the reader by setting out a problem, situation, or observation.
 - Establish one or more points of view, introduce a narrator and /or characters.
 - Create a smooth progression.
 - Use dialogue, pacing, etc. to develop characters, setting, and events.
 - Use a variety of techniques to sequence events.
 - Use precise words and phrases, details, and sensory language.
 - Provide a conclusion **(W3)**.
- Draw evidence from literary or informational texts to support analysis, reflection, and research **(W9)**.
 - Apply 9-10 reading standards to literature.
- Initiate and participate in collaborative discussions with diverse partners.
 - Prepare and participate in discussions in a thoughtful and well-reasoned exchange.
 - Set rules, prepare goals and deadlines, and assign individual roles.
 - Pose and respond to questions that relate to the discussion. Clarify, verify or challenge ideas and conclusions.
 - Respond thoughtfully, summarize points of agreement and disagreement and make connections **(SL1)**.

Unit 4: Poetry

Time Frame: Three weeks

Student Activities:

Reading
 Analysis
 Grammar / Vocabulary
 Illustration
 Writing
 Review / Assessment

Standards:

- Produce clear and coherent writing in which development, organization, and style are appropriate for task, purpose, and audience **(W4)**.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing projects **(W6)**.
- Evaluate a speaker's point of view, reasoning, and use of rhetoric by identifying fallacious reasoning or exaggerated/distorted evidence **(SL3)**.
- Initiate and participate in collaborative discussions with diverse partners.
 - Prepare and participate in discussions in a thoughtful and well-reasoned **(SL1)**.

Use precise words and phrases, details, and sensory language **(W3)**.

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English **(SL6)**.

Unit 5: *Writing Skills*

Time Frame: Five Weeks

Student Activities:

Identification
 Grammar / Vocabulary
 Structure
 Letter Writing
 Descriptive Writing
 Editing / Formatting
 Oral presentation
 Review / Assessment

Standards:

- Write routinely over extended time frames for a range of audiences, tasks, and purposes **(W10)**.
 - Denotes additional, grade specific adaptations.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing projects **(W6)**.
- Develop and strengthen writing as needed by planning, revising, editing, or rewriting **(W5)**.
- Determine the meaning of words and phrases by analyzing the impact of specific words on meaning and tone **(RL4, RI4)**.
- Apply knowledge of language to understand how language functions in different contexts **(L3)**.
- Make strategic use of digital media in presentations to enhance understanding **(SL5)**.

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English **(SL6)**.

Unit 6: Research

Time Frame: Four Weeks

Student Activities:

Research
 Note taking
 Analysis
 Grammar / Vocabulary
 Expository Writing
 Editing
 Oral Presentation
 Review / Assessment

Standards:

- Conduct research projects to answer a question or solve a problem.
 - Narrow or broaden the inquiry.
 - Synthesize multiple sources on a subject.
 - Demonstrate understanding of the subject under investigation **(W7)**.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing projects **(W6)**.
- Gather relevant information from multiple authoritative print and digital sources using advanced searches.
 - Assess usefulness of each source.
 - Integrate information.
 - Avoid plagiarism.
 - Follow standard format for citation **(W8)**.
 - **Grade 9:** Develop research skills such as locating materials, primary/secondary sources. Paper is informative in nature.
- Writes informative/ explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through selection, organization, and analysis of content.
 - Introduce a topic, organize complex ideas, and information to make important connections and distinctions.
 - Develops topic with examples, facts, and information relevant to the audience.
 - Use appropriate and varied transitions.
 - Use precise language and domain-specific vocabulary.

- Establish and maintain a formal style and objective tone.
- Provide a concluding statement **(W2)**.
- Make strategic use of digital media in presentations to enhance understanding **(SL5)**.
- Integrate multiple sources of information presented from diverse media or formats. Evaluate for credibility and accuracy **(SL2)**.
 - Write and edit according to MLA or Turabian's Handbook **(L3)**.

Unit 7: Advertising

Time Frame: Two weeks

Student Activities:

Identification
 Grammar / Vocabulary
 Persuasive Writing
 Illustration
 Editing
 Review / Assessment

Standards:

- Make strategic use of digital media in presentations to enhance understanding **(SL5)**.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English **(SL6)**.
- Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking **(L1)**.
 - Use parallel structure.
 - Use various phrases and clauses to convey specific meanings and add variety and interest to writing and presentations.
- Initiate and participate in collaborative discussions with diverse partners.
 - Prepare and participate in discussions in a thoughtful and well-reasoned exchange.
 - Set rules, prepare goals and deadlines, and assign individual roles.
 - Pose and respond to questions that relate to the discussion. Clarify, verify or challenge ideas and conclusions.
 - Respond thoughtfully, summarize points of agreement and disagreement and make connections **(SL1)**.
- Integrate multiple sources of information presented from diverse media or formats. Evaluate for credibility and accuracy **(SL2)**.
- Write arguments to support claims in an analysis of substantive topics or texts.
 - Introduce and develop precise claims and counterclaims.

- **Grade 9:** Analyzes persuasive techniques and identifies those techniques in various forms of writing.
 - Distinguish the claims from alternate or opposing claims.
 - Establish clear relationships among claims.
 - Supply evidence for each while pointing out strengths and weaknesses.
 - Use words, phrases and clauses to link major sections of the text.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the argument **(W1)**.

Unit 8: Oral Presentation

Time Frame: Four Weeks

Student Activities:

Reading
 Analysis
 Creation / Editing
 Presentation
 Assessment

Standards:

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English **(SL6)**.
- Initiate and participate in collaborative discussions with diverse partners.
 - Prepare and participate in discussions in a thoughtful and well-reasoned exchange.
 - Set rules, prepare goals and deadlines, and assign individual roles.
 - Pose and respond to questions that relate to the discussion. Clarify, verify or challenge ideas and conclusions.
 - Respond thoughtfully, summarize points of agreement and disagreement and make connections **(SL1)**.
- Present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning **(SL4)**.
- Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking **(L1)**.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing **(L2)**.
 - Use semicolons and colons effectively **(L2)**.

Unit 9: Journaling

Time Frame: Yearlong

Student Activities:

Brainstorming
Writing
Reflection

Standards:

- Use technology, including the Internet, to produce, publish, and update individual or shared writing projects **(W6)**.
- Write routinely over extended time frames for a range of audiences, tasks, and purposes **(W10)**.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English **(SL6)**.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing **(L2)**.
 - Use semicolons and colons effectively **(L2)**.

Unit 10: To Kill a Mockingbird

Time Frame: Four Weeks

Student Activities:

Reading
Analysis
Interpretation
Identifying theme
Real world connections
Vocabulary
Review / Assessment

Standards:

- Cite strong and thorough textual evidence to support analysis of what the text explicitly and inferentially says **(RL1, RI1)**.
- Determine theme and central ideas and analyze its development through course of text **(RL2, RI2)**.

- Determine how themes and/or central ideas emerge and are shaped or refined by specific details **(RL2, RI2)**.
- Provide an objective summary of the text **(RL2, RI2)**.
- Analyze how complex characters develop, interact, and advance over the course of the text **(RL3)**.
- Analyze how author unfolds an analysis including order, introduction, development and connections between the ideas **(RI3)**.
- Determine the meaning of words and phrases by analyzing the impact of specific words on meaning and tone **(RL4, RI4)**.
- Analyze author's choices of structure, order of events, and time manipulation to create mystery, tension, and surprise **(RL5)**.
- Analyze how an author's claims and ideas are developed and refined by sentences, paragraphs, and larger portions of text **(RI5)**.
- Analyze point of view or cultural experience in world literature **(RL6)**.
- Determine the author's point of view or purpose in a text **(RI5)**.
- Analyze how an author uses rhetoric to advance point of view and purpose **(RI6)**.
- Analyze the representation of a subject or key scene in two different artistic mediums **(RL7)**.
- Produce clear and coherent writing in which development, organization, and style are appropriate for task, purpose, and audience **(W4)**.
- Initiate and participate in collaborative discussions with diverse partners.
 - Prepare and participate in discussions in a thoughtful and well-reasoned exchange.
 - Pose and respond to questions that relate to the discussion. Clarify, verify or challenge ideas and conclusions.
 - Respond thoughtfully, summarize points of agreement and disagreement and make connections **(SL1)**.
- Apply knowledge of language to understand how language functions in different contexts **(L3)**.

Unit 11: Romeo & Juliet / Shakespeare

Time Frame: Four weeks

Student Activities:

Research
 Analysis
 Oral Reading
 Acting

Vocabulary
Deciphering
Review / Assessment

Standards:

- Integrate multiple sources of information presented from diverse media or formats. Evaluate for credibility and accuracy **(SL2)**.
- Initiate and participate in collaborative discussions with diverse partners.
 - Prepare and participate in discussions in a thoughtful and well-reasoned exchange.
 - Set rules, prepare goals and deadlines, and assign individual roles.
 - Pose and respond to questions that relate to the discussion. Clarify, verify or challenge ideas and conclusions.
 - Respond thoughtfully, summarize points of agreement and disagreement and make connections **(SL1)**.
- Gather relevant information from multiple authoritative print and digital sources using advanced searches.
 - Assess usefulness of each source.
 - Integrate information.
 - Avoid plagiarism.
 - Follow standard format for citation **(W8)**.
- Determine the meaning of words and phrases by analyzing the impact of specific words on meaning and tone **(RL4, RI4)**.
- Analyze author's choices of structure, order of events, and time manipulation to create mystery, tension, and surprise **(RL5)**.
- Analyze how an author's claims and ideas are developed and refined by sentences, paragraphs, and larger portions of text **(RI5)**.
- Analyze point of view or cultural experience in world literature **(RL6)**.

10th Grade

Unit 1: Parts of Speech

Time Frame: Four weeks

Student Activities:

Note taking
Practice
Identification
Grammar / Vocabulary
Creative writing
Review / Assessment

Standards:

- Make strategic use of digital media in presentations to enhance understanding **(SL5)**.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English **(SL6)**.
- Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking **(L1)**.
 - Use various phrases and clauses to convey specific meanings and add variety and interest to writing and presentations.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing **(L2)**.
 - Use semicolons and colons effectively **(L2)**.
- Apply knowledge of language to understand how language functions in different contexts **(L3)**.

Unit 2: Sentence Fluency

Time Frame: Three Weeks

Student Activities:

Listening
Reading
Identification
Vocabulary
Writing / Editing
Review / Assessment

Standards:

- Write routinely over extended time frames for a range of audiences, tasks, and purposes (**W10**).
 - Denotes additional, grade specific adaptations.
- Develop and strengthen writing as needed by planning, revising, editing, or rewriting (**W5**).
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English (**SL6**).
- Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking (**L1**).
 - Use various phrases and clauses to convey specific meanings and add variety and interest to writing and presentations.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing (**L2**).
- Apply knowledge of language to understand how language functions in different contexts (**L3**).

Unit 3: Short stories

Time Frame: Four weeks

Student Activities:

Genre Introduction
Oral reading
Diagramming / Charting
Analysis
Grammar / Vocabulary
Narrative Writing
Review / Assessments

Standards:

- Cite strong and thorough textual evidence to support analysis of what the text explicitly and inferentially says (**RL1, RI1**).
- Determine theme and central ideas and analyze its development through course of text (**RL2, RI2**).
- Determine how themes and/or central ideas emerge and are shaped or refined by specific details (**RL2, RI2**).
- Provide an objective summary of the text (**RL2, RI2**).
- Analyze how complex characters develop, interact, and advance over the course of the text (**RL3**).
- Analyze how author unfolds an analysis including order, introduction, development and connections between the ideas (**RI3**).

- Analyze author’s choices of structure, order of events, and time manipulation to create mystery, tension, and surprise **(RL5)**.
- Analyze how an author’s claims and ideas are developed and refined by sentences, paragraphs, and larger portions of text **(RI5)**.
- Analyze point of view or cultural experience in world literature **(RL6)**.
- Determine the author’s point of view or purpose in a text **(RI5)**.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Engage and orient the reader by setting out a problem, situation, or observation.
 - Establish one or more points of view, introduce a narrator and /or characters.
 - Create a smooth progression.
 - Use dialogue, pacing, etc. to develop characters, setting, and events.
 - Use a variety of techniques to sequence events.
 - Use precise words and phrases, details, and sensory language.
 - Provide a conclusion **(W3)**.
- Draw evidence from literary or informational texts to support analysis, reflection, and research **(W9)**.
 - Apply 9-10 reading standards to literature.
- Initiate and participate in collaborative discussions with diverse partners.
 - Prepare and participate in discussions in a thoughtful and well-reasoned exchange.
 - Set rules, prepare goals and deadlines, and assign individual roles.
 - Pose and respond to questions that relate to the discussion. Clarify, verify or challenge ideas and conclusions.
 - Respond thoughtfully, summarize points of agreement and disagreement and make connections **(SL1)**.

Unit 4: Poetry

Time Frame: Three weeks

Student Activities:

Reading
 Analysis
 Grammar / Vocabulary
 Illustration
 Writing
 Review / Assessment

Standards:

- Produce clear and coherent writing in which development, organization, and style are appropriate for task, purpose, and audience **(W4)**.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing projects **(W6)**.
- Evaluate a speaker's point of view, reasoning, and use of rhetoric by identifying fallacious reasoning or exaggerated/distorted evidence **(SL3)**.
- Initiate and participate in collaborative discussions with diverse partners.
 - Prepare and participate in discussions in a thoughtful and well-reasoned **(SL1)**.

Use precise words and phrases, details, and sensory language **(W3)**.

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English **(SL6)**.

Unit 5: Writing Skills

Time Frame: Five Weeks

Student Activities:

Identification
 Grammar / Vocabulary
 Structure
 Letter Writing
 Descriptive Writing
 Editing / Formatting
 Oral presentation
 Review / Assessment

Standards:

- Write routinely over extended time frames for a range of audiences, tasks, and purposes **(W10)**.
 - Denotes additional, grade specific adaptations.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing projects **(W6)**.
- Develop and strengthen writing as needed by planning, revising, editing, or rewriting **(W5)**.
- Determine the meaning of words and phrases by analyzing the impact of specific words on meaning and tone **(RL4, RI4)**.
- Apply knowledge of language to understand how language functions in different contexts **(L3)**.
- Make strategic use of digital media in presentations to enhance understanding **(SL5)**.

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English **(SL6)**.

Unit 6: Research

Time Frame: Four Weeks

Student Activities:

Research
 Note taking
 Analysis
 Grammar / Vocabulary
 Expository Writing
 Editing
 Oral Presentation
 Review / Assessment

Standards:

- Conduct research projects to answer a question or solve a problem.
 - Narrow or broaden the inquiry.
 - Synthesize multiple sources on a subject.
 - Demonstrate understanding of the subject under investigation **(W7)**.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing projects **(W6)**.
- Gather relevant information from multiple authoritative print and digital sources using advanced searches.
 - Assess usefulness of each source.
 - Integrate information.
 - Avoid plagiarism.
 - Follow standard format for citation **(W8)**.
 - **Grade 9:** Develop research skills such as locating materials, primary/secondary sources. Paper is informative in nature.
- Writes informative/ explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through selection, organization, and analysis of content.
 - Introduce a topic, organize complex ideas, and information to make important connections and distinctions.
 - Develops topic with examples, facts, and information relevant to the audience.
 - Use appropriate and varied transitions.

- Use precise language and domain-specific vocabulary.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement **(W2)**.
- Make strategic use of digital media in presentations to enhance understanding **(SL5)**.
- Integrate multiple sources of information presented from diverse media or formats. Evaluate for credibility and accuracy **(SL2)**.
 - Write and edit according to MLA or Turabian's Handbook **(L3)**.

Unit 7: Advertising

Time Frame: Two weeks

Student Activities:

Identification
 Grammar / Vocabulary
 Persuasive Writing
 Illustration
 Editing
 Review / Assessment

Standards:

- Make strategic use of digital media in presentations to enhance understanding **(SL5)**.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English **(SL6)**.
- Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking **(L1)**.
 - Use parallel structure.
 - Use various phrases and clauses to convey specific meanings and add variety and interest to writing and presentations.
- Initiate and participate in collaborative discussions with diverse partners.
 - Prepare and participate in discussions in a thoughtful and well-reasoned exchange.
 - Set rules, prepare goals and deadlines, and assign individual roles.
 - Pose and respond to questions that relate to the discussion. Clarify, verify or challenge ideas and conclusions.
 - Respond thoughtfully, summarize points of agreement and disagreement and make connections **(SL1)**.

Unit 8: Things Fall Apart

Time Frame: Four Weeks

Student Activities:

Reading
Analysis
Interpretation
Identifying theme
Real world connections
Vocabulary
Review / Assessment

Standards:

- Cite strong and thorough textual evidence to support analysis of what the text explicitly and inferentially says **(RL1, RI1)**.
- Determine theme and central ideas and analyze its development through course of text **(RL2, RI2)**.
- Determine how themes and/or central ideas emerge and are shaped or refined by specific details **(RL2, RI2)**.
- Provide an objective summary of the text **(RL2, RI2)**.
- Analyze how complex characters develop, interact, and advance over the course of the text **(RL3)**.
- Analyze how author unfolds an analysis including order, introduction, development and connections between the ideas **(RI3)**.
- Determine the meaning of words and phrases by analyzing the impact of specific words on meaning and tone **(RL4, RI4)**.
- Analyze author's choices of structure, order of events, and time manipulation to create mystery, tension, and surprise **(RL5)**.
- Analyze how an author's claims and ideas are developed and refined by sentences, paragraphs, and larger portions of text **(RI5)**.
- Analyze point of view or cultural experience in world literature **(RL6)**.
- Determine the author's point of view or purpose in a text **(RI5)**.
- Analyze how an author uses rhetoric to advance point of view and purpose **(RI6)**.
- Analyze the representation of a subject or key scene in two different artistic mediums **(RL7)**.
- Produce clear and coherent writing in which development, organization, and style are appropriate for task, purpose, and audience **(W4)**.
- Initiate and participate in collaborative discussions with diverse partners.
 - Prepare and participate in discussions in a thoughtful and well-reasoned exchange.
 - Pose and respond to questions that relate to the discussion. Clarify, verify or challenge ideas and conclusions.

- Respond thoughtfully, summarize points of agreement and disagreement and make connections **(SL1)**.
- Apply knowledge of language to understand how language functions in different contexts **(L3)**.

Unit 9: A Raisin in the Sun

Time Frame: Three Weeks

Student Activities:

Research
 Analysis
 Oral Reading
 Acting
 Vocabulary
 Deciphering
 Review / Assessment

Standards:

- Apply knowledge of language to understand how language functions in different contexts **(L3)**.
- Evaluate a speaker's point of view, reasoning, and use of rhetoric by identifying fallacious reasoning or exaggerated/distorted evidence **(SL3)**.
- Initiate and participate in collaborative discussions with diverse partners.
 - Prepare and participate in discussions in a thoughtful and well-reasoned exchange.
 - Pose and respond to questions that relate to the discussion. Clarify, verify or challenge ideas and conclusions.
 - Respond thoughtfully, summarize points of agreement and disagreement and make connections **(SL1)**.
- Determine the meaning of words and phrases by analyzing the impact of specific words on meaning and tone **(RL4, RI4)**.
- Analyze author's choices of structure, order of events, and time manipulation to create mystery, tension, and surprise **(RL5)**.
- Analyze how an author's claims and ideas are developed and refined by sentences, paragraphs, and larger portions of text **(RI5)**.
- Analyze point of view or cultural experience in world literature **(RL6)**.

11th GRADE

UNIT I: THE CRUCIBLE- DRAMA AND BENJAMIN FRANKLIN WRITINGS

Time Frame: 5 weeks

STUDENT ACTIVITIES:

Oral reading and review
Comprehension quizzes
Cause effect/ irony etc.
Vocabulary
Grammar
Author Study
Discussion/testing of theme, characterization, motivation,
Unit test
Essay writing
Creative writing
Culminating activity
Study guides

STANDARDS

- Cite strong and thorough textual evidence to support analysis of what the text explicitly and inferentially says and infer where the text leaves matters uncertain (RL-1; RI-1)
- Determine more than one theme and central ideas and analyze their development through course of text including how each relates to the other (RL – 2; RI-2)
- Provide an objective summary of the text (RL -2; RI-2)
- Analyze a complex set of ideas or sequences of events and explain how specific characters, ideas or events develop over the course of the text (RI-3)
- Analyze multiple interpretations of a piece of literature in different mediums and evaluate each version (RL-7)
- Use technology, including the internet, to produce, publish, and update individual or shared writing projects (W-6)
 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Demonstrate knowledge of foundational works of American Lit.
 - Show how two or more texts from the same period treat similar themes and topics
 - Apply standards to literary nonfiction (W-9)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English (SL-6)

- Respond thoughtfully, summarize points of agreement and disagreement and make connections (SL-1)
- Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts (RI-8)

UNIT 2: AMERICAN ROMANTICISM

TIME FRAME: 6 WEEKS

STUDENT ACTIVITIES:

Note taking on Romanticism and each poet
 Oral reading
 Grammar
 Author Study
 Interpretation- imagery, paradox, abstractions
 Storytelling
 Narrative writing
 Vocabulary
 Study guides
 Unit test

STANDARDS:

- Analyze how an author uses rhetoric to advance point of view and purpose (RI-6)
- Analyzing and distinguish what is directly stated in a text from what is the intended meaning a (RI-6)
- Analyze how style and content reveal the text (RI-6)
- Analyze the representation of a subject or key scene in two different artistic mediums (RL-7)
- Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences
 - Engage and orient the reader by setting out a problem, situation, or observation
 - Establish one or more points of view, introduce a narrator and /or characters
 - Create a smooth progression
 - Use dialogue, pacing, etc to develop characters, setting, and events
 - Use a variety of techniques to sequence events
 - Use precise words and phrases, details, and sensory language
 - Provide a conclusion (W-3)
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Demonstrate knowledge of foundational works of American Lit.
 - Show how two or more texts from the same period treat similar themes and topics

- Apply standards to literary nonfiction (W-9)

UNIT 3: AMERICAN RENAISSANCE

TIME FRAME: 4 WEEKS

STUDENT ACTIVITIES:

Note taking
Reading Comprehension
Metaphors, Aphorisms, Paradox
Study guides
Grammar
Study guides/ questions
Author study
Comparing texts
Short Essay writing
Analytical Writing- Essay

STANDARDS:

- Cite strong and thorough textual evidence to support analysis of what the text explicitly and inferentially says and infer where the text leaves matters uncertain (RL-1; RI-1)
- Determine more than one theme and central ideas and analyze their development through course of text including how each relates to the other (RL – 2; RI-2)
- Determine how themes and/or central ideas emerge and are shaped or refined by specific details including how they interact and build on one another (RL – 2; RI-2)
- Provide an objective summary of the text (RL -2; RI-2)
- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (L-1)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L-2)
- Analyze how an author uses rhetoric to advance point of view and purpose (RI-6)

UNIT 4: DARK ROMANTICS

TIME FRAME: 4 WEEKS

STUDENT ACTIVITIES

Reading Comprehension
Metaphors, Aphorisms, Paradox
Study guides
Grammar
Study guides/ questions
Author study
Note taking
Unit test/ quizzes
Vocabulary
Metaphors/extended metaphor/characterization
Interpretation
Research/analysis
Culminating activities

STANDARDS:

- Demonstrate knowledge of eighteenth, nineteenth, and early twentieth-century foundational works of American literature (RL-9)
- Analyze how two or more texts from the same period treat similar themes or topics (RL-9 RI-9)
- Delineate and evaluate the argument and specific claims in a text. Assess whether the reasoning is valid, relevant, and sufficient while identifying false statements and fallacious reasoning (RI-8)
- Analyzing and distinguish what is directly stated in a text from what is the intended meaning a (RI-6)
- Analyze how style and content reveal the text (RI-6)
- Present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning (SL-4)
- Apply knowledge of language to understand how language functions in different contexts (L-3)
 - Initiate and participate in collaborative discussions with diverse partners (SL-1)

UNIT 5: RESEARCH PAPER

TIME FRAME: 3 WEEKS

STUDENT ACTIVITIES:

- Plagiarism work
- Research skills

- Thesis writing
- Source determination
- Writing
- Editing

STANDARDS:

- Produce clear and coherent writing in which development, organization, and style are appropriate for task, purpose, and audience (W-4)
- Gather relevant information from multiple authoritative print and digital sources using advanced searches
 - Assess usefulness of each source
 - Integrate information
 - Avoid plagiarism
 - Follow standard format for citation (W-8)
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Demonstrate knowledge of foundational works of American Lit.
 - Show how two or more texts from the same period treat similar themes and topics
 - Apply standards to literary nonfiction (W-9)
- Conduct research projects to answer a question or solve a problem
 - Narrow or broaden the inquiry
 - Synthesize multiple sources on a subject
 - Demonstrate understanding of the subject under investigation (W-7)
- Writes informative/ explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through selection, organization, and analysis of content
 - Introduce a topic, organize complex ideas, and information to make important connections and distinctions
 - Develops topic with examples, facts, information relevant to the audience
 - Use appropriate techniques such as metaphor and analogy to manage complex topics
 - Use appropriate and varied transitions
 - Use precise language and domain-specific vocabulary
 - Establish and maintain a formal style and objective tone
 - Provide a concluding statement (W-2)

UNIT 6: AMERICAN REALISM

TIME FRAME: 6 WEEKS

STUDENT ACTIVITIES:

Note taking
Oral reading
Grammar

Interpretation
Author Study
Vocabulary
Study guides
Unit test
Class novel

STANDARDS:

- Determine the author's point of view or purpose in a text (RI-5)
- Analyze how an author uses rhetoric to advance point of view and purpose (RI-6)
- Analyzing and distinguish what is directly stated in a text from what is the intended meaning a (RI-6)
- Analyze how style and content reveal the text (RI-6)
- Analyze the representation of a subject or key scene in two different artistic mediums (RL-7)
- Analyze how two or more texts from the same period treat similar themes or topics (RL-9 RI-9)
- Analyze how author unfolds an analysis including order, introduction, development and connections between the ideas, including words with multiple meanings or other language devices (RI-3)

UNIT 7: PERSUASIVE SPEECH

TIME FRAME: 2 WEEKS

STUDENT ACTIVITIES:

- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (L-1)
- Integrate multiple sources of information presented from diverse media or formats. Evaluate for credibility and accuracy (SL-2)
- Present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning (SL-4)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English (SL-6)

UNIT 8: THE MODERNS

TIME FRAME: 6 WEEKS

STUDENT ACTIVITIES:

- Note taking
- Oral reading
- Grammar
- Interpretation

- Author Study
- Vocabulary
- Study guides
- Unit test
- Class novel

STANDARDS:

- Demonstrate knowledge of eighteenth, nineteenth, and early twentieth-century foundational works of American literature (RL-9)
- Analyze how two or more texts from the same period treat similar themes or topics (RL-9 RI-9)
- Delineate and evaluate the argument and specific claims in a text. Assess whether the reasoning is valid, relevant, and sufficient while identifying false statements and fallacious reasoning (RI-8)
- Analyzing and distinguish what is directly stated in a text from what is the intended meaning a (RI-6)
- Analyze how style and content reveal the text (RI-6)
- Present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning (SL-4)
- Apply knowledge of language to understand how language functions in different contexts (L-3)
 - Initiate and participate in collaborative discussions with diverse partners (SL-1)

12th GRADE – BRITISH LITERATURE

UNIT 1: ANGLO-SAXON LITERATURE—BEOWULF

TIME FRAME: 4 WEEKS

STUDENT ACTIVITIES:

Note taking
Reading Comprehension
Metaphors, Aphorisms, Paradox
Study guides
Grammar
Study guides/ questions
Author study
Short Essay writing
Culminating Activities

STANDARDS:

- Cite strong and thorough textual evidence to support analysis of what the text explicitly and inferentially says and infer where the text leaves matters uncertain (RL-1; RI-1)
- Analyze how complex characters develop, interact, and advance over the course of the text (RL -3)
- Analyze how author unfolds an analysis including order, introduction, development and connections between the ideas, including words with multiple meanings or other language devices (RI-3)
- Determine the meaning of words and phrases by analyzing the impact of specific words on meaning and tone and word choice (RL-4; RI-4)
- Determine the meaning of words and phrases that an author uses and refines the meaning of key terms (RI-4)
- Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequence.
- Engage and orient the reader by setting out a problem, situation, or observation (L-2)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L-2)

UNIT 2: MIDDLE AGES—THE CANTERBURY TALES

TIME FRAME: 5 WEEKS

STUDENT ACTIVITIES:

Note taking
Reading Comprehension
Reading Aloud/explaining to class
Metaphors, Paradox
Vocabulary study
Grammar
Study guides/ questions
Comparing texts
Short Essay writing
Parody writing

STANDARDS:

- Provide an objective summary of the text (RL -2; RI-2)
- Analyze the impact of the author's choices in the development of the elements of a story or drama (RL-3)
- Analyze how author unfolds an analysis including order, introduction, development and connections between the ideas, including words with multiple meanings or other language devices (RI-3)
- Analyze a complex set of ideas or sequences of events and explain how specific characters, ideas or events develop over the course of the text (RI-3)
- Determine the meaning of words and phrases by analyzing the impact of specific words on meaning and tone and word choice (RL-4; RI-4)
- Analyze author's choices of structure, order of events, and time manipulation to create mystery, tension, and surprise (RL-5)
- Initiate and participate in collaborative discussions with diverse partners (SL-1)
- Present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning (SL-4)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W-9)

UNIT 3: THE RENAISSANCE—SHAKESPEARE (SONNETS & MACBETH)

TIME FRAME: 6 WEEKS

STUDENT ACTIVITIES:

Sonnet format
Sonnet reading
Sonnet writing
Oral reading/ performance
Memorization
Interpreting
Vocabulary
Word Choice
Study Guides
Unit Test
Quizzes
Culminating Activity

STANDARDS:

- Cite strong and thorough textual evidence to support analysis of what the text explicitly and inferentially says and infer where the text leaves matters uncertain (RL-1; RI-1)
- Determine more than one theme and central ideas and analyze their development through course of text including how each relates to the other (RL – 2; RI-2)
- Provide an objective summary of the text (RL -2; RI-2)
- Analyze a complex set of ideas or sequences of events and explain how specific characters, ideas or events develop over the course of the text (RI-3)
- Analyze multiple interpretations of a piece of literature in different mediums and evaluate each version (RL-7)
- Use technology, including the internet, to produce, publish, and update individual or shared writing projects (W-6)
 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Demonstrate knowledge of foundational works of American Lit.
 - Show how two or more texts from the same period treat similar themes and topics
 - Apply standards to literary nonfiction (W-9)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English (SL-6)
- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (L-1)
- Apply knowledge of language to understand how language functions in different contexts (L-3)

UNIT 4: RESEARCH PAPER

TIME FRAME: 3 WEEKS

STUDENT ACTIVITIES:

Review Plagiarism
Research skills
Thesis writing
Source determination
Writing
Editing

STANDARDS:

- Produce clear and coherent writing in which development, organization, and style are appropriate for task, purpose, and audience (W-4)
- Gather relevant information from multiple authoritative print and digital sources using advanced searches
 - Assess usefulness of each source
 - Integrate information
 - Avoid plagiarism
 - Follow standard format for citation (W-8)
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Demonstrate knowledge of foundational works of American Lit.
 - Show how two or more texts from the same period treat similar themes and topics
 - Apply standards to literary nonfiction (W-9)
- Conduct research projects to answer a question or solve a problem
 - Narrow or broaden the inquiry
 - Synthesize multiple sources on a subject
 - Demonstrate understanding of the subject under investigation (W-7)
- Writes informative/ explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through selection, organization, and analysis of content
 - Introduce a topic, organize complex ideas, and information to make important connections and distinctions
 - Develops topic with examples, facts, information relevant to the audience
 - Use appropriate techniques such as metaphor and analogy to manage complex topics
 - Use appropriate and varied transitions
 - Use precise language and domain-specific vocabulary
 - Establish and maintain a formal style and objective tone
 - Provide a concluding statement (W-2)

UNIT 5: CHARLES DICKENS—A CHRISTMAS CAROL

TIME FRAME: 1 WEEK

STUDENT ACTIVITIES:

Comprehension
Vocabulary
Quizzes
Unit test
Discussion

- Determine how themes and/or central ideas emerge and are shaped or refined by specific details including how they interact and build on one another (RL – 2; RI-2)
- Provide an objective summary of the text (RL -2; RI-2)
- Cite strong and thorough textual evidence to support analysis of what the text explicitly and inferentially says and infer where the text leaves matters uncertain (RL-1; RI-1)
- Determine more than one theme and central ideas and analyze their development through course of text including how each relates to the other (RL – 2; RI-2)
- Analyze how author unfolds an analysis including order, introduction, development and connections between the ideas, including words with multiple meanings or other language devices (RI-3)
- Analyze a complex set of ideas or sequences of events and explain how specific characters, ideas or events develop over the course of the text (RI-3)

UNIT 6: AGATHA CHRISTIE- AND THEN THERE WERE NONE

TIME FRAME: 3 WEEKS

STUDENT ACTIVITIES:

Reading Comprehension
Quizzes
Deductive reasoning
Vocabulary
Author study
Analysis
Essay writing
Characterization, Plot, Themes etc.
Culminating Activity

STANDARDS:

- Cite strong and thorough textual evidence to support analysis of what the text explicitly and inferentially says and infer where the text leaves matters uncertain (RL-1; RI-1)
- Determine more than one theme and central ideas and analyze their development through course of text including how each relates to the other (RL – 2; RI-2)

- Determine how themes and/or central ideas emerge and are shaped or refined by specific details including how they interact and build on one another (RL – 2; RI-2)
- Provide an objective summary of the text (RL -2; RI-2)
- Analyze the impact of the author’s choices in the development of the elements of a story or drama (RL-3)
- Analyze how author unfolds an analysis including order, introduction, development and connections between the ideas, including words with multiple meanings or other language devices (RI-3)
- Analyze author’s choices of structure, order of events, and time manipulation to create mystery, tension, and surprise (RL-5)
- Analyze how an author’s claims and ideas are developed and refined by sentences, paragraphs, and larger portions of text (RI-5)

UNIT 7: WORLD LITERATURE BEGIN/ MESOPOTAMIAN / GILGAMESH

TIME FRAME: 2 WEEKS

STUDENT ACTIVITIES:

Comprehension
 Note taking
 Vocabulary
 Quizzes
 Unit test
 Discussion
 Creative writing

STANDARDS:

- Cite strong and thorough textual evidence to support analysis of what the text explicitly and inferentially says and infer where the text leaves matters uncertain (RL-1; RI-1)
- Analyze how complex characters develop, interact, and advance over the course of the text (RL -3)
- Analyze how author unfolds an analysis including order, introduction, development and connections between the ideas, including words with multiple meanings or other language devices (RI-3)
- Determine the meaning of words and phrases by analyzing the impact of specific words on meaning and tone and word choice (RL-4; RI-4)
- Determine the meaning of words and phrases that an author uses and refines the meaning of key terms (RI-4)
- Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences
- Engage and orient the reader by setting out a problem, situation, or observation (L-2)

UNIT 8: HEBREW LITERATURE

TIME FRAME: 1 WEEK

STUDENT ACTIVITIES:

- Comprehension
- Note taking
- Vocabulary
- Quizzes
- Unit test
- Discussion

STANDARDS:

- Determine how themes and/or central ideas emerge and are shaped or refined by specific details including how they interact and build on one another (RL – 2; RI-2)
- Provide an objective summary of the text (RL -2; RI-2)
- Cite strong and thorough textual evidence to support analysis of what the text explicitly and inferentially says and infer where the text leaves matters uncertain (RL-1; RI-1)
- Determine more than one theme and central ideas and analyze their development through course of text including how each relates to the other (RL – 2; RI-2)
- Analyze how author unfolds an analysis including order, introduction, development and connections between the ideas, including words with multiple meanings or other language devices (RI-3)
- Analyze a complex set of ideas or sequences of events and explain how specific characters, ideas or events develop over the course of the text (RI-3)

UNIT 9: GREEK AND ROMAN LIT.-THE ILIAD AND OEDIPUS REX

TIME FRAME: 5 WEEKS

STUDENT ACTIVITIES:

Note taking
Reading Comprehension
Reading Aloud/explaining to class
Vocabulary study
Grammar
Study guides/ questions
Comparing texts
Short Essay writing
Unit test
Quizzes
Understanding tragedy and tragic hero

STANDARDS:

- Cite strong and thorough textual evidence to support analysis of what the text explicitly and inferentially says and infer where the text leaves matters uncertain (RL-1; RI-1)
- Determine more than one theme and central ideas and analyze their development through course of text including how each relates to the other (RL – 2; RI-2)
- Provide an objective summary of the text (RL -2; RI-2)
- Analyze a complex set of ideas or sequences of events and explain how specific characters, ideas or events develop over the course of the text (RI-3)
- Analyze multiple interpretations of a piece of literature in different mediums and evaluate each version (RL-7)
- Use technology, including the internet, to produce, publish, and update individual or shared writing projects (W-6)
 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Demonstrate knowledge of foundational works of American Lit.
 - Show how two or more texts from the same period treat similar themes and topics
 - Apply standards to literary nonfiction (W-9)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English (SL-6)
- Respond thoughtfully, summarize points of agreement and disagreement and make connections (SL-1)

UNIT 10: INDEPENDENT NOVEL STUDY

TIME FRAME: 4 WEEKS

STUDENT ACTIVITIES:

Determine book genre

Independent reading

Summarizing

Vocabulary

Synthesis of plot elements(conflict, characterization, etc.)

Understanding of theme, connotations, imagery etc.

Writing element

Oral presentation

Creative writing

STANDARDS:

- Cite strong and thorough textual evidence to support analysis of what the text explicitly and inferentially says and infer where the text leaves matters uncertain (RL-1; RI-1)
- Determine more than one theme and central ideas and analyze their development through course of text including how each relates to the other (RL – 2; RI-2)
- Determine how themes and/or central ideas emerge and are shaped or refined by specific details including how they interact and build on one another (RL – 2; RI-2)
- Provide an objective summary of the text (RL -2; RI-2)
- Analyze the impact of the author’s choices in the development of the elements of a story or drama (RL-3)
- Analyze how author unfolds an analysis including order, introduction, development and connections between the ideas, including words with multiple meanings or other language devices (RI-3)
- Analyze author’s choices of structure, order of events, and time manipulation to create mystery, tension, and surprise (RL-5)
- Analyze how an author’s claims and ideas are developed and refined by sentences, paragraphs, and larger portions of text (RI-5)
- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (L-1)
- Make strategic use of digital media in presentations to enhance understanding (SL-5)
- Write routinely over both extended and shortened time frames for a range of tasks, purposes, and audiences (W-10)