

## Curriculum Framework for

School: Thomas A. Edison Charter

Curricular Tool: Story Town

Grade: Kindergarten

Teacher: Ross

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: All About Me</b> <b>Timeline : 4 Weeks</b>			
<p>With prompting and support, ask and answer questions about key details in a text. <b>CCKRL.1</b></p> <p>With prompting and support, retell familiar stories, including key details. <b>CCKRL2</b></p> <p>With prompting and support, identify characters, settings, and major events in a story. <b>CCKRL3</b></p> <p>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <b>CCKRL.6</b></p> <p>With prompting and support, ask and answer questions about key details in a text. <b>CCKRI.1</b></p> <p>Identify the front cover, back cover, and title page of a book. <b>CCKRI.5.</b></p> <p>Name the author and illustrator of a text and define the role of each in presenting the ideas or information</p>	<p><b><u>Concepts:</u></b> Cooperation</p> <p>Becoming part of a classroom community.</p> <p>Connecting to myself, my family, my world through cooperation.</p> <p><b><u>Big Ideas:</u></b> Each person is unique and special.</p> <p>Looking at illustrations and/or listening to parts of a story can help the reader figure out what might happen next.</p> <p>It's easier to tell a summary of a story as opposed to retelling the whole story.</p>	<p><b><u>Essential Questions:</u></b> What is special about me?</p> <p>Who am I?</p> <p>What makes you unique?</p> <p>How can you contribute to the world around you?</p> <p>How can you predict will happen in the story?</p> <p><b><u>Learning Targets:</u></b> <b>Phonemic Awareness</b> Words in a sentence</p> <ul style="list-style-type: none"> <li>▪ To track words in a spoken sentence</li> <li>▪ To divide a spoken sentence into individual words</li> <li>▪ To count the words in a spoken sentence</li> </ul> <p>Syllable Blending</p> <ul style="list-style-type: none"> <li>▪ To combine syllables in words</li> <li>▪ To blend syllables to say words</li> </ul>	<p><b><u>Formative Assessments:</u></b> Observation Daily work Student participation and class discussion Oral assessments</p> <p><b><u>Summative Assessments:</u></b> Formal Kindergarten Assessment: Theme 1 Test Performance Task</p>

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<p>in a text. <b>CCKRI.6</b></p> <p>Demonstrate understanding of the organization and basic features of print. <b>CCKRF.1</b></p> <p>Follow words from left to right, top to bottom, and page by page. <b>CCKRF.1a.</b></p> <p>Recognize that spoken words are represented in written language by specific sequences of letters. <b>CCKRF.1b.</b></p> <p>Understand that words are separated by spaces in print. <b>CCKRF.1c</b></p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>CCKRF.2.</b></p> <p>Count, pronounce, blend, and segment syllables in spoken words <b>CCKRF.2b.</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words <b>CCKRF.3.</b></p> <p>Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant <b>CCKRF.3a</b></p> <p>Read common high-frequency</p>		<ul style="list-style-type: none"> <li>▪ To count the number of syllables in a word</li> </ul> <p>Syllable Segmentation and Deletion</p> <ul style="list-style-type: none"> <li>▪ To segment words into syllables</li> <li>▪ To identify the syllables in a word</li> <li>▪ To delete syllables from words</li> <li>▪ To delete syllables from spoken words</li> </ul> <p><b>Phonics</b></p> <p>Consonants /m/, /s/, /r/, /t/</p> <ul style="list-style-type: none"> <li>▪ To recognize Mm, Ss, Rr, and Tt</li> <li>▪ To write uppercase and lowercase Mm, Ss, Rr, and Tt independently</li> <li>▪ To match the letter Mm, Ss, Rr, and Tt to the sound</li> <li>▪ To discriminate /m/m, /s/ s, /r/ r and /t/ t</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>▪ To read high-frequency words: I, a, my</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>▪ To read simple words.</li> </ul> <p><b>Pre-decodable Book</b></p> <ul style="list-style-type: none"> <li>▪ <b>1: I Can</b></li> <li>▪ <b>2: A Farm</b></li> <li>▪ <b>3: My Room</b></li> <li>▪</li> </ul> <p><b>Literature</b></p> <p>Comprehension</p> <ul style="list-style-type: none"> <li>▪ To listen to and respond to a story</li> </ul>	

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<p>words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). <b>CCKRF.3c.</b></p> <p>Read emergent-reader texts with purpose and understanding. <b>CCKRF.4.</b></p> <p>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. <b>CCKW.2</b></p> <p>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. <b>CCKW3</b></p> <p>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). <b>CCKSL1</b></p> <p>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. <b>CCKSL2</b></p>		<ul style="list-style-type: none"> <li>▪ To discuss book parts and the information they provide</li> <li>▪ To make predictions about a story</li> <li>▪ To summarize a story</li> <li>▪ To develop comprehension strategies</li> <li>▪ To name action words</li> <li>▪ To make inferences about a story</li> </ul> <p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>Robust Vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ To develop vocabulary through discussing a literature selection</li> <li>▪ To develop vocabulary through meaningful experiences</li> <li>▪ To understand and use new vocabulary</li> <li>▪ To develop robust vocabulary by discussing words related to a literature selection</li> <li>▪ To discuss ideas and concepts using robust vocabulary</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>▪ To write one's name</li> <li>▪ To understand the purpose</li> </ul>	

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<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <b>CCKSL3</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CCKL1</b></p> <p>Print many upper-and lowercase letter <b>CCKL.1a</b></p>		<p>of a label</p> <ul style="list-style-type: none"> <li>To write labels</li> <li>To understand that sign convey meaning</li> <li>To write a sign</li> <li>To understand that print on signs convey meaning</li> <li>To understand that signs provide information</li> </ul>	
<b>Unit Two: Families</b> <b>Timeline: 4 Weeks</b>			
<p>With prompting and support, retell familiar stories, including key details. <b>CCKRL.2.</b></p> <p>With prompting and support, identify characters, settings, and major events in a story. <b>CCKR.3</b></p> <p>Ask and answer questions about unknown words in a text. <b>CCKRL.4</b></p> <p>Actively engage in group reading activities with purpose and understanding. <b>CCKRI.10.</b></p> <p>Demonstrate understanding of spoken words, syllables, and</p>	<p><b>Concepts:</b> Cooperation</p> <p>Becoming part of a classroom community.</p> <p>Connecting to myself, my family, my world through cooperation.</p> <p><b>Big Ideas:</b> Families are important and every person plays a particular role.</p>	<p><b>Essential Questions:</b> Why are families important?</p> <p>What is my role in a family, school and a community?</p> <p><b>Learning Targets:</b>  <b>Phonemic Awareness</b>  Review Word Segmentation, Syllable Blending and Segmentation <ul style="list-style-type: none"> <li>To divide a spoken sentence into individual words</li> <li>To track words in a spoken sentence</li> <li>To blend and segment syllables in words</li> <li>To count the words in a spoken sentence</li> </ul> <b>Rhyming Words</b> <ul style="list-style-type: none"> <li>To recognize rhyming</li> </ul> </p>	<p><b>Formative Assessments:</b>  Observation  Daily Work  Student Participation and class discussion  Oral Assessments</p> <p><b>Summative Assessments:</b>  Formal Kindergarten Assessment:  Theme Test</p>

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<p>sounds (phonemes). <b>CCKRF2</b></p> <p>Recognize and produce rhyming words. <b>CCKRF2a.</b></p> <p>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. <b>CCKW.2</b></p> <p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <b>CCKSL1</b></p> <p>Continue a conversation through multiple exchanges. <b>CCKSL.1b</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CCKL.2</b></p> <p>Capitalize the first word in a sentence and the pronoun <i>I</i>. <b>CCKL.2a</b></p> <p>Recognize and name end punctuation. <b>CCKL.2b.</b></p>		<p>words</p> <ul style="list-style-type: none"> <li>▪ To recognize and produce rhyming words</li> <li>▪ To distinguish rhyming words from non-rhyming words</li> </ul> <p>Alliteration</p> <ul style="list-style-type: none"> <li>▪ To identify a group of words with the same beginning sound</li> <li>▪ To divide spoken sentences into words</li> </ul> <p><b>Phonics</b></p> <p>Consonants /n/, /p/, /c/, /k/, /a/, /t/</p> <ul style="list-style-type: none"> <li>▪ To recognize Pp, Cc, Kk, Aa and Tt</li> <li>▪ To write uppercase and lowercase Mm, Ss, Rr, and Tt independently</li> <li>▪ To match the letter Mm, Ss, Rr. and Tt to the sound</li> <li>▪ To discriminate /m/m, /s/ s, /r/ r and /t/ t</li> <li>▪ Relate letters their sounds</li> <li>▪ To blend sounds to read words</li> <li>▪ To build and read simple one-syllable words</li> <li>▪ To understand that as the letters of words change, so do their sounds</li> <li>▪ To decode short vowel /a/ words</li> <li>▪ To write simple words</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>▪ To read high-frequency words: I, a, my, the, go</li> </ul>	

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		<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>▪ To read simple words.</li> </ul> <p><b>Pre-decodable Book</b></p> <ul style="list-style-type: none"> <li>▪ <b>4. The Park</b></li> <li>▪ <b>4. I Go</b></li> <li>▪ <b>6. My Dog</b></li> </ul> <p><b>Literature</b></p> <p>Comprehension</p> <ul style="list-style-type: none"> <li>▪ To listen to and respond to a story</li> <li>▪ To make predictions</li> <li>▪ To identify characters in a story</li> <li>▪ To ask and answer questions about a text</li> <li>▪ To understand the directionality of print</li> <li>▪ To respond to literature</li> <li>▪ To understand print concepts</li> <li>▪ To answer questions about a literature selection</li> <li>▪ To understand story elements</li> </ul> <p><b>Robust Vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ To develop vocabulary through discussing literature</li> <li>▪ To develop vocabulary through meaningful experiences</li> <li>▪ To understand and use new vocabulary</li> <li>▪ To develop robust vocabulary through discussing literature</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>▪ To understand what</li> </ul>	

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		<p>captions are</p> <ul style="list-style-type: none"> <li>To write a caption</li> <li>To understand what sentences are</li> <li>To write a sentence</li> <li>To understand that telling sentences begin with a capital letter and end with a period</li> <li>To understand what news is</li> <li>To write news</li> <li>To participate in writing a news article</li> <li>To write a new article</li> </ul>	
<b>Unit Three: Friends at School</b> <b>Timeline: 3 Weeks</b>			
<p>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). <b>CCKRL.7.</b></p> <p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <b>CCKRL.9</b></p> <p>Actively engage in group reading activities with purpose and understanding. <b>CCKRL.10.</b></p> <p>With prompting and support, describe the relationship between illustrations and the text in which</p>	<p><b>Concepts:</b> Cooperation</p> <p>Becoming part of a classroom community.</p> <p>Connecting to myself, my family, my world through cooperation.</p> <p><b>Big Ideas:</b> Friends play a special role in a person's life.</p>	<p><b>Essential Questions:</b> Why are friends important?</p> <p>How do I know if I am a good friend?</p> <p>What characteristics do I look for in my friends?</p> <p><b>Learning Targets:</b> <b>Phonemic Awareness</b> Review Rhyme Recognition and Production</p> <ul style="list-style-type: none"> <li>To recognize rhyming words and distinguish between rhyming and non-rhyming words</li> <li>To produce rhyming words in response to an oral prompt</li> </ul>	<p><b>Formative Assessments:</b> Formal Kindergarten Assessment: Theme 3 Test</p> <p><b>Summative Assessment:</b> Performance task skit</p>

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<p>they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). <b>CCKRI7.</b></p> <p>With prompting and support, identify the reasons an author gives to support points in a text. <b>CCKRI8</b></p> <p>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <b>CCKRI9.</b></p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>CCKRF2</b></p> <p>Blend and segment onsets and rimes of single-syllable spoken words. <b>CCKRF2c.</b></p> <p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/. ) <b>CCKRF.2d.</b></p> <p>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <b>CCKRF.2e.</b></p>		<ul style="list-style-type: none"> <li>▪ To recognize rhyming words</li> <li>▪ To produce rhyming words</li> <li>▪ To blend syllables to say words</li> </ul> <p>Onset/Rime Blending</p> <ul style="list-style-type: none"> <li>▪ To blend onsets and rimes</li> </ul> <p><b>Phonics</b></p> <p>Word Building</p> <p>Phonograms –am, at</p> <ul style="list-style-type: none"> <li>▪ To match sounds to letters</li> <li>▪ To read simple one-syllable words</li> <li>▪ To understand that as the letters of words change, so do their sounds</li> <li>▪ To write consonant-vowel-consonant words</li> </ul> <p>Consonant /d/d</p> <ul style="list-style-type: none"> <li>▪ To recognize D and d</li> <li>▪ To write uppercase and lowercase Dd independently</li> <li>▪ To match the letter Dd to the sound /d/</li> <li>▪ Relate letters their sounds</li> <li>▪ To blend sounds to read words</li> <li>▪ To build and read simple one-syllable words</li> <li>▪ To understand that as the letters of words change, so do their sounds</li> <li>▪ To decode words</li> <li>▪ To read simple words in connected text</li> </ul> <p>Word Building</p>	



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<p>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. <b>CCKW.2</b></p> <p>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. <b>CCKSL.2</b></p> <p>With guidance and support from adults, explore word relationships and nuances in word meanings. <b>CCKL.5.</b></p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful). <b>CCKL.5c.</b></p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <b>CCKL.6.</b></p>		<p>Phonograms –ap, an</p> <ul style="list-style-type: none"> <li>To blend sounds orally to make words</li> <li>To match sounds to letters</li> <li>To build simple one-syllable words</li> <li>To write consonant-vowel-consonant words</li> <li>To blend sounds to read simple one-syllable words</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>To read high-frequency words: to, like, he</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>To read simple words in connected text</li> </ul> <p><b>Pre-decodable Book</b></p> <ul style="list-style-type: none"> <li><b>7. Can I Go?</b></li> <li><b>8. My Dad</b></li> <li><b>9. Dan Can Build</b></li> </ul> <p><b>Literature</b></p> <p>Comprehension</p> <p>Beginning, Middle, Ending</p> <ul style="list-style-type: none"> <li>To listen to and respond to a story</li> <li>Identify the beginning, middle and ending of a story</li> <li>To use a graphic organizer to record story events</li> <li>To understand story structure</li> </ul> <p>Characters</p> <p>Summarize</p> <ul style="list-style-type: none"> <li>To identify characters in a story</li> </ul>	

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		<ul style="list-style-type: none"> <li>To summarize a story</li> <li>To identify uppercase and lowercase letters</li> </ul> <p><b>Robust Vocabulary</b></p> <ul style="list-style-type: none"> <li>To develop robust vocabulary by discussing literature</li> <li>To develop robust vocabulary</li> <li>To understand and use new vocabulary</li> <li>To develop robust vocabulary through meaningful experiences</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>To understand what a sentence is</li> <li>To understand that sentences tell about something</li> <li>To write sentences</li> <li>To write a caption sentence</li> </ul>	
<b>Unit Four: On the Farm</b> <b>Timeline: 4 Weeks</b>			
<p>Recognize common types of texts (e.g., storybooks, poems). <b>CCKRL.5.</b></p> <p>With prompting and support, identify the main topic and retell key details of a text. <b>CCKRI.2.</b></p> <p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <b>CCKRF.3.</b></p>	<p><b>Concepts:</b> Constancy and Change</p> <p><b>Big Ideas:</b> All living things depend on one another to survive.</p> <p>Farms are important to our lives.</p>	<p><b>Essential Questions:</b> What is a farm?</p> <p>How do farms help us?</p> <p><b>Learning Targets:</b>  <b>Phonemic Awareness</b>  Phoneme Isolation: Initial <ul style="list-style-type: none"> <li>To isolate the initial sound in words</li> <li>To divide spoken words into</li> </ul> </p>	<p><b>Formative Assessments:</b>  Observation  Daily work  Student participation and class discussion  Oral assessments</p> <p><b>Summative Assessments:</b>  Formal Kindergarten Assessment:  Theme 4 Test  Performance task</p>

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<p>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. <b>CCKW.2</b></p> <p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <b>CCKSL.1.</b></p> <p>Speak audibly and express thoughts, feelings and ideas clearly. <b>CCKSL.6.</b></p> <p>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. <b>CCKL.5</b></p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. <b>CCKL.5d.</b></p>		<p>syllables</p> <ul style="list-style-type: none"> <li>To segment words into syllables</li> <li>To delete syllables from words</li> </ul> <p>Phoneme Isolation: Final</p> <ul style="list-style-type: none"> <li>To isolate the final sound in words</li> <li>To blend onset and rime in words</li> <li>To segment words into syllables</li> <li>To delete syllables from words</li> </ul> <p>Phoneme Isolation: Middle</p> <ul style="list-style-type: none"> <li>To isolate the middle sound in words</li> <li>To blend onset and rime in words</li> <li>To segment words into syllables</li> <li>To delete syllables from words</li> </ul> <p><b>Phonics</b></p> <p>Short Vowel /i/i</p> <ul style="list-style-type: none"> <li>To recognize I and i, G and g, and F and f</li> <li>To write uppercase and lowercase Ii, Gg, Ff independently</li> <li>To match the letter Ii, Gg and Ff to the sounds</li> <li>To discriminate /g/g, /f/f</li> <li>To blend sounds orally to make words</li> <li>To match sounds to letters</li> <li>To build simple one-</li> </ul>	

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		<p>syllable words</p> <ul style="list-style-type: none"> <li>▪ To understand that as the letters of words change, so do their sounds</li> <li>▪ To write consonant-vowel-consonant</li> <li>▪ To read simple one-syllable words</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>▪ To read high-frequency words: come, here, this,</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>▪ To read simple words in connected text</li> <li>▪ To decode words</li> </ul> <p><b>Pre-decodable Book</b></p> <ul style="list-style-type: none"> <li>▪ <b>10. Come In</b></li> <li>▪ <b>11. This Rig</b></li> <li>▪ <b>12. Rip</b></li> </ul> <p><b>Literature</b></p> <p>Comprehension</p> <p>Draw Conclusions</p> <ul style="list-style-type: none"> <li>▪ To listen to and respond to a story</li> <li>▪ To identify text patterns and rhyming words in a story</li> <li>▪ To draw conclusions</li> <li>▪ To respond to literature</li> <li>▪ To reread parts of a story to help comprehension</li> </ul> <p>Inferences</p> <ul style="list-style-type: none"> <li>▪ To listen for information</li> <li>▪ To make inferences about information in a text</li> <li>▪ To connect text to life experiences</li> </ul> <p>Beginning, Middle, Ending</p>	

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		<ul style="list-style-type: none"> <li>To listen to and respond to a story</li> <li>Identify the beginning, middle and ending of a story</li> <li>To use a graphic organizer to understands and remember a story</li> <li>To use a graphic organizer to understands and record information from a text</li> <li></li> </ul> <p><b>Robust Vocabulary</b></p> <ul style="list-style-type: none"> <li>To develop robust vocabulary by discussing literature</li> <li>To develop robust vocabulary</li> <li>To understand and use new vocabulary</li> <li>To develop robust vocabulary through meaningful experiences</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>To understand the purpose of a list</li> <li>To write a list</li> <li>To understand the purpose of a poster</li> <li>To write a poster</li> <li>To write a poem</li> </ul>	
<b>Unit Five: Whatever the Weather</b> <b>Timeline: 3 Weeks</b>			
With prompting and support, ask and answer questions about	<u><b>Concepts:</b></u> Constancy and Change	<u><b>Essential Questions:</b></u> How do we know what the will the	<u><b>Formative Assessments:</b></u> Observation

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<p>unknown words in a text. <b>CCKRI.4.</b></p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>CCKRF2</b></p> <p>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <b>CCKRF.2e.</b></p> <p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. <b>CCKW.5</b></p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <b>CCKW.8.</b></p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <b>CCKSL.3</b></p> <p>Presentation of Knowledge and Ideas. <b>CCKSL.3a.</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CCKL1</b></p>	<p><b><u>Big Ideas:</u></b></p> <p>The weather can sometimes dictate what we can and cannot do.</p>	<p>weather be?</p> <p>Why is it important to know what the weather is outside before we leave the house?</p> <p><b><u>Learning Targets:</u></b></p> <p><b>Phonemic Awareness</b></p> <p>Phoneme Isolation: Initial, Final and Medial</p> <ul style="list-style-type: none"> <li>▪ To isolate the initial sound in words</li> <li>▪ To isolate the final sound in words</li> <li>▪ To isolate the medial sound in words</li> </ul> <p>Phoneme Identity: Initial</p> <ul style="list-style-type: none"> <li>▪ To isolate and identify beginning sounds in words</li> <li>▪ To isolate and identify beginning sounds in a group of words</li> <li>▪ To isolate and identify beginning and ending sounds in a group of words</li> <li>▪ To isolate the final sounds in words</li> <li>▪ To isolate the medial sound in words</li> </ul> <p>Phoneme Categorization: Initial</p> <ul style="list-style-type: none"> <li>▪ To identify a word that has a different beginning sound in a group of words</li> </ul> <p><b>Phonics</b></p> <p>Consonant Bb and Kk</p> <ul style="list-style-type: none"> <li>▪ To recognize B and b, and K and k</li> </ul>	<p>Daily work</p> <p>Student participation and class discussion</p> <p>Oral assessments</p> <p><b><u>Summative Assessments:</u></b></p> <p>Formal Kindergarten Assessment:</p> <p>Theme 5 Test</p> <p>Performance task</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Use frequently occurring nouns and verbs. <b>CCKL.1b</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). <b>CCKL.1c.</b> Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). <b>CCKL.1d.</b></p> <p>With guidance and support from adults, explore word relationships and nuances in word meanings. <b>CCKL5</b></p> <p>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <b>CCKL.5b</b></p>		<ul style="list-style-type: none"> <li>▪ To write uppercase and lowercase Bb and Kk independently</li> <li>▪ To match the letter Bb and Kk to the sounds</li> <li>▪ To discriminate /b/b, /k/k</li> </ul> <p>Word Blending</p> <ul style="list-style-type: none"> <li>▪ To match sounds to letters</li> <li>▪ To read simple one-syllable words</li> <li>▪ To build and read simple one-syllable words</li> <li>▪ To understand that as the letters of words change, so do their sounds</li> <li>▪ To blend sounds to read words</li> <li>▪ To write consonant-vowel-consonant</li> <li>▪ To read simple words in connected text</li> </ul> <p>Vowel Oo</p> <ul style="list-style-type: none"> <li>▪ To recognize o and</li> <li>▪ To write uppercase and lowercase Oo independently</li> <li>▪ To match the letter Oo to the sound /o/</li> <li>▪ To relate letters to their sounds</li> <li>▪ To blend sounds to read words with /o/o and /t/t</li> <li>▪ To decode short vowel /o/o words</li> <li>▪ To write simple words</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>▪ To read high-frequency</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>words me, for, where, do, you, look</p> <ul style="list-style-type: none"> <li>▪ To recognize, read and write the high-frequency word do</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>▪ To read simple words in connected text</li> </ul> <p><b>Pre-decodable Book</b></p> <ul style="list-style-type: none"> <li>▪ <b>13. Birthday Map</b></li> <li>▪ <b>14. Kim Can Do It</b></li> <li>▪ <b>15. Look at Me</b></li> </ul> <p><b>Literature</b></p> <p>Comprehension: Details Generate Questions</p> <ul style="list-style-type: none"> <li>▪ To listen to and respond to a story</li> <li>▪ To identify text patterns and rhyming words in a story</li> <li>▪ To note details in a story</li> <li>▪ To ask questions to get information</li> <li>▪ To listen for information</li> <li>▪ To ask and answer questions about a text</li> </ul> <p>Draw Conclusions</p> <ul style="list-style-type: none"> <li>▪ To draw conclusion about a text</li> <li>▪ To listen to and respond to informational text</li> <li>▪ To develop strategies to aid comprehension</li> <li>▪ To listen to and respond to a story-poem</li> <li>▪ To reread parts of a selection to help comprehension</li> </ul>	

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<b>Robust Vocabulary</b> <ul style="list-style-type: none"> <li>To develop robust vocabulary by discussing literature</li> <li>To develop robust vocabulary</li> <li>To understand and use new vocabulary</li> <li>To develop robust vocabulary through meaningful and concrete experiences</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>To ask questions</li> <li>To identify end punctuation</li> <li>To write questions</li> <li>To identify and use correct end punctuation</li> <li>To write a poem</li> <li>To dictate or write a question</li> <li>To write a question, using correct capitalization and punctuation</li> <li>To learn about interviews</li> <li>To write interview questions</li> <li>To understand what an exclamation is</li> <li>To write an exclamation</li> </ul>	
<b>Unit Six: Let's Play</b> <b>Timeline: 3 Weeks</b>			
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	<b>Big Ideas:</b> Using your imagination can take you to a whole new world.	<b>Essential Questions:</b> What makes playing fun?  How can using your imagination take help your playing and writing?	<b>Formative Assessments:</b> Observation Daily work Student participation and class discussion Oral assessments

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>state an opinion or preference about the topic or book (e.g., My favorite book is...). <b>CCKW.1.</b></p> <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <b>CCKSL.4.</b></p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail. <b>CCKSL.5.</b></p> <p>Speak audibly and express thoughts, feelings, and ideas clearly. <b>CCKSL.6.</b></p>		<p><b><u>Learning Targets:</u></b></p> <p><b>Phonemic Awareness</b></p> <p>Phoneme Identity: Final</p> <ul style="list-style-type: none"> <li>To identify common sounds in sets of words</li> <li>To identify common sounds in groups of words</li> </ul> <p>Phoneme Categorization: Final</p> <ul style="list-style-type: none"> <li>To identify the word in a set if words that has a different ending sound</li> <li>To identify the word in a set if words that has a different beginning sound</li> </ul> <p>Phoneme Identity: Medial</p> <ul style="list-style-type: none"> <li>Identify the same medial sound in words</li> <li>Identify the same medial sound in a group of words</li> <li>To identify the sound that is the same in a group of words</li> </ul> <p><b>Phonics</b></p> <p>Consonant Ll , Hh, Ww, and Xx</p> <ul style="list-style-type: none"> <li>To recognize L and l, and H and h, W and w, X and x</li> <li>To write uppercase and lowercase Li, Hh, Ww, Xx independently</li> <li>To match the letter Ll, Hh, Ww, Xx to the sounds</li> <li>To discriminate /l/, /h/h, /w/w, /x/x</li> </ul> <p>Word Blending</p> <ul style="list-style-type: none"> <li>To match sounds to letters</li> <li>To read simple one-syllable</li> </ul>	<p><b><u>Summative Assessments:</u></b></p> <p>Formal Kindergarten Assessment: Theme 6 Test Skit Performance task</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>words</p> <ul style="list-style-type: none"> <li>▪ To build and read simple one-syllable words</li> <li>▪ To understand that as the letters of words change, so do their sounds</li> <li>▪ To blend sounds to read words</li> <li>▪ To write consonant-vowel-consonant</li> <li>▪ To read simple words in connected text</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>▪ To read high-frequency words; one, see, what, two</li> <li>▪ To recognize, read and write the high-frequency word do</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>▪ To use letter-sound knowledge to read decodable text</li> <li>▪ To read simple words in connected text</li> <li>▪ To decode words with /l/ and /h/h</li> <li>▪ To decode words</li> </ul> <p><b>Decodable Book</b></p> <ul style="list-style-type: none"> <li>▪ 1. Pal Has Ham</li> <li>▪ 2. Bob Hid It</li> <li>▪ 3. Pop Go a Hit</li> <li>▪ 4. What Can Two Do?</li> <li>▪ 5. What Will Dad See?</li> <li>▪ 6. Where Will Max Sit?</li> </ul> <p><b>Literature</b></p> <p>Comprehension: Setting</p> <ul style="list-style-type: none"> <li>▪ To listen to and respond to a</li> </ul>	

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>story</p> <ul style="list-style-type: none"> <li>▪ To recognize rhyme and rhythm in a story</li> <li>▪ To identify the setting of a story</li> <li>▪ To use story structure to understand and remember a story</li> <li>▪ To summarize a story</li> <li>▪ To identify the beginning, middle, and ending of a story</li> <li>▪ To retell story events in order</li> <li>▪ To use graphic organizer to understand and remember a story</li> </ul> <p><b>Robust Vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ To develop robust vocabulary by discussing literature</li> <li>▪ To develop robust vocabulary</li> <li>▪ To understand and use new vocabulary</li> <li>▪ To develop robust vocabulary through meaningful experiences</li> <li>▪ To use vocabulary in new context</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>▪ To understand what a command is</li> <li>▪ To dictate commands</li> <li>▪ To write a command</li> <li>▪ To understand the purpose of directions</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<ul style="list-style-type: none"> <li>To follow two-step oral directions</li> <li>To write directions</li> <li>To understand what a story response is</li> <li>To dictate a story response</li> <li>To write a story response</li> </ul>	
<b>Unit Seven: In the Neighborhood</b> <b>Timeline: 4 Weeks</b>			
<p>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>CCKRI.3.</b></p> <p>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. <b>CCKRF.3b.</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CCKL2</b></p> <p>Write a letter or letters for most consonant and short-vowel sounds (phonemes). <b>CCKL.2c.</b></p> <p>Spell simple words phonetically, drawing on knowledge of sound-letter</p>	<p><b>Big Ideas:</b> Being a good citizen means taking pride in your community.</p>	<p><b>Essential Questions:</b> What makes your neighborhood special?</p> <p>What can you do to better your own community?</p> <p><b>Learning Targets:</b>  <b>Phonemic Awareness</b>  Phoneme Categorization: Medial <ul style="list-style-type: none"> <li>To identify the word in a set if words that has a different medial sound</li> <li>To identify common final sounds in words</li> </ul> Phoneme Identity: Initial, Medial, Final <ul style="list-style-type: none"> <li>To isolate the initial, medial and final sound in words</li> <li>To identify and isolate beginning sounds group of words</li> <li>To identify and isolate ending sounds in groups of words</li> </ul> </p>	<p><b>Formative Assessments:</b>  Observation  Daily work  Student participation and class discussion  Oral assessment</p> <p><b>Summative Assessments:</b>  Formal Kindergarten Assessment:  Theme 7 Test  Performance task</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
relationships. <b>CCKL.2d.</b>		<ul style="list-style-type: none"> <li>▪ Identify a word that has a different beginning, ending and medial sound in a group of words</li> </ul> <p>Phoneme Blending</p> <ul style="list-style-type: none"> <li>▪ To blend sounds and say words</li> <li>▪ To identify common final sounds in words</li> <li>▪ To identify the word that has a different final sound in a set of words</li> </ul> <p><b>Phonics</b></p> <p>Word Blending</p> <ul style="list-style-type: none"> <li>▪ To blend sounds orally to make words</li> <li>▪ To match sounds to letters</li> <li>▪ To read simple one-syllable words</li> <li>▪ To build and read simple one-syllable words</li> <li>▪ To understand that as the letters of words change, so do their sounds</li> <li>▪ To blend sounds to read simple one-syllable words</li> <li>▪ To write consonant-vowel-consonant</li> <li>▪ To read simple words in connected text</li> </ul> <p><b>Phonics</b></p> <p>Vowel Ee</p> <ul style="list-style-type: none"> <li>▪ To recognize E and e</li> <li>▪ To write uppercase and lowercase Ee independently</li> <li>▪ To match the letter Ee to the sound</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<ul style="list-style-type: none"> <li>▪ To relate letters to their sounds</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>▪ To read high-frequency words; up, down, we, want, out, who</li> <li>▪ To recognize, read and write the high-frequency word do</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>▪ To decode words</li> <li>▪ To read simple words in connected text</li> <li>▪ </li> </ul> <p><b>Decodable Book</b></p> <ul style="list-style-type: none"> <li>▪ 7. Fix It Up</li> <li>▪ 8. Will Ron Fix His Rig?</li> <li>▪ 9. If You Want a Pet</li> <li>▪ 10. Get Wet</li> <li>▪ 11. Who Is It?</li> <li>▪ 12. Who Has a Pet?</li> </ul> <p><b>Literature</b> Comprehension: Real/Fantasy</p> <ul style="list-style-type: none"> <li>▪ To listen to and respond to a story</li> <li>▪ To identify opposites in a story</li> <li>▪ To understand the difference between reality and fantasy</li> <li>▪ To summarize a story</li> <li>▪ To recognize patterned text in a story</li> <li>▪ To use story structure to understand and remember a story</li> <li>▪ To identify the setting of a</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>story</p> <ul style="list-style-type: none"> <li>To develop strategies to aid comprehension</li> </ul> <p>To reread parts of a story to aid comprehension</p> <p><b>Robust Vocabulary</b></p> <ul style="list-style-type: none"> <li>To develop robust vocabulary by discussing literature</li> <li>To develop robust vocabulary</li> <li>To understand and use new vocabulary</li> <li>To develop robust vocabulary through meaningful and experiences</li> <li>To use vocabulary in new context</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>To understand the characteristics of a description</li> <li>To write a description of a person</li> <li>To write a description of a thing or place</li> </ul>	
<b>Unit Eight: Jobs People Do</b> <b>Timeline: 4 Weeks</b>			
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they	<b>Big Ideas:</b> People fill jobs that help our community.	<b>Essential Questions:</b> What is your job at home and at school?  What do you want to be when you	<b>Formative Assessments:</b> Observation Daily work Student participation and class discussion Oral assessments



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>occurred, and provide a reaction to what happened. <b>CCKW.3.</b></p> <p>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. <b>CCKSL.2.</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CCKL1</b></p> <p>Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). <b>CCKL.1e</b></p> <p>Produce and expand complete sentences in shared language activities. <b>CCKL.1f.</b></p>		<p>grow up? What do you need to do to prepare for that role?</p> <p><b><u>Learning Targets:</u></b></p> <p>Phonemic Blending</p> <ul style="list-style-type: none"> <li>▪ To blend sounds say words</li> <li>▪ To blend sounds to say syllables</li> <li>▪ To identify common final sounds in words</li> <li>▪ To identify the word in a set of words that has a different final sound</li> <li>▪ To segment words into sounds</li> <li>▪ To identify the same sound in a group of words</li> <li>▪ To identify common medial sounds in words</li> <li>▪ To identify in a set of words a word that has a different middle sound</li> </ul> <p><b>Phonics</b></p> <p>Consonant Vv , Jj, Yy, and Zz</p> <ul style="list-style-type: none"> <li>▪ To recognize V and v, and J and j, Y and y, Z and z</li> <li>▪ To write uppercase and lowercase Vv, Jj, Yy, Zz independently</li> <li>▪ To match the letter Vv, Jj, Yy, and Zz to the sounds</li> <li>▪ To discriminate /v/v, /j/j, /y/y, /z/z</li> </ul> <p>Phonics Blending</p> <ul style="list-style-type: none"> <li>▪ To blend sounds orally to make words</li> <li>▪ To match sounds to letters</li> </ul>	<p><b><u>Summative Assessments:</u></b></p> <p>Formal Kindergarten Assessment: Theme 8 Test Performance task</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<ul style="list-style-type: none"> <li>▪ To read simple one-syllable words</li> <li>▪ To build and read simple one-syllable words</li> <li>▪ To understand that as the letters of words change, so do their sounds</li> <li>▪ To blend sounds to read simple one-syllable words</li> <li>▪ To write consonant-vowel-consonant</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>▪ To read high-frequency words; are, they, she, good</li> <li>▪ To recognize, read high-frequency words</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>▪ To decode words</li> <li>▪ To read simple words in connected text</li> </ul> <p><b>Decodable Book</b></p> <ul style="list-style-type: none"> <li>▪ <b>13. A Big Mess</b></li> <li>▪ <b>14. Van in a Jam</b></li> <li>▪ <b>15. The Bad Leg</b></li> <li>▪ <b>16. Get the Bell</b></li> <li>▪ <b>17. Mom Can Go</b></li> <li>▪ <b>18. Zip the Bag</b></li> </ul> <p><b>Literature</b></p> <p>Comprehension: Real/Fantasy</p> <ul style="list-style-type: none"> <li>▪ To listen to and respond to a story</li> <li>▪ To identify the main idea of a story</li> <li>▪ To generate questions about a story</li> <li>▪ To identify text patterns and rhyming words in a story</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<ul style="list-style-type: none"> <li>To answer questions about a story</li> <li>To identify characters in a story</li> <li>To understand the role of illustrations</li> <li>To make inferences</li> <li>To connect text to life experiences</li> </ul> <p><b>Robust Vocabulary</b></p> <ul style="list-style-type: none"> <li>To develop robust vocabulary by discussing literature</li> <li>To develop robust vocabulary</li> <li>To understand and use new vocabulary</li> <li>To develop robust vocabulary through meaningful and experiences</li> <li>To use vocabulary in new context</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>To understand what dialogue is</li> <li>To write dialogue</li> <li>To understand the characteristics of a story</li> <li>To write story</li> </ul>	
<b>Unit Nine: Animals All Around</b> <b>Timeline: 4 Weeks</b>			
Recognize common types of texts (e.g., storybooks, poems).	<b>Big Ideas:</b> Animals are a part of our families and our communities.	<b>Essential Questions:</b> What makes animals important to us?	<b>Formative Assessments:</b> Observation Daily work

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CCKRL.5.</b></p> <p>Demonstrate understanding of the organization and basic features of print. <b>CCKRF1</b></p> <p>Recognize and name all upper- and lowercase letters of the alphabet <b>CCKRF.1d..</b></p> <p><b>CCKW.6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>		<p><b><u>Learning Targets:</u></b></p> <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>▪ To isolate the initial, medial, and final sounds in words</li> <li>▪ To blend sounds say words</li> <li>▪ To identify the word in a set of words that has a different initial ,middle ,or final sound</li> <li>▪ To identify common medial sounds in words</li> <li>▪ To segment words into sounds</li> </ul> <p>Phoneme Deletion: Initial, Final,</p> <ul style="list-style-type: none"> <li>▪ To delete initial and final sounds in words</li> <li>▪ To blend sounds to say words</li> <li>▪ To substitute initial, final, medial sounds in words</li> <li>▪ To segment words into sounds</li> </ul> <p><b>Phonics</b></p> <p>Consonant Uu, and Qq</p> <ul style="list-style-type: none"> <li>▪ To recognize U and u, and Q and q</li> <li>▪ To write uppercase and lowercase Uu, Qq independently</li> <li>▪ To match the letter Uu and Qq to the sounds</li> <li>▪ To relate letters to their sounds</li> </ul>	<p>Student participation and class discussion Oral assessments</p> <p><b><u>Summative Assessments:</u></b></p> <p>Formal Kindergarten Assessment: Theme 9 Test Performance Task</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<ul style="list-style-type: none"> <li>▪ To discriminate /q/q, /z/z and /q/q and /j/j</li> </ul> <p>Phonics Blending /u/u, /g/g</p> <ul style="list-style-type: none"> <li>▪ To blend sounds to read words</li> <li>▪ To match sounds to letters</li> <li>▪ To read simple one-syllable words</li> <li>▪ To build and read simple one-syllable words</li> <li>▪ To understand that as the letters of words change, so do their sounds</li> <li>▪ To blend sounds to read simple one-syllable words</li> <li>▪ To decode short vowel /u/u words</li> <li>▪ To write consonant-vowel-consonant</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>▪ To read high-frequency words; and, there, give, little, that, have</li> <li>▪ To recognize, read high-frequency words</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>▪ To decode words</li> <li>▪ To read simple words in connected text</li> </ul> <p><b>Decodable Book</b></p> <ul style="list-style-type: none"> <li>▪ 19. Yum, Yum, Yum</li> <li>▪ 20. Is It The Bus?</li> <li>▪ 21. Dog Fun</li> <li>▪ 22. A Hat To Fit Bun</li> <li>▪ 23. Rev It Up, Kim</li> <li>▪ 24. They Will Not Quit</li> </ul> <p><b>Literature</b></p>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>Comprehension:</p> <ul style="list-style-type: none"> <li>▪ To listen to and respond to a story</li> <li>▪ To identify text patterns and rhyming words in a story</li> <li>▪ To use graphic organizers to understand and remember a story</li> <li>▪ To listen to and respond to nonfiction text</li> <li>▪ To identify details in a story</li> <li>▪ To use story structure to understand a story</li> <li>▪ To blend sounds to read words</li> <li>▪ To understand a story</li> <li>▪ To identify the main idea of a story</li> <li>▪ To reread parts of a story to help comprehension</li> </ul> <p><b>Robust Vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ To develop robust vocabulary by discussing literature</li> <li>▪ To develop robust vocabulary</li> <li>▪ To understand and use new vocabulary</li> <li>▪ To develop vocabulary through meaningful experiences</li> <li>▪ To understand and use new vocabulary</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>▪ To understand the purpose of friendly letter</li> <li>▪ To write a friendly letter</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<ul style="list-style-type: none"> <li>To understand the purpose of an invitation</li> <li>To write an invitation</li> </ul>	
<b>Unit Ten: On the Go</b> <b>Timeline: 3 Weeks</b>			
<p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>CCKRF.3.</b></p> <p>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. <b>CCKRF.3b.</b></p> <p>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <b>CCKW.7.</b></p>	<p><b>Big Ideas:</b> Authors write with a certain style.</p>	<p><b>Essential Questions:</b> How do authors express their style in their writing?</p> <p><b>Learning Targets:</b> <b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>To blend syllables and say words</li> <li>To segment syllables into words</li> <li>To orally delete syllables from words</li> <li>To blend onset and rime in words</li> <li>To isolate initial, medial and final sound in words</li> <li>To identify and isolate beginning, ending and medial sounds in groups of words</li> <li>To blend sounds to say words</li> <li>To identify the sounds in word</li> <li>To delete initial and final sounds in words</li> <li>To substitute initial, final and medial sounds in words</li> </ul> <p>Phonics Word Blending</p>	<p><b>Formative Assessments:</b> Observation Daily work Student participation and class discussion Oral assessments</p> <p><b>Summative Assessments:</b> Formal Kindergarten Assessment: Theme 10 Test Performance task</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<ul style="list-style-type: none"> <li>▪ To blend sounds orally to make words</li> <li>▪ To match sounds to letters</li> <li>▪ To read simple one-syllable words</li> <li>▪ To build and read simple one-syllable words</li> <li>▪ To understand that as the letters of words change, so do their sounds</li> <li>▪ To blend sounds to read simple one-syllable words</li> <li>▪ To write consonant-vowel-consonant</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>▪ To read/review high-frequency words; and, there, give, you, little, that, we, have</li> <li>▪ To recognize, read high-frequency words</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>▪ To decode words</li> <li>▪ To read simple words in connected text</li> </ul> <p><b>Decodable</b></p> <ul style="list-style-type: none"> <li>▪ <b>25. A Bug Can</b></li> <li>▪ <b>26. Up On Top</b></li> <li>▪ <b>27. Is It Like Us</b></li> <li>▪ <b>28. Cub and Fox</b></li> <li>▪ <b>29. Will Mel Go?</b></li> <li>▪ <b>30. My Pup Jed</b></li> </ul> <p><b>Literature</b></p> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>▪ To listen to and respond to a story</li> <li>▪ To identify text patterns and</li> </ul>	



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>rhyming words in a story</p> <ul style="list-style-type: none"> <li>▪ To understand the difference between reality and fantasy</li> <li>▪ To ask and answer questions about a story</li> <li>▪ To generate questions about a story</li> <li>▪ To draw conclusions about a story</li> <li>▪ To make inferences</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>▪ To understand the purpose of thank-you note</li> <li>▪ To write a thank-you note</li> <li>▪ To understand the purpose of an invitation</li> <li>▪ To write an invitation</li> <li>▪ To understand personal narrative</li> <li>▪ To write a personal narrative</li> </ul>	

## Curriculum Framework ELA

School: Thomas Edison Charter  
School

Curricular Tool: Story Town

Grade: 1

Teacher: Ms. Reef

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Inventory Unit: This is an inventory unit that provides a review of the skills and high-frequency words introduced in the Kindergarten level of <i>StoryTown</i>.</b> <b>Timeline: 4 Weeks</b>			
<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>CC1RF2</b></p> <p>Distinguish long from short vowel sounds in spoken single-syllable words. <b>CC1RF2a</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. <b>CC1RF2b</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <b>CC1RF2c</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <b>CC1RF2d</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC1L1</b></p> <p>Print all upper- and</p>	<p><b>Concepts:</b> Matching of letters and sounds, High-frequency words, Writing upper and lower case letters, Blending and reading simple words</p> <p><b>Big Ideas:</b> Matching of letters and sounds is necessary in becoming a good reader and writer.</p> <p>Knowledge and application of high-frequency words is necessary to become a good reader and writer.</p> <p>Blending and reading simple words with short vowels is necessary in becoming a good reader and writer.</p> <p>Writing upper and lower case letters is the basis of sentence writing.</p>	<p><b>Essential Questions:</b> How do you blend sounds and letters into words?</p> <p>Why do we need to know high-frequency words?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Students will demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> <li>Students will match letters to corresponding sounds.</li> <li>Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Students will recognize and read high-frequency words.</li> <li>Students will blend sounds with short vowels to read words.</li> <li>Students will write upper and lower case letters to prepare for writing words and sentences.</li> <li>Students will prepare for and participate effectively in a range of conversations and collaborations with diverse</li> </ul>	<p><b>Formative Assessments:</b> Whole-group discussion Small-group discussion and instruction Holding up letter cards if words said aloud begin with the specific letter Handwriting practice on lined paper Practice Book pages Identifying high-frequency words and matching word cards to sentences on board Word Builder cards Decodable stories</p> <p><b>Summative Assessments:</b> Matching sounds and letters verbally with letter cards Reading high-frequency word list with accuracy</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>lowercase letters. <b>CC1L1a</b></p> <p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <b>CC1SL1</b></p> <p>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). <b>CC1SL1a</b></p> <p>Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <b>CC1SL1b</b></p> <p>Ask questions to clear up any confusion about the topics and texts under discussion. <b>CC1SL1c</b></p>		<p>partners, building on others' ideas and expressing their own clearly and persuasively.</p>	

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Two: Follow Me</b> <b>Timeline: 3 Weeks</b>			
<p>Demonstrate understanding of the organization and basic features of print. <b>CC1RF1</b></p> <p>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <b>CC1RF1a</b></p> <p>Ask and answer questions about key details in a text. <b>CC1RI1</b></p> <p>Use illustrations and details in a story to describe its characters, setting, or events. <b>CC1RL7</b></p> <p>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. <b>CC1W5</b></p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <b>CC1W8</b></p> <p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <b>CC1SL1</b></p>	<p><b>Concepts:</b> Making Predictions</p> <p><b>Big Ideas:</b> Following others and sharing ideas and interests leads to learning and discovery.</p> <p>Readers use prior knowledge and selection information to make predictions (i.e. personal experiences, picture clues, title clues)</p>	<p><b>Essential Questions:</b> What can we learn from following others?</p> <p>How can you use prior knowledge to make predictions? Why is it important to make predictions?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Students will integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>Students will demonstrate understanding of the organization and basic features of print.</li> <li>Students will ask and answer questions about key details in the text.</li> <li>Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>Students will prepare for and participate effectively in a range</li> </ul>	<p><b>Formative Assessments:</b> Partner Sharing (Think, Pair, Share) Class (Whole Group) Discussion Graphic Organizer (Making Predictions) for <i>Hi! Fly Guy</i> Small Group Instruction and Discussion Exit Slips Written sentences in response to provided topics Oral retelling of <i>From Seed to Pumpkin</i> Student created oral and written expressions of spelling, high-frequency and vocabulary words in sentences Student discovery of spelling, high-frequency and vocabulary words in selection and supplemental texts</p> <p><b>Summative Assessments:</b> Weekly Lesson Test Weekly Spelling Test Worksheet demonstrating student ability to make predictions for a previously unread text</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Produce complete sentences when appropriate to task and situation. <b>CC1SL6</b>		<p>of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>Students will make connections between lesson words (spelling, high-frequency vocabulary) and selection texts, phonological/phonemic awareness, fluency, grammar and writing skills.</li> </ul>	
<b>Unit Three: One For All</b> <b>Timeline: 3 weeks</b>			
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC1L1</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC1L2</b></p> <p>Describe characters, settings, and major events in a story, using key details. <b>CC1RL3</b></p> <p>Use illustrations and details in a story to describe its characters, setting, or events. <b>CC1RL7</b></p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <b>CC1SL2</b></p>	<p><b>Concepts:</b> Story Structure, Story Elements (Characters)</p> <p><b>Big Ideas:</b> Working together helps solve problems and reduce conflict.</p> <p>Stories have a beginning, middle and end; this order helps stories make sense.</p> <p>Characters are the people or animals in the selection.</p>	<p><b>Essential Questions:</b> How does working together benefit everyone?</p> <p>What are the main events that occur in the selection?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or</li> </ul>	<p><b>Formative Assessments:</b> Partner Sharing (Think, Pair, Share) Class (Whole Group) Discussion Graphic Organizers Small Group Instruction and Discussion Exit Slips Written sentences in response to provided topics Student oral retelling of <i>How People Learned to Fly</i> Student created oral and written expressions of spelling, high-frequency and vocabulary words in sentences Student discovery of spelling, high-frequency and vocabulary words in selection and supplemental texts</p> <p><b>Summative Assessments:</b> Weekly Lesson Test Weekly Spelling Test Sentence strip with pre-written sentence to demonstrate student ability to identify</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <b>CC1SL4</b></p> <p>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. <b>CC1W5</b></p> <p>Ask and answer questions about key details in a text. <b>CC1RI1.</b></p>		<p>speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> <li>Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>Students will write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>Students will be able to identify the telling part of sentences both orally and in written form.</li> <li>Students will make connections between lesson words (spelling, high-frequency vocabulary) and selection texts, phonological/phonemic awareness, fluency, grammar and writing skills.</li> </ul>	the telling part of the sentence
<b>Unit Four: Turning Corners</b> <b>Timeline: 6 weeks</b>			
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC1L2</b></p> <p>Capitalize dates and names of people. <b>CC1L2a</b></p>	<p><b>Concepts:</b> Compare and Contrast, Details, Story Elements (Plot and Setting)</p> <p><b>Big Ideas:</b> People, things and places change over time.</p>	<p><b>Essential Questions:</b> How have things, people and places changed and grown over time?</p> <p>How are the selections similar and different?</p> <p>How can you describe the plot and</p>	<p><b>Formative Assessments:</b> Partner Sharing (Think, Pair, Share) Class (Whole Group) Discussion Graphic Organizers Small Group Instruction and Discussion Exit Slips Written sentences to compare <i>Little Bear</i> and <i>Brown Bear, Brown Bear What Do</i></p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Use end punctuation for sentences. <b>CC1L2b</b> Use commas in dates and to separate single words in a series. <b>CC1L2c</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. <b>CC1L2d</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <b>CC1L2e</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. <b>CC1L4</b></p> <p>Ask and answer questions about key details in a text. <b>CC1RL1</b></p> <p>Describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>CC1RI3</b></p> <p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <b>CC1RI4</b></p> <p>Know and apply grade-level</p>	<p>To compare means to looks for similarities; to contrast means to look for differences.</p> <p>Details give small bits of information about something. Details help to make a mental picture of a person, animal, place or thing.</p> <p>The events that make up a story are called the plot, and the setting is where and when the story takes place.</p>	<p>setting of the selection?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>Students will determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>Students will be able to describe how change occurs over time both orally and in written form.</li> <li>Students will write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>Students will be able to write</li> </ul>	<p><i>You See?</i> Students reading aloud and answering questions about <i>Little Bear</i> Student created oral and written expressions of spelling, high-frequency and vocabulary words in sentences Student discovery of spelling, high-frequency and vocabulary words in selection and supplemental texts</p> <p><b><u>Summative Assessments:</u></b> Weekly Lesson Test Weekly Spelling Test Writing prompt with directions: “Choose one character/animal we read about. How did that individual change/grow over time?”</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>phonics and word analysis skills in decoding words. <b>CC1RF3</b></p> <p>Know the spelling-sound correspondences for common consonant digraphs. <b>CC1RF3a</b> Decode regularly spelled one-syllable words. <b>CC1RF3b</b> Know final -e and common vowel team conventions for representing long vowel sounds. <b>CC1RF3c</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <b>CC1RF3d</b> Decode two-syllable words following basic patterns by breaking the words into syllables. <b>CC1RF3e</b> Read words with inflectional endings. <b>CC1RF3f</b> Recognize and read grade appropriate irregularly spelled words. <b>CC1RF3g</b></p> <p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. <b>CC1W1</b></p>		<p>questions, lists, dialogs, opinion sentences about events, and factual sentences.</p> <ul style="list-style-type: none"> <li>Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>Students will make connections between lesson words (spelling, high-frequency vocabulary) and selection texts, phonological/phonemic awareness, fluency, grammar and writing skills.</li> </ul>	



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <b>CC1W2</b></p> <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <b>CC1SL3</b></p>			
<b>Unit Five: Wild and Wonderful</b> <b>Timeline: 6 weeks</b>			
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. <b>CC1L4</b></p> <p>Use sentence-level context as a clue to the meaning of a word or phrase. <b>CC1L4a</b></p> <p>Use frequently occurring affixes as a clue to the meaning of a word. <b>CC1L4b</b></p> <p>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). <b>CC1L4c</b></p> <p>Read with sufficient accuracy and fluency to support comprehension. <b>CC1RF4</b></p> <p>Read on-level text with</p>	<p><b>Concepts:</b> Author's Purpose/Point of View, Sequence, Main Ideas</p> <p><b>Big Ideas:</b> Characters in the selections demonstrate creativity.</p> <p>The order in which events occur in selections is called sequence.</p> <p>The main idea of a selection is the most important idea.</p> <p>The author's purpose is the reason for which the selection was written.</p>	<p><b>Essential Questions:</b> What is the selection mostly about?</p> <p>What is the author's purpose or point of view in the selection?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>With prompting and support, students will read prose and poetry of appropriate complexity for grade 1.</li> <li>Students will read and comprehend complex literary and informational texts independently and proficiently.</li> <li>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>Students will determine central ideas or themes of a text and</li> </ul>	<p><b>Formative Assessments:</b> Partner Sharing (Think, Pair, Share) about <i>Mr. Popper's Penguins</i> Class (Whole Group) Discussion Graphic Organizers Small Group Instruction and Discussion Written sentences in response to provided topics Students reading aloud and answering questions about <i>Follow the Water from Brook to Ocean</i> Personal narrative writing Drawings/visuals to accompany personal narratives Writing pieces typed on classroom computers Student created oral and written expressions of spelling, high-frequency and vocabulary words in sentences Student discovery of spelling, high-frequency and vocabulary words in selection and supplemental texts</p> <p><b>Summative Assessments:</b></p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>purpose and understanding. <b>CC1RF4a</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <b>CC1RF4b</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>CC1RF4c</b></p> <p>Retell stories, including key details, and demonstrate understanding of their central message or lesson. <b>CC1RL2</b></p> <p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <b>CC1RL4</b></p> <p>Identify who is telling the story at various points in a text. <b>CC1RL6</b></p> <p>Compare and contrast the adventures and experiences of characters in stories. <b>CC1RL9</b></p> <p>With prompting and support, read prose and poetry of appropriate complexity for grade 1. <b>CC1RL10</b></p> <p>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus,</p>		<p>analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> <li>Students will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>Students will assess how point of view or purpose shapes the content and style of a text.</li> <li>Students will be able to show both orally and in written form the main idea, author's purpose, and sequence of events of a selection.</li> <li>Students will be able to write narrative detailing personal events and experiences and use computers to publish their writing.</li> <li>Students will be able to make connections between and determine significance in their own illustrations within their writing and the illustrations within the selections.</li> <li>Students will be able to compare and contrast the adventures and experiences of characters in stories, as well as be able to identify words that suggest feeling or appeal to the senses.</li> <li>Students will make connections between lesson words (spelling,</li> </ul>	<p>Weekly Lesson Test Weekly Spelling Test Writing prompt with directions: "Pick a story you have read. Why did the author write that story?"</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>icons) to locate key facts or information in a text. <b>CC1RI5</b></p> <p>Identify the reasons an author gives to support points in a text. <b>CC1RI8</b></p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <b>CC1SL5</b></p> <p>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. <b>CC1W3</b></p> <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <b>CC1W6</b></p>		<p>high-frequency vocabulary) and selection texts, phonological/phonemic awareness, fluency, grammar and writing skills.</p>	
<b>Unit Six: Where We Live</b> <b>Timeline: 6 weeks</b>			
<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <b>CC1SL1</b></p> <p>Follow agreed-upon rules for discussions (e.g.,</p>	<p><b>Concepts:</b> Cause and Effect, Problem/Solution, Drawing Conclusions</p> <p><b>Big Ideas:</b> Characters in each selection make up</p>	<p><b>Essential Questions:</b> What was the problem and solution in the selection?</p> <p>What cause-and-effect relationships can be described in the selection?</p>	<p><b>Formative Assessments:</b> Partner Sharing (Think, Pair, Share) Class (Whole Group) Discussion Graphic Organizers Small Group Instruction and Discussion about <i>Starfish</i> Exit Slips</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>listening to others with care, speaking one at a time about the topics and texts under discussion). <b>CC1SL1a</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <b>CC1SL1b</b> Ask questions to clear up any confusion about the topics and texts under discussion. <b>CC1SL1c</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC1L1</b></p> <p>Print all upper- and lowercase letters. <b>CC1L1a</b> Use common, proper, and possessive nouns. <b>CC1L1b</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops</i>; <i>We hop</i>). <b>CC1L1c</b> Use personal, possessive, and indefinite pronouns (e.g., <i>I</i>, <i>me</i>, <i>my</i>; <i>they</i>, <i>them</i>, <i>their</i>; <i>anyone</i>, <i>everything</i>). <b>CC1L1d</b> Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I</i></p>	<p>and community.</p> <p>Cause and effect can be determined by asking the questions, "What happened?" and "Why did it happen?"</p> <p>Many stories have a problem that is presented in the beginning, and characters work to determine the solution throughout the remainder of the story.</p> <p>Using clues to figure something out is a skill known as drawing conclusions.</p>	<p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>Students will assess how point of view or purpose shapes the content and style of a text.</li> <li>Students will be able to identify the reasons an author gives to support points in texts.</li> <li>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>Students will be able to determine the cause and effect and the problem and solution in selections and present them in both oral and written form.</li> <li>Students will be able to compare and contrast the adventures and experiences of characters in a selection.</li> <li>Students will be able to write a descriptive piece in which facts and closure are included.</li> <li>Students will be able to use graphic organizers to answer and ask questions of adults and peers in small and large groups.</li> </ul>	<p>Written sentences in response to provided topics Students reading aloud and answering questions about <i>Mix a Pancake</i> Student created oral and written expressions of spelling, high-frequency and vocabulary words in sentences Student discovery of spelling, high-frequency and vocabulary words in selection and supplemental texts</p> <p><b><u>Summative Assessments:</u></b> Weekly Lesson Test Weekly Spelling Test Graphic Organizer for "Problem and Solution" for student-selected text</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><i>walked home; Today I walk home; Tomorrow I will walk home</i>). <b>CC1L1e</b> Use frequently occurring adjectives. <b>CC1L1f</b> Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). <b>CC1L1g</b> Use determiners (e.g., articles, demonstratives). <b>CC1L1h</b> Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). <b>CC1L1i</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <b>CC1L1j</b></p> <p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <b>CC1L5</b></p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). <b>CC1L6</b></p>		<ul style="list-style-type: none"> <li>Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>Students will make connections between lesson words (spelling, high-frequency vocabulary) and selection texts, phonological/phonemic awareness, fluency, grammar and writing skills.</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Identify the main topic and retell key details of a text. <b>CC1RI2</b></p> <p>Describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>CC1RI3</b></p> <p>Use the illustrations and details in a text to describe its key ideas. <b>CC1RI7</b></p> <p>Identify the reasons an author gives to support points in a text. <b>CC1RI8</b></p> <p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <b>CC1RL4</b></p> <p>Compare and contrast the adventures and experiences of characters in stories. <b>CC1RL9</b></p> <p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <b>CC1W2</b></p> <p>Produce complete sentences when appropriate to task and situation. <b>CC1SL6</b></p>			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Seven: New Places, New Faces</b> <b>Timeline: 6 weeks</b>			
<p>Describe characters, settings, and major events in a story, using key details. <b>CC1RL3</b></p> <p>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <b>CC1RL5</b></p> <p>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <b>CC1RI6</b></p> <p>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <b>CC1RI9</b></p> <p>With prompting and support, read informational texts appropriately complex for grade 1. <b>CC1RI10</b></p> <p>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). <b>CC1W7</b></p> <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings</p>	<p><b>Concepts:</b> Alphabetizing, Story Elements, Details</p> <p><b>Big Ideas:</b> Exploration leads to learning.</p> <p>Putting words into alphabetical order helps us to learn information about many things.</p> <p>Story elements are the plot, setting and characters.</p> <p>Details are pieces of information that help answer questions. Details answer the questions: Who? What? Where? When?</p>	<p><b>Essential Questions:</b> How can you identify and describe the story elements of character setting, and plot?</p> <p>What details helped to understand the meaning of the selection?</p> <p>How can illustrations help you learn about the selection’s topic?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Students will be able to describe story elements and use details within texts to display understanding.</li> <li>Students will be able to alphabetize familiar words.</li> <li>Students will write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>Students will be able to create “How-To” pieces to teach and present to peers.</li> <li>Students will be able to create a book review providing story elements (characters, plot, setting).</li> <li>Students will be able to describe people, places, things and events with details, and expressing</li> </ul>	<p><b>Formative Assessments:</b> Partner Sharing (Think, Pair, Share) Class (Whole Group) Discussion Small Group Instruction and Discussion Written sentences in response to provided topics Students reading aloud and answering questions about <i>Frog and Toad Together</i> Alphabetical ordering of familiar words from <i>A Tree is a Plant</i> on Post-It Notes “How-To” writing assignment Book Review writing assignment Student created oral and written expressions of spelling, high-frequency and vocabulary words in sentences Student discovery of spelling, high-frequency and vocabulary words in selection and supplemental texts</p> <p><b>Summative Assessments:</b> Weekly Lesson Test Weekly Spelling Test Graphic Organizer for “Characters, Setting and Plot” of student-selected text</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>clearly. <b>CC1SL4</b></p> <p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <b>CC1L5</b></p> <p>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. <b>CC1L5a</b></p> <p>Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). <b>CC1L5b</b></p> <p>Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). <b>CC1L5c</b></p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. <b>CC1L5d</b></p>		<p>ideas and feelings clearly.</p> <ul style="list-style-type: none"> <li>Students will be able to verbally distinguish between information provided by illustrations and information provided by words in a text.</li> <li>Students will be able to show understanding and differentiation both verbally and in written form of books written to tell stories and books written to provide information.</li> <li>Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li>Students will make connections between lesson words (spelling, high-frequency vocabulary) and selection texts, phonological/phonemic awareness, fluency, grammar and writing skills.</li> </ul>	



## Curriculum Framework for English Language Arts

School: Thomas Edison Charter School

Curricular Tool: StoryTown

Grade: Second

Teacher: Neal/Harris

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Count on Me</b> <b>Timeline : 6 Weeks</b>			
<p><b>CC2RL1</b> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>CC2RL2</b> Recount stories including fables and folk tales from diverse cultures and determine a central message, lesson, or moral.</p> <p><b>CC2RL7</b> Use information gained from the illustration and words in print or digital text to demonstrate understanding of characters, setting, or plot.</p> <p><b>CC2RI6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>CC2SL1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p><b>Concepts:</b> Character description Story Elements</p> <p><b>Big Ideas:</b> All living organisms depend on one another to survive in a system of giving and taking.</p> <p>Stories have a plot, setting, and characters.</p> <p>Character's feelings affect their behaviors.</p>	<p><b>Essential Questions:</b> How do the illustrations, captions and other visuals support the main idea?</p> <p>In what ways do living organisms depend on one another to survive?</p> <p>What is the main idea and supporting details of the story?</p> <p>What makes a good friend?</p> <p>What are some ways to show someone that you are their friend?</p> <p>What makes you unique?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>understand and explain how and why all living organisms depend on one another to survive in a system of giving and taking.</li> <li>verbally express their understanding of characters' feelings in the story.</li> <li>respond to comprehension</li> </ul>	<p><b>Formative Assessments:</b> Exit Tickets Quick Quizzes Written Responses to Reading Comprehension Questions Read Aloud Think-Pair-Share Small Group Discussions Whole Group Discussions</p> <p><b>Summative Assessments:</b> Weekly Lesson Test Theme Test Performance Task</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CC2SL1c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>CC2SL5</b> Create audio recording of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>CCS2W3</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>CC2W6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>CC2RF3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>CC2RF3a.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p><b>CC2RF3b.</b> Know spelling-sound correspondences for additional common vowel teams.</p>		<p>questions in both oral and written form.</p> <ul style="list-style-type: none"> <li>• organize a presentation that combines speaking and performance.</li> <li>• Create a written review of the selection.</li> <li>• develop ideas and a topic for writing.</li> <li>• Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</li> <li>• Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CC2RF3c.</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>CC2RF4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>CC2RF4a.</b> Read on-level text with purpose and understanding.</p> <p><b>CC2RF4b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>CC2RF4c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>CC2L1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC2L1f</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p><b>CC2L2</b> Demonstrate command of</p>		<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
the conventions of standard English capitalization, punctuation, and spelling when writing.			
<b>Unit Two: Doing our Best Timeline: 6 Weeks</b>			
<p><b>CC2RL2</b> Ask and answer questions as who, what, where, why, when, and how to demonstrate understanding of key details in a text.</p> <p><b>CC2RL3</b> Describe how characters in the story respond to major events and challenges.</p> <p><b>CC2RL5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>CC2SL1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>CC2SL1b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>CC2SL2</b> Recount or describe key ideas or details from a text, read</p>	<p><b>Concepts:</b> Making predictions cause and effect plot sequence</p> <p><b>Big Ideas:</b> Major events have an effect on character's attitudes, behaviors, and outlook on life.</p>	<p><b>Essential Questions:</b> What is the story mainly about?</p> <p>What are the key events that led the characters to learn the moral of the story?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and understand the affect that major events have on character's attitudes, behaviors, and outlook on life.</li> <li>• Respond to comprehension questions in a whole group and small group setting, using verbal communication.</li> <li>• Discuss the main idea and supporting details of the selection with adults and peers.</li> <li>• Use story details and prior knowledge to make predictions.</li> <li>• Read and respond to a story as a model for writing.</li> <li>• Publish a personal narrative.</li> <li>• Proofread for grammar, punctuation, capitalization, and spelling.</li> <li>• Determine central ideas or</li> </ul>	<p><b>Formative Assessments:</b> Exit Tickets Quick Quizzes Written Responses to Reading Comprehension Questions Read Aloud Think-Pair-Share Small Group Discussions Whole Group Discussions</p> <p><b>Summative Assessments:</b> Weekly Lesson Test Theme Test Rubric Performance Task/Transfer task</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>aloud, or information presented orally or through other media.</p> <p><b>CC2W5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>CC2RF3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>CC2RF3c.</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>CC2RF4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>CC2RF 4a.</b> Read on-level text with purpose and understanding.</p> <p><b>CC2RF 4b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>CC2RF4c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<p>themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> <li>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrate command of the conventions of standard English</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CC2L1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC2L1a</b> Use collective nouns (e.g., <i>group</i>).</p> <p><b>CC2L1b</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p><b>CC2L2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>CC2L2a</b> Capitalize holidays, product names, and geographic names.</p> <p><b>CC2L2b</b> Use commas in greetings and closings of letters.</p> <p><b>CC2L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>CC2L4d</b> Use knowledge of the meaning of individual words to predict the meaning</p>		<p>capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
of compound words (e.g., <i>birdhouse, lighthouse,</i> <i>housefly; bookshelf, notebook,</i> <i>bookmark).</i>			
<b>Unit Three: Changing Times</b> <b>Timeline: 6 Weeks</b>			
<p><b>CC2RL2</b> Ask and answer questions as who, what, where, why, when, and how to demonstrate understanding of key details in a text.</p> <p><b>CC2RL6</b> Acknowledge differences in the points of views of characters including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>CC2RI6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>CC2SL2</b> Recount or describe key ideas or details from a text, read aloud, or information presented orally or through other media.</p> <p><b>CC2SL3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen</p>	<p><b>Concepts:</b> authors purpose story genre</p> <p><b>Big Ideas:</b> Reading with appropriate fluency and expression allows for better understanding of the text and enables more complete comprehension.</p>	<p><b>Essential Questions:</b> Why did the author write the book?  What did he or she want us to learn?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Students will demonstrate an understanding of characters' emotions by reading aloud with expression, and understand information from the story using appropriate prosody.</li> <li>Students will be able to read accurately in a manner that produces natural speech.</li> <li>Students will be able to use details to retell the story and to answer questions to provide clarity.</li> <li>Students will be able to gather information on a topic or issue that will increase comprehension using various resources (e.g., internet, story books, and school library).</li> <li>Students will create a book, poster, brochure, or book report that will allow them to</li> </ul>	<p><b>Formative Assessments:</b> Exit Tickets Quick Quizzes, Written Responses to Reading Comprehension Questions Read Aloud Think-Pair-Share Small Group Discussions Whole Group Discussions</p> <p><b>Summative Assessments:</b> Weekly Lesson Test Theme Test Performance Task/Transfer task</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>understanding of a topic or issue.</p> <p><b>CC2W2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>CC2W7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b>CC2RF3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>CC2RF3c.</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>CC2RF4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>CC2RF4a.</b> Read on-level text with purpose and understanding.</p> <p><b>CC2RF4b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>		<p>demonstrate their knowledge of key topics.</p> <ul style="list-style-type: none"> <li>• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>• Assess how point of view or purpose shapes the content and style of a text.</li> <li>• Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> <li>• Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>• Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when</li> </ul>	



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CC2RF4c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>CC2L1</b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC2L1c</b> Use reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p><b>CC2L2</b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>CC2L2c</b> Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><b>CC2L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>CC2L3a</b> Compare formal and informal uses of English.</p> <p><b>CC2L5</b>Demonstrate understanding of word relationships and nuances in word meanings.</p>		<p>writing or speaking.</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CC2L5a</b> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p><b>CC2L6</b> 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., <i>When other kids are happy that makes me happy</i>).</p>			
<b>Unit Four: Dream Big</b> <b>Timeline: 6 Weeks</b>			
<p><b>CC2RL4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.</p> <p><b>CC2RI1</b> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>CC2RI4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>CC2RI8</b> Describe how reasons support specific points the author makes in a text.</p>	<p><b>Concepts:</b> Reading comprehension</p> <p><b>Big Ideas:</b> Using context clues helps to determine the meaning of unfamiliar words in a text.</p>	<p><b>Essential Questions:</b> Are there any unfamiliar words in the text, and using context clues can you define them?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify and define unfamiliar words in a text.</li> <li>Students will be able to use graphic organizers as a strategy for reading comprehension.</li> <li>Students will be able to understand characteristics of poetry.</li> <li>Students will be able to use transitional words to create authentic works of poetry.</li> <li>Students will be able to read aloud their original poems to peers and adults.</li> </ul>	<p><b>Formative Assessments:</b> Exit Tickets Quick Quizzes Written Responses to Reading Comprehension Questions Read Aloud Think-Pair-Share Small Group Discussions Whole Group Discussions</p> <p><b>Summative Assessments:</b> Weekly Lesson Test Theme Test Rubrics Performance Task/Transfer task</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CC2SL6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>CC2W3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings use temporal words to signal event order, and provide a sense of closure.</p> <p><b>CC2RF3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>CC2RF3d.</b> Decode words with common prefixes and suffixes.</p> <p><b>CC2RF3e.</b> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b>CC2RF4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>CC2RF4a.</b> Read on-level text with purpose and understanding.</p> <p><b>CC2RF4b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive</p>		<ul style="list-style-type: none"> <li>• Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>• Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li> <li>• Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Demonstrate command of the</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>readings. <b>CC2RF4c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>CC2L1</b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC2L1e</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>CC2L2</b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>CC2L2d</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><b>CC2L2e</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>CC2L4</b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p>		<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate</li> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CC2L4e</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p><b>CC2L5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>CC2L5b</b> Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>			
<b>Unit Five: Better Together</b> <b>Timeline: 6 Weeks</b>			
<p><b>CC2RI3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>CC2RI4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>CC2RI5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons)</p>	<p><b>Concepts:</b> textual features</p> <p><b>Big Ideas:</b> There are many features of a text, beyond the standard paragraph, that can be used to increase understanding.</p>	<p><b>Essential Questions:</b> Where in the book would you look to find information about the animal's lifecycle, behaviors, and habits?</p> <p>How do diagrams increase comprehension?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Students will be able to apply word knowledge to the reading of a text.</li> <li>Students will be able to use graphic aids to understand nonfiction selections.</li> </ul>	<p><b>Formative Assessments:</b> Exit Tickets Quick Quizzes Written Responses to Reading Comprehension Questions Read Aloud Think-Pair-Share Small Group Discussions Whole Group Discussions</p> <p><b>Summative Assessments:</b> Weekly Lesson Test Theme Test Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>to locate key facts or information in a text efficiently.</p> <p><b>CC2RI7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>CC2RL9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><b>CC2SL1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.</p> <p><b>CC2SL1a</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>CC2W1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>		<ul style="list-style-type: none"> <li>• Students will be able to verbally express their opinion about a grade 2 topic or issue in a small group or whole group setting.</li> <li>• Students will be able to understand the stages of the writing process to write a research report.</li> <li>• Students will be able to use details from a story and from real life to make inferences.</li> <li>• Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>• Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>• Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>• Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li>• Integrate and evaluate content presented in diverse media and formats, including visually and</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CC2W8</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>CC2RF3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>CC2RF3d.</b> Decode words with common prefixes and suffixes.</p> <p><b>CC2RF3f.</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>CC2RF4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>CC2RF4a.</b> Read on-level text with purpose and understanding.</p> <p><b>CC2RF4b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>CC2RF4c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>CC2L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and</p>		<p>quantitatively, as well as in words.*</p> <ul style="list-style-type: none"> <li>• Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</li> <li>• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>• Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate</li> <li>• Demonstrate understanding of figurative language, word</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>CC2L4b</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p><b>CC2L5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>CC2L5b</b> Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>)..</p>		relationships, and nuances in word meanings.	
<b>Unit Six: Seek and Find</b> <b>Timeline: 6 Weeks</b>			
<p><b>CC2RI 9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>CC2RI10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently,</p>	<p><b>Concepts:</b> Making inferences Cause and effect.</p> <p><b>Big Ideas:</b> Making judgments based on information not explicitly stated in the text will lead to better understanding of the affects the actions or events have on the outcome of a story.</p>	<p><b>Essential Questions:</b> After reading a story written by two different authors how are the two stories alike, different and which do you prefer and why?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Students will be able to demonstrate understanding of complex texts by summarizing the selection using vocabulary</li> </ul>	<p><b>Formative Assessments:</b> Exit Tickets Quick Quizzes Written Responses to Reading Comprehension Questions Read Aloud Think-Pair-Share Small Group Discussions Whole Group Discussions</p>



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>with scaffolding as needed at the high end of the range.</p> <p><b>CC2RI2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>CC2RL10</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CC2SL4</b> Tell a story or recount an experience with appropriate facts relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>CC2W1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>CC2RF3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>CC2RF 3f.</b> Recognize and</p>		<p>from the reading.</p> <ul style="list-style-type: none"> <li>Students will be able to compare and contrast important information presented by two texts on the same topic.</li> <li>Students will be able to use context and a dictionary to determine the correct meaning and pronunciation of multiple-meaning words.</li> <li>Students will be able to use details from a story and from real life to make inferences verbally.</li> <li>Students will be able to create a writing about a grade 2 topic in which they are to present an opinion, and supporting details.</li> <li>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li>Read and comprehend complex literary and informational texts independently and proficiently.</li> <li>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task,</li> </ul>	<p><b><u>Summative Assessments:</u></b></p> <p>Weekly Lesson Test Theme Test Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>read grade-appropriate irregularly spelled words.</p> <p><b>CC2RF4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>CC2RF4a.</b> Read on-level text with purpose and understanding.</p> <p><b>CC2RF4b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>CC2RF4c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>CC2L1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC2L1d</b> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p><b>CC2L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p>		<p>purpose, and audience.</p> <ul style="list-style-type: none"> <li>• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate</li> </ul>	

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CC2L4a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>CC2L4c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p>			

## Curriculum Framework for English Language Arts

School: Thomas Edison Charter School

Curricular Tool: Storytown

Grade: Third

Teacher: Catherine O'Brien, Jessica Ladin, Emilie Saintus

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: School Days</b> <b>Timeline : 6 Weeks</b>			
<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>CC3RL1</b></p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <b>CC3RL4</b></p> <p>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. <b>CC3RL5</b></p> <p>Distinguish their own point of view from that of the narrator or those of the characters. <b>CC3RL6</b></p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>CC3RI1</b></p> <p>By the end of the year, read and</p>	<p><b>Concepts:</b>            Characters and Setting            Text/Story Features</p> <p><b>Big Ideas:</b>            Using what I know about a topic helps me to figure out what I don't understand.</p>	<p><b>Essential Questions:</b>            How are your school days filled with fun and learning?</p> <p>How does identifying key story elements and text features help me accurately understand text?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify Character and Setting in selection</li> <li>Students will be able to locate information using text features</li> <li>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> </ul>	<p><b>Formative Assessments:</b>            Partner Sharing (Think, Pair, Share)            Class (Whole Group) Discussion            Graphic Organizers            Small Group Instruction and Discussion            Exit Slips            Written sentences in response to provided topics            Students reading aloud and answering questions</p> <p><b>Summative Assessments:</b>            Weekly Lesson Test            Performance or transfer task            Rubrics</p>

<p>comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. <b>CC3RI10</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC3RF3</b></p> <p>Identify and know the meaning of the most common prefixes and derivational suffixes. <b>CC3RF3a</b></p> <p>Decode words with common Latin suffixes. <b>CC3RF3b</b></p> <p>Decode multisyllable words. <b>CC3RF3c</b></p> <p>Read grade-appropriate irregularly spelled words. <b>CC3RF3d</b></p> <p>Read with sufficient accuracy and fluency to support comprehension. <b>CC3RF4</b></p> <p>Read on-level text with purpose and understanding. <b>CC3RF4a</b></p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <b>CC3RF4b</b></p> <p>Use context to confirm or self-correct word</p>			
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<p>recognition and understanding, rereading as necessary. <b>CC3RF4c</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>CC3W2</b></p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. <b>CC3W2a</b></p> <p>Develop the topic with facts, definitions, and details. <b>CC3W2b</b></p> <p>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. <b>CC3W2c</b></p> <p>Provide a concluding statement or section. <b>CC3W2d</b></p>			
<b>Unit Two: Together We Can</b> <b>Timeline: 6 Weeks</b>			
<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>CC3RL1</b></p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central</p>	<p><b>Concept:</b> Fact and opinion Main Idea and Details</p> <p><b>Big Idea:</b> Facts are statements that can be proven true. An opinion states a feeling</p> <p>Main idea is what the paragraph,</p>	<p><b>Essential Questions:</b> How can we work together to make a difference?</p> <p>What is a fact and Opinion?</p> <p>What is the main idea of the paragraph, passage, or selection?</p>	<p><b>Formative Assessments:</b> Partner Sharing (Think, Pair, Share) Class (Whole Group) Discussion Graphic Organizers Small Group Instruction and Discussion Exit Slips Written sentences in response to provided topics Students reading aloud and answering</p>

<p>message, lesson, or moral and explain how it is conveyed through key details in the text. <b>CC3RL2</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>CC3L3</b></p> <p>Choose words and phrases for effect. <b>CC3L3a</b> Recognize and observe differences between the conventions of spoken and written standard English. <b>CC3L3b</b></p> <p>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. <b>CC3RL5</b></p> <p>Distinguish their own point of view from that of the narrator or those of the characters. <b>CC3RL6</b></p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers <b>CC3RI1</b></p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the</p>	<p>passage, or selection is mostly about. Details give more information about the main idea.</p>	<p>What are details?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>Students will be able to identify Fact and Opinion</li> <li>Students will be able to identify the main idea and details in a paragraph or selection</li> </ul>	<p>questions</p> <p><b><u>Summative Assessments:</u></b> Weekly Lesson Test Rubrics Performance/transfer tasks</p>
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<p>high end of the grades 2–3 text complexity band independently and proficiently. <b>CC3RI10</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>CCRF3</b></p> <p>Identify and know the meaning of the most common prefixes and derivational suffixes. <b>CCRF3a</b>          Decode words with common Latin suffixes. <b>CCRF3b</b>          Decode multi-syllable words. <b>CCRF3c</b>          Read grade-appropriate irregularly spelled words. <b>CCRF3d</b></p> <p>Read with sufficient accuracy and fluency to support comprehension. <b>CC3RF4</b></p> <p>Read on-level text with purpose and understanding. <b>CC3F4a</b>          Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings <b>CC3F4b</b>          Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>CC3F4c</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>CC3W2</b></p>			
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<p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. <b>CC3W2a</b></p> <p>Develop the topic with facts, definitions, and details. <b>CC3W2b</b></p> <p>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. <b>CC3W2c</b></p> <p>Provide a concluding statement or section. <b>CC3W2d</b></p>			
<b>Unit Three: As We Grow</b> <b>Timeline: 5 weeks</b>			
<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>CC3RL1</b></p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <b>CC3RL2</b></p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. <b>CC3RL4</b></p>	<p><b>Concepts:</b>            Plot            Author's Purpose            Ask Questions</p> <p><b>Big Ideas:</b>            The characters in each selection will show how our community is involved with helping living things grow in some way. .</p> <p>Plot focuses on what happens in a story. Plot can be understood by thinking about the story structure and the order of events.</p> <p>Author's write stories, articles, books, etc., with a purpose, and sometimes</p>	<p><b>Essential Questions:</b>            Which jobs in our community involve helping living things grow in some way?</p> <p>In what ways are reading and writing skills used in these jobs?</p> <p>What is the plot of a story?</p> <p>Why do author's write?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Students will ask questions relevant to a text.</li> <li>Students will be able to define plot, i.e. characters, setting, problem, important event,</li> </ul>	<p><b>Formative Assessments:</b>            Partner Sharing (Think, Pair, Share)            Class (Whole Group) Discussion            Graphic Organizers            Small Group Instruction and Discussion            Exit Slips            Written sentences in response to provided topics            Students reading aloud and answering questions</p> <p><b>Summative Assessments:</b>            Weekly Lesson Test            Rubrics            Performance/transfer task</p>

<p>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. <b>CC3RL5</b></p> <p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <b>CC3RL9</b></p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>CC3RI1</b></p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. <b>CC3RI4</b></p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. <b>CC3RI10</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC3RF3</b></p>	<p>multiple purposes, in mind.</p> <p>Author's purpose is categorized into three divisions: to entertain, to persuade, or to inform.</p>	<p>solution.</p> <ul style="list-style-type: none"> <li>• Students will be able to identify the plot of a story.</li> <li>• Students will be able to identify an author's purpose for writing.</li> <li>• Students will analyze the ways that reading and writing skills are used in the jobs in our community</li> </ul>	
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Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>CC3W2</b>			
<b>Unit Four: Tales to Tell</b> <b>Timeline: 5 Weeks</b>			
<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>CC3RL1</b></p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <b>CC3RL2</b></p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <b>CC3RL3</b></p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. <b>CC3RL4</b></p> <p>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. <b>CC3RL5</b></p> <p>Distinguish their own point of view from that of the narrator or</p>	<p><b>Concepts:</b> Compare and Contrast Theme</p> <p><b>Big Ideas:</b> Stories can be told in various ways and have many different purposes.</p> <p>When you compare, you tell how two things are alike. When you contrast, you tell how two things are different.</p> <p>Thinking about how characters, settings, and events are alike and different can help you better understand what you are reading.</p> <p>Theme is the main message of a story. An author often uses theme to explain an idea.</p>	<p><b>Essential Questions:</b> What are the different ways a story can be told?</p> <p>What is comparing and contrasting? How is it helpful to readers?</p> <p>What is the theme of a story? Why do author's use theme in their writing?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Students will understand the use of comparison and contrast in a story.</li> <li>Students will be able to use a graphic organizer, i.e. Venn Diagram, to organize the comparison and contrast of information in a story.</li> <li>Students will understand the use of theme in a story.</li> <li>Students will be able to identify the theme of a story.</li> <li>Students will be able to use a chart to organize information about a story's theme.</li> </ul>	<p><b>Formative Assessments:</b> Partner Sharing (Think, Pair, Share) Class (Whole Group) Discussion Graphic Organizers Small Group Instruction and Discussion Exit Slips Written sentences in response to provided topics Students reading aloud and answering questions</p> <p><b>Summative Assessments:</b> Weekly Lesson Test Rubrics Performance task/transfer task</p>

<p>those of the characters <b>CC3RL6</b>.</p> <p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <b>CC3RL9</b></p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>CC3RI1</b></p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently <b>CC3RI5</b>.</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. <b>CC3RI10</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC3RF3</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>CC3W32</b></p> <p>Report on a topic or text, tell a story, or recount an experience</p>			
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<p>with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. <b>CC3SL4</b></p> <p>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. <b>CC3SL5</b></p>			
<b>Unit Five: A Place For All</b> <b>Timeline: 6 weeks</b>			
<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>CC3RL1</b></p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <b>CC3RL3</b></p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <b>CC3RL4</b></p> <p>Distinguish their own point of view from that of the narrator or those of the characters. <b>CC3RL6</b></p> <p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a</p>	<p><b>Concepts:</b>            Answer Questions            Sequence            Cause and Effect</p> <p><b>Big Ideas:</b>            Learning about where others live helps students learn more about the world and communities around them.</p> <p>Readers use prior knowledge and selection information to answer questions.</p> <p>Time-order words (i.e. first, next, then, or finally) tell the order—or sequence—in which events occur in selections.</p> <p>Cause and effect can be determined by asking the questions, “What happened?” and “Why did it happen?”</p>	<p><b>Essential Questions:</b>            How is my community like other communities in my area? How is it different?</p> <p>Do any organizations advertise in the community? What benefits do they focus on?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• Interpret words and phrases as they are used in a text, including determining technical,</li> </ul>	<p><b>Formative Assessments:</b>            Partner Sharing (Think, Pair, Share)            Class (Whole Group) Discussion            Graphic Organizers            Small Group Instruction and Discussion            Exit Slips            Written sentences in response to provided topics            Students reading aloud and answering questions</p> <p><b>Summative Assessments:</b>            Weekly Lesson Tests            Rubrics            Performance task</p>

<p>text, using language that pertains to time, sequence, and cause/effect. <b>CC3RI3</b></p> <p>Distinguish their own point of view from that of the author of a text. <b>CC3RI6</b></p> <p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). <b>CC3RI7</b></p> <p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). <b>CC3RI8</b></p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. <b>CC3RI10</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC3RF3</b></p> <p>Read with sufficient accuracy and fluency to support comprehension. <b>CC3RF4</b> Read on-level text with purpose and understanding.</p>		<p>connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> <li>• Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>• Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>• Students will be able to use illustrations and details from the text to describe how characters, setting and events in a selection</li> </ul>	
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<p><b>CC3RF4a</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <b>CC3RF4b</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>CC3RF4c</b></p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons. <b>CC3W1</b></p> <p>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. <b>CC3W1a</b> Provide reasons that support the opinion. <b>CC3W1b</b> Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. <b>CC3W1c</b> Provide a concluding statement or section. <b>CC3W1d</b></p> <p>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</p>		<p>contribute to the sequence of events.</p> <ul style="list-style-type: none"> <li>• Students will be able to distinguish between the cause and effect in sentences both orally and in written form.</li> <li>• Students will be able to ask and answer questions based upon the selections with adults and peers.</li> </ul>	
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<p>own clearly. <b>CC3SL1</b></p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>CC3SL1a</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <b>CC3SL1b</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. <b>CC3SL1c</b> Explain their own ideas and understanding in light of the discussion. <b>CC3SL1d</b></p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) <b>CC3SL6</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing</p>			
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<p>or speaking. <b>CC3L1</b>          Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  <b>CC3L1a</b>          Form and use regular and irregular plural nouns.  <b>CC3L1b</b>          Use abstract nouns (e.g., <i>childhood</i>). <b>CC3L1c</b>          Form and use regular and irregular verbs. <b>CC3L1d</b>          Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.  <b>CC3L1e</b>          Ensure subject-verb and pronoun-antecedent agreement.* <b>CC3L1f</b>          Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  <b>CC3L1g</b>          Use coordinating and subordinating conjunctions.  <b>CC3L1h</b>          Produce simple, compound, and complex sentences.  <b>CC3L1i</b></p> <p>Demonstrate understanding of word relationships and nuances in word meanings. <b>CC3L5</b>          Distinguish the literal and nonliteral meanings of words and phrases in</p>			
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<p>context (e.g., <i>take steps</i>). <b>CC3L5a</b> Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). <b>CC3L5b</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). <b>CC3L5c</b></p> <p>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., <i>After dinner that night we went looking for them</i>). <b>CC3L6</b></p>			
<b>Unit Six: Discoveries</b> <b>Timeline: 6 weeks</b>			
<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>CC3RL1</b></p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <b>CC3RL3</b></p> <p>Determine the meaning of words</p>	<p><b>Concepts:</b> Ask Questions, Make Inferences, Make Predictions</p> <p><b>Big Ideas:</b> In school and outside of it, students ask questions to learn about the world. Their view of the world changes every time they experience something new.</p> <p>Readers use prior knowledge and selection information to understand how exploring, questioning, and experimenting helps them learn more</p>	<p><b>Essential Questions:</b> Why is exploration important? What do explorers hope to accomplish?</p> <p>How can you use prior knowledge to make predictions? Why is it important to make predictions?</p> <p>How can you combine prior knowledge with details from the text to make inferences? Why is it important to make inferences?</p>	<p><b>Formative Assessments:</b> Partner Sharing (Think, Pair, Share) Class (Whole Group) Discussion Graphic Organizers Small Group Instruction and Discussion Exit Slips Written sentences in response to provided topics Students reading aloud and answering questions</p> <p><b>Summative Assessments:</b> Weekly Lesson Test</p>

<p>and phrases as they are used in a text, distinguishing literal from nonliteral language. <b>CC3RL4</b></p> <p>Distinguish their own point of view from that of the narrator or those of the characters. <b>CC3RL6</b></p> <p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). <b>CC3RL7</b></p> <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. <b>CC3SL3</b></p> <p>Compare and contrast the most important points and key details presented in two texts on the same topic. <b>CC3RI9</b></p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. <b>CC3RI10</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC3RF3</b> Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>about the world.</p> <p>Students use clues from the text and pictures to make predictions about a selection.</p> <p>People make inferences to figure out missing information or ideas that authors do not tell them by combining prior knowledge with clues from the text.</p>	<p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>• Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> <li>• Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>• Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• Students will be able to use prior knowledge and story information to make predictions and inferences.</li> <li>• Students will be able to develop their listening and speaking</li> </ul>	<p>Rubrics</p>
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<p><b>CC3RF3a</b> Decode words with common Latin suffixes.</p> <p><b>CC3RF3b</b> Decode multisyllable words. <b>CC3RF3c</b> Read grade-appropriate irregularly spelled words. <b>CC3RF3d</b></p> <p>Read with sufficient accuracy and fluency to support comprehension. <b>CC3RF4</b> Read on-level text with purpose and understanding. <b>CC3RF4a</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <b>CC3RF4b</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>CC3RF4c</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>CC3W2</b></p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. <b>CC3W2a</b> Develop the topic with facts, definitions, and</p>		<p>skills when working in groups by gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion</p>	
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<p>details. <b>CC3W2b</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. <b>CC3W2c</b> Provide a concluding statement or section. <b>CC3W2d</b></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <b>CC3W3</b></p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <b>CC3W3a</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <b>CC3W3b</b> Use temporal words and phrases to signal event order. <b>CC3W3c</b> Provide a sense of closure. <b>CC3W3d</b></p> <p>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</p>			
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<p>own clearly. <b>CC3SL1</b></p> <p>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. <b>CC3SL2</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies. <b>CC3L4</b></p> <p>Use sentence-level context as a clue to the meaning of a word or phrase. <b>CC3L4a</b></p> <p>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). <b>CC3L4b</b></p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). <b>CC3L4c</b></p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <b>CC3L4d</b></p>			
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**Curriculum Framework for English Language Arts**

**School: Thomas A. Edison  
Charter School**

**Curricular Tool: Storytown**

**Grade: 4<sup>th</sup> Grade**

**Teacher: Miss Roach and  
Miss Warren**

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Facing Challenges</b> <b>Timeline : 6 Weeks</b>			
<p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <b>CC4RL3</b></p> <p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. <b>CC4RL5</b></p> <p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. <b>CC4RL6</b></p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <b>CC4RI6</b></p> <p>Interpret information presented visually, orally, or quantitatively</p>	<p><b>Concepts:</b> Courage</p> <p><b>Big Ideas:</b> Facing challenges requires you to look inside yourself to find your hidden strengths and abilities.</p> <p>Some challenges must be overcome on your own, while others are best resolved with the help of others.</p> <p>Analyzing how and why characters, events, and ideas develop and interact over the course of a text, develops a deeper understanding of a text. Thinking about story structure helps readers understand what is happening in a story, and why it is happening.</p> <p>Narratives can be written to share an imagined or real experience, writers include vivid, descriptive, and relevant details, and well-structured event sequences.</p> <p>Information can be acquired from various sources. Effective communication relies on the</p>	<p><b>Essential Questions:</b> In what way do the selections in this theme tell about self-discovery?</p> <p>How are characters thoughts linked to their actions?</p> <p>How do characters actions shape a story?</p> <p>Why write a personal narrative?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Determine characters thoughts and motivations with support from the text</li> <li>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>Assess how point of view or purpose shapes the content and style of a text.</li> <li>Explore how characters traits are linked to their motivations and actions within a given situation</li> </ul>	<p><b>Formative Assessments:</b> Exit Slips Character Trading Cards Journal Activities/Responses Informal Observations Workbook pages (vocabulary, reading focus skill, and grammar) Think Critically Questions Weekly Writing : (Character Description, Descriptive Paragraph, Narrative Poem, and Journal Entry)</p> <p><b>Summative Assessments:</b> Weekly Lesson Tests Theme 1 Test Theme Project and Presentation-A Summer Activity Guide (create an informational brochure) Writing: (Personal Narrative)</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>(e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. <b>CC4RI7</b></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <b>CC4W3</b></p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <b>CC4W3a</b></p> <p>Use dialogue and description to develop experiences and events or show the responses of characters to situations. <b>CC4W3b</b></p> <p>Use a variety of transitional words and phrases to manage the sequence of events. <b>CC4W3c</b></p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely. <b>CC4W3d</b></p> <p>Provide a conclusion that follows from the narrated experiences or events. <b>CC4W3e</b></p>	<p>purposeful use of information in a format appropriate to the task and the audience.</p>	<ul style="list-style-type: none"> <li>• Compare and contrast different characters and situations to show the meaning within a given text</li> <li>• Recognize the distinguishing features of realistic fiction</li> <li>• Recognize the distinguishing features of a biography</li> <li>• Recognize the features of a narrative poem</li> <li>• Recognize the distinguishing features of historical fiction</li> <li>• Locate synonyms and antonyms in a thesaurus; use synonyms and antonyms to determine meaning and extend word knowledge</li> <li>• Use a dictionary to find the meaning of an unfamiliar word</li> <li>• Read aloud with prosody and accuracy</li> <li>• Write a character description, descriptive paragraph, narrative poem, and journal entry</li> <li>• Draft, edit, revise, and publish a personal narrative</li> <li>• Identify sentence fragments and use complete sentences</li> <li>• Identify and use declarative and interrogative sentences with correct capitalization and end marks</li> <li>• Identify and use imperative and exclamatory sentences correctly</li> <li>• Identify interjections</li> <li>• Identify subjects and predicates;</li> </ul>	



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. <b>CC4W6</b></p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic. <b>CC4W7</b></p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <b>CC4W8</b></p> <p>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. <b>CC4W10</b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. <b>CC4SL1</b></p>		<p>and complete and simple predicates</p> <ul style="list-style-type: none"> <li>• Create and present a Summer Activity Guide</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. <b>CC4SL1a</b></p> <p>Follow agreed-upon rules for discussions and carry out assigned roles. <b>CC4SL1b</b></p> <p>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. <b>CC4SL1c</b></p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <b>CC4SL1d</b></p> <p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <b>CC4SL4</b></p> <p>Add audio recordings and visual displays to presentations when appropriate to enhance the</p>			

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>development of main ideas or themes. <b>CC4SL5</b></p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. <b>CC4SL6</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <b>CC4L1</b></p> <p>Use modal auxiliaries (e.g. can, may, must) to convey various conditions <b>CC4L1a</b></p> <p>Produce complete, sentences, recognizing and correcting inappropriate fragments and run-ons <b>CC4L1d</b></p> <p>Correctly use frequently confused words (e.g. to, too, two, there, their) <b>CC4L1g</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <b>CC4L2</b></p> <p>Use correct capitalization <b>CC4L2a</b></p> <p>Spell grade-appropriate words correctly, consulting</p>			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>references as needed <b>CC4L2b</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening <b>CC4L3</b></p> <p>Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussion) <b>CC4L3c</b></p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meaning <b>CC4L5</b></p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) <b>CC4L5c</b></p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i>)</p>			

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>when discussing animal preservation). <b>CC4L6</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC4RF3</b></p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <b>CC4RF3a</b></p> <p>Read with sufficient accuracy and fluency to support comprehension. <b>CC4RF4</b></p> <p>Read grade-level text with purpose and understanding. <b>CC4RF4a</b></p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. <b>CC4RF4b</b></p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>CC4RF4c</b></p>			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Two: Getting the Job Done</b> <b>Timeline: 6 Weeks</b>			
<p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <b>CC4RI3</b></p> <p>Explain how an author uses reasons and evidence to support particular points in a text. <b>CC4RI8</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC4RF3</b></p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <b>CC4RF3a</b></p> <p>Read with sufficient accuracy and fluency to support comprehension. <b>CC4RF4</b></p> <p>Read grade-level text with purpose and understanding. <b>CC4RF4a</b></p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate,</p>	<p><b>Big Ideas</b></p> <p>Many jobs are too big for one person but are easily accomplished with the help of friends, relatives, or community members. Sometimes, people have to work together to get a job done.</p>	<p><b>Essential Questions:</b></p> <p>Why do you think theme is called <i>Getting the Job Done</i>?</p> <p>What is a family tradition or something you do at home where your family works together?</p> <p>How would it affect your tradition if it was just you carrying out the tradition?</p> <p>How do good readers use setting, characters, conflict, and resolution to understand the plot of a story?</p> <p>How does recognizing author's purpose and perspective help readers understand the text?</p> <p>What is a response to literature?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Analyze and understand that fiction stories are organized around a plot</li> <li>Identify how conflicts are resolved in a story</li> <li>Identify and discuss an author's purpose for writing</li> <li>Use text clues to determine an author's perspective</li> <li>Identify prefixes, suffixes, and roots; use knowledge of prefixes, suffixes, and roots to</li> </ul>	<p><b>Formative Assessments:</b></p> <p>Informal observations of peer discussions about author's purpose.</p> <p>Journal Activities/Responses</p> <p>Exit Slips</p> <p>Workbook pages (vocabulary, reading focus skill, and grammar)</p> <p>Think Critically Questions</p> <p>Weekly Writing: (Summary, Narrative Paragraph, E-mail, and Explanatory Paragraph)</p> <p><b>Summative Assessments:</b></p> <p>Weekly Lesson Tests</p> <p>Theme 2 Test</p> <p>Theme Project and Presentation-A Business Plan</p> <p>Writing: (Response to Literature)</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>and expression. <b>CC4RF4b</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>CC4RF4c</b></p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <b>CC4W1</b></p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. <b>CC4W1a</b> Provide reasons that are supported by facts and details. <b>CC4W1b</b> Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). <b>CC4W1c</b> Provide a concluding statement or section related to the opinion presented. <b>CC4W1d</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>CC4W2</b></p> <p>Introduce a topic clearly and</p>		<p>analyze longer words</p> <ul style="list-style-type: none"> <li>Summarize text</li> <li>Recognize the distinguishing features of expository nonfiction</li> <li>Use text features to aid comprehension</li> <li>Recognize the distinguishing features of historical fiction</li> <li>Recognize the distinguishing features of realistic fiction</li> <li>Recognize the distinguishing features of a play</li> <li>Write a summary, narrative paragraph, e-mail, and explanatory paragraph</li> <li>Draft, edit, revise, and publish a response to literature</li> <li>Use electronic resources to locate information</li> <li>Identify compound subjects and predicates</li> <li>Identify compound subjects and predicates</li> <li>Identify and use conjunctions to connect ideas</li> <li>Identify prepositional phrases</li> <li>Identify and use independent clauses, dependent clauses, and phrases</li> <li>Correctly write complex sentences</li> <li>Create and present a business plan</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>CC4W2a</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <b>CC4W2b</b> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). <b>CC4W2c</b> Use precise language and domain-specific vocabulary to inform about or explain the topic. <b>CC4W2d</b> Provide a concluding statement or section related to the information or explanation presented. <b>CC4W2e</b></p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <b>CC4W5</b></p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with</p>			

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. <b>CC4W6</b></p> <p>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. <b>CC4W10</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <b>CC4L1</b></p> <p>Use modal auxiliaries (e.g. can, may, must) to convey various conditions <b>CC4L1c</b> Form and use prepositional phrases <b>CC4L1e</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <b>CC4L2</b></p> <p>Use a comma before a coordinating conjunction in a compound sentence <b>CC4L2c</b> Spell grade-appropriate words correctly, consulting references as needed <b>CC4L2d</b></p> <p>Use knowledge of language and its</p>			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>conventions when writing, speaking, reading, or listening <b>CC4L3</b></p> <p>Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussion) <b>CC4L3c</b></p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. <b>CC4SL6</b></p>			
<b>Unit Three: Natural Changes</b> <b>Timeline: 6 Weeks</b>			
<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>CC4RI1</b></p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <b>CC4RI3</b></p> <p>Describe the overall structure (e.g., chronology, comparison,</p>	<p><b>Big Ideas:</b> Nature is constantly changing the face of our Earth. Some changes occur gradually, while others happen in a matter of days. These changes affect the world around us.</p>	<p><b>Essential Questions:</b> In what way do the selections in this theme tell about natural changes?</p> <p>Based on what you have learned in this theme about changes in nature, which do you think is the most amazing natural change? Why?</p> <p>How can you explain how two ideas in the text are related?</p> <p>How can you explain why this relationship matters?</p>	<p><b>Formative Assessments:</b> Informal observations of peer discussions about author's purpose. Journal Activities/Responses Exit Slips Workbook pages (vocabulary, reading focus skill, and grammar) Think Critically Questions Weekly Writing: (Cause-and-Effect Paragraph, Informational Paragraph, Letter, and Pourquoi Tale)</p> <p><b>Summative Assessments:</b></p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. <b>CC4RI5</b></p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. <b>CC4RI9</b></p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>CC4RL1</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC4RF3</b></p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <b>CC4RF3a</b></p> <p>Read with sufficient accuracy and fluency to support comprehension. <b>CC4RF4</b></p> <p>Read grade-level text with purpose and understanding. <b>CC4R4a</b></p>		<p>How does a good reader draw conclusions to understand text?</p> <p>What is the purpose of an explanatory essay?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Recognize cause and effect as one kind of text structure</li> <li>• Describe how and why natural changes occur in our environment</li> <li>• Draw conclusions and support them with evidence from the text and own experience.</li> <li>• Recognize the distinguishing features of expository text</li> <li>• Recognize the distinguishing features of realistic fiction</li> <li>• Locate information in reference texts by using organizational features</li> <li>• Write a cause-and-effect paragraph, informational paragraph, friendly letter, and Pourquoi Tale</li> <li>• Draft, edit, revise, and publish an explanatory essay</li> <li>• Identify common roots and affixes to analyze the meanings of complex words</li> <li>• Identify common and proper nouns</li> <li>• Write abbreviations in proper nouns with correct capitalization</li> </ul>	<p>Weekly Lesson Tests</p> <p>Theme 3 Test</p> <p>Theme Project and Presentation-A Visitor's Guide (create a brochure and power point presentation)</p> <p>Writing: ( Explanatory Essay)</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. <b>CC4RF4b</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>CC4RF4c</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>CC4W2</b></p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <b>CC4W2a</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <b>CC4W2b</b> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). <b>CC4W2c</b> Use precise language and domain-specific vocabulary to inform about or explain the topic. <b>CC4W2d</b></p>		<p>and punctuation</p> <ul style="list-style-type: none"> <li>• Identify singular and plural nouns in writing and speaking</li> <li>• Identify and use singular and plural possessive nouns in writing and speaking</li> <li>• Identify and use pronouns and antecedents in writing and speaking</li> <li>• Use story clues and real-life experiences to predict outcomes</li> <li>• Identify the main problem or conflict in a story</li> <li>• Create and present a visitor's guide</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Provide a concluding statement or section related to the information or explanation presented. <b>CC4W2e</b></p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <b>CC4W4</b> (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. <b>CC4W6</b></p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic. <b>CC4W7</b></p> <p>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. <b>CC4W10</b></p>			

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Identify the reasons and evidence a speaker provides to support particular points. <b>CC4SL3</b></p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. <b>CC4SL6</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <b>CC4L1</b></p> <p>Use modal auxiliaries (e.g. can, may, must) to convey various conditions <b>CC4L1c</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <b>CC4L2</b></p> <p>Spell grade-appropriate words correctly, consulting references as needed <b>CC4L2d</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening <b>CC4L3</b></p> <p>Differentiate between contexts</p>			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussion) <b>CC4L3c</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies <b>CC4L4</b></p> <p>Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases <b>CC4L4c</b></p>			
<b>Unit Four: Imagination at Work</b> <b>Timeline: 6 Weeks</b>			
<p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.<b>CC4RL2</b></p> <p>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p><b>Big Ideas:</b> Many problems can be solved through imagination and creative thinking. People who aren't afraid to think about things in new ways can do amazing things from creating art to designing inventions. People can use their imaginations to enrich their lives and the lives of those around them</p>	<p><b>Essential Questions:</b> In what way do the selections in this theme tell about creativity?</p> <p>How can you use the ideas in this theme to add to your creativity?</p> <p>What is a fact?</p> <p>What is an opinion?</p>	<p><b>Formative Assessments:</b> Journals Activities/Responses Exit Slips Informal Observations Workbook pages (vocabulary, reading focus skill, and grammar) Think Critically Questions Weekly Writing ( How-To Paragraph, Autobiographical Composition, Persuasive Paragraph, and Fable)</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CC4RL9</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC4RF3</b></p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <b>CC4RF3a</b></p> <p>Read with sufficient accuracy and fluency to support comprehension. <b>CC4RF4</b></p> <p>Read grade-level text with purpose and understanding. <b>CC4RF4a</b></p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. <b>CC4RF4b</b></p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>CC4RF4c</b></p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <b>CC4W1</b></p> <p>Introduce a topic or text clearly, state an opinion, and</p>		<p>Is the theme of a story interpreted in the same way?</p> <p>What is persuasive writing?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Distinguish between fact and opinion in text</li> <li>• Follow written multiple-step directions</li> <li>• Identify the major theme of a story</li> <li>• Recognize myths, fables, tall tales, and other imaginative literary forms</li> <li>• Recognize the distinguishing features of narrative fiction</li> <li>• Recognize the distinguishing features of autobiographical text</li> <li>• Recognize cause-and-effect as one kind of text structure</li> <li>• Use synonyms and antonyms to determine meaning and increase vocabulary</li> <li>• Locate information in reference texts by using organizational features</li> <li>• Identify and use possessive and reflexive pronouns in writing and speaking</li> <li>• Identify and use subject and object pronouns in writing and speaking</li> <li>• Recognize the distinguishing features of a fairy tale</li> <li>• Recognize the distinguishing</li> </ul>	<p><b><u>Summative Assessments:</u></b></p> <p>Weekly Lesson Tests</p> <p>Theme 4 Test</p> <p>Theme Project and Presentation-A</p> <p>Classroom Invention</p> <p>Writing: (Persuasive Essay)</p>



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>create an organizational structure in which related ideas are grouped to support the writer's purpose. <b>CC4W1a</b> Provide reasons that are supported by facts and details. <b>CC4W1b</b> Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). <b>CC4W1c</b> Provide a concluding statement or section related to the opinion presented. <b>CC4W1d</b></p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. <b>CC4W6</b></p> <p>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. <b>CC4W10</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing</p>		<p>features of a folktale</p> <ul style="list-style-type: none"> <li>• Identify the purposes of different kinds of texts</li> <li>• Describe how the author's purpose or perspective affects text</li> <li>• Identify and use adjectives and articles in writing and speaking</li> <li>• Use adjectives that compare</li> <li>• Write a How-To Paragraph, autobiographical composition, persuasive paragraph, and fable</li> <li>• Draft, edit, revise, and publish a persuasive essay</li> <li>• Create and present a classroom invention</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>or speaking <b>CC4L1</b></p> <p>Use modal auxiliaries to convey various conditions <b>CC4L1c</b></p> <p>Order adjectives within sentences according to conventional patterns <b>CC4L1d</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <b>CC4L2</b></p> <p>Spell grade-appropriate words correctly, consulting references as needed <b>CC4L2d</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening <b>CC4L3</b></p> <p>Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussion) <b>CC4L3c</b></p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English</p>			

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
when appropriate to task and situation. <b>CC4SL6</b>			
<b>Unit Five: A New Home Timeline: 6 Weeks</b>			
<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. <b>CC4RI4</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). <b>CC4RL4</b></p> <p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. <b>CC4RL7</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC4RF3</b></p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar</p>	<p><b>Big Ideas:</b></p> <p>A home is more than just a building where you live. It is a place where you are a part of a community.</p> <p>Communities are made up of people from different backgrounds and cultures who share something in common.</p>	<p><b>Essential Questions:</b></p> <p>In what way do the selections in this theme tell about community?</p> <p>How would you feel about moving to a new place?</p> <p>How do good readers use characters, setting, and plot to understand a story?</p> <p>How does sequencing the events in a story help readers to retell the story?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Identify characters, setting, and plot in a story</li> <li>Recognize how narrative elements work together to shape a story</li> <li>Identify the sequence of events in narrative text and scientific text</li> <li>Recognize that sequence is a kind of text structure</li> <li>Recognize the distinguishing features of realistic fiction</li> <li>Make inferences and draw conclusions about story elements; support inferences</li> </ul>	<p><b>Formative Assessments:</b></p> <p>Journals Activities/Responses</p> <p>Exit Slips</p> <p>Informal Observations</p> <p>Workbook pages (vocabulary, reading focus skill, and grammar)</p> <p>Think Critically Questions</p> <p>Weekly Writing: (Narrative Paragraph, Diary Entry, Adventure Scene, and Descriptive Paragraph)</p> <p>A Cricket in Times Square Story and Movie Review</p> <p><b>Summative Assessments:</b></p> <p>Weekly Lesson Tests</p> <p>Theme 5 Test</p> <p>A Cricket in Times Square Story and Movie Review</p> <p>Theme Project and Presentation-Community Song and Symbols</p> <p>Writing: (Story)</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>multisyllabic words in context and out of context. <b>CC4RF3a</b></p> <p>Read with sufficient accuracy and fluency to support comprehension. <b>CC4RF4</b></p> <p>Read grade-level text with purpose and understanding. <b>CC4RF4a</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. <b>CC4RF4b</b> use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>CC4RF4c</b></p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. <b>CC4W6</b></p> <p>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</p>		<p>with text evidence and experience</p> <ul style="list-style-type: none"> <li>• Follow written multiple-step instructions</li> <li>• Correctly identify and use main and helping verbs in speaking and writing</li> <li>• Recognize the distinguishing features of a diary</li> <li>• Use action and linking verbs correctly in writing and speaking</li> <li>• Identify the sequence of events in a story</li> <li>• Recognize the distinguishing features of fantasy</li> <li>• Use context to clarify word meaning</li> <li>• Identify the theme of a story</li> <li>• Analyze a character's motivations</li> <li>• Recognize myths, fables, tall tales, and other imaginative narrative forms</li> <li>• Use present-tense verbs correctly in speaking and writing</li> <li>• Use correct subject-verb agreement</li> <li>• Discuss the characteristics of expository nonfiction</li> <li>• Use past – and future-tense verbs correctly in speaking and writing</li> <li>• Conjugate verbs correctly</li> <li>• Write a narrative paragraph,</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>discipline-specific tasks, purposes, and audiences. <b>CC4W10</b></p> <p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. <b>CC4SL5</b></p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. <b>CC4SL6</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <b>CC4L1</b></p> <p>Form and use the progressive verb tenses <b>CC4L1b</b> Use modal auxiliaries (e.g. can, may, must) to convey various conditions <b>CC4L1c</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <b>CC4L2</b></p> <p>Spell grade-appropriate words correctly, consulting references as needed <b>CC4L2d</b></p>		<p>diary entry, adventure scene, and descriptive paragraph)</p> <ul style="list-style-type: none"> <li>• Create and present a community song and symbols</li> <li>• Draft, edit, revise, and publish a story</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening <b>CC4L3</b></p> <p>Choose words and phrases to convey ideas precisely <b>CC4L3a</b></p> <p>Choose punctuation for effect <b>CC4L3b</b></p> <p>Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussion) <b>CC4L3c</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies <b>CC4L4</b></p> <p>Use context as a clue to the meaning of a word or phrase <b>CC4L4a</b></p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of words <b>CC4L4b</b></p>			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Six: Exploring Our World</b> <b>Timeline: 6 Weeks</b>			
<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text. <b>CC4RI2</b></p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>CC4RI10</b></p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>CC4RL10</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC4RF3</b></p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <b>CC4RF3a</b></p>	<p><b>Big Ideas:</b> There are many ways to learn about and explore our world. Some explorations involve exciting journeys to new places. Other explorations involve taking a close look at the past to better understand where we are today.</p>	<p><b>Essential Questions:</b> In what ways do the selections in this theme tell about exploration?</p> <p>Name a place that you would like to visit and explore. What do you think it would look like? What kinds of things would you need to take with you on the exploration? Why?</p> <p>How do you determine the main idea of a passage? What are the supporting details?</p> <p>What is figurative language? How can you interpret figurative language?</p> <p>What is the purpose of researching and reporting information?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Recognize the main idea of a passage or selection</li> <li>• Identify details that support the main idea</li> <li>• Identify and interpret figurative language</li> <li>• Paraphrase text to recall and retell information</li> <li>• Draw conclusions about story information</li> <li>• Identify the sequence of events in a story</li> <li>• Use story clues and real-life</li> </ul>	<p><b>Formative Assessments:</b> Journals Activities/Responses Exit Slips Informal Observations Workbook pages (vocabulary, reading focus skill, and grammar) Think Critically Questions Weekly Writing: (Summary, Explanatory Essay, Tall Tale, and Biography)</p> <p><b>Summative Assessments:</b> Weekly Lesson Tests Theme 6 Test Theme Project and Presentation-Walking Tour Guide Writing: (Research Report)</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Read with sufficient accuracy and fluency to support comprehension. <b>CC4RF4</b></p> <p>Read grade-level text with purpose and understanding. <b>CC4RF4a</b></p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. <b>CC4RF4b</b></p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>CC4RF4c</b></p> <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <b>CC4SL2</b></p> <p>Identify the reasons and evidence a speaker provides to support particular points. <b>CC4SL3</b></p> <p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <b>CC4SL4</b></p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations</p>		<p>experiences to predict outcomes</p> <ul style="list-style-type: none"> <li>• Use context clues to clarify word meaning</li> <li>• Identify and describe the characters, setting, and plot in a story</li> <li>• Support conclusions with text evidence and experience</li> <li>• Interpret and use graphic aids, such as maps, graphs, charts, and diagrams</li> <li>• Interpret ideas from visual sources</li> <li>• Recognize the distinguishing features of expository nonfiction</li> <li>• Recognize the distinguishing features of narrative nonfiction</li> <li>• Recognize the distinguishing features of a tall tale</li> <li>• Recognize the distinguishing features of historical fiction</li> <li>• Distinguish between facts and opinions in nonfiction text</li> <li>• Use irregular verbs correctly in writing and speaking</li> <li>• Use adverbs correctly in writing and speaking</li> <li>• Use commas correctly in writing</li> <li>• Punctuate titles and dialogue correctly</li> <li>• Use contractions and possessive pronouns correctly in writing and speaking</li> <li>• Write a summary, explanatory essay, tall tale, and biography</li> <li>• Draft, edit, revise, and publish a</li> </ul>	



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. <b>CC4SL6</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <b>CC4L1</b></p> <p>Use relative pronouns and relative adverbs <b>CC4L1a</b> Use modal auxiliaries (e.g. can, may, must) to convey various conditions <b>CC4L1c</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <b>CC4L2</b></p> <p>Use commas and quotation marks to mark direct speech and quotations from a text <b>CC4L2b</b> Spell grade-appropriate words correctly, consulting references as needed <b>CC4L2d</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening <b>CC4L3</b></p> <p>Differentiate between contexts that call for formal English</p>		<p>research report</p> <ul style="list-style-type: none"> <li>Create and present a walking tour guide</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>(e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussion) <b>CC4L3c</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies <b>CC4L4</b></p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word <b>CC4L4b</b></p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings <b>CC4L5</b></p> <p>Explain the meaning of simple similes and metaphors in context <b>CC4L5a</b> Recognize and explain the meaning of common idioms, adages, and proverbs <b>CC4L5b</b></p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to</p>			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>type a minimum of one page in a single sitting. <b>CC4W6</b></p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic. <b>CC4W7</b></p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <b>CC4W8</b></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC4W9</b></p> <p>Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). <b>CC4W9a</b></p> <p>Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). <b>CC4W9b</b></p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter</p>			

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>CC4W10</b>			

## Curriculum Framework for ELA

School: Thomas Edison Charter

Curricular Tool: Story Town

Grade: 5

Teacher: Tanisha Stigars

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Finding a Way</b> <b>Timeline : 6 weeks</b>			
<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>CC5RL1</b></p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. <b>CC5RL2</b></p> <p>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). <b>CC5RL3</b></p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>CC5RI1</b></p> <p>Read with sufficient accuracy and fluency to support comprehension. <b>CC5RF4</b>  Read on-level text with purpose and understanding. <b>CC5RF4a</b></p>	<p><b>Concepts:</b>  Inner Strength  Story Structure  Story Elements (Characters)  Autobiography</p> <p><b>Big Ideas:</b>  We face challenges every day – some small and some great. Often, we must look within ourselves to find ways to overcome these challenges.</p> <p>Everybody has the ability to overcome challenges by finding strength within them.</p> <p>Fictional stories can be written by presenting a problem, then plot events, and end with a resolution.</p> <p>Character motives can be inferred by identifying the character's thoughts, words, and actions.</p>	<p><b>Essential Questions:</b>  In what ways do stories tell about challenges and self-discovery?</p> <p>What have you discovered about yourself through challenges you have faced?</p> <p>What is an autobiography?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>to recognize plot events, conflict, and resolution in a story</li> <li>to identify the distinguishing characteristics of realistic fiction</li> <li>to recognize that authors reveal a character's motives through traits, thoughts, words, and actions</li> <li>to make inferences regarding a character's motives in a text</li> <li>to identify the distinguishing characteristics of a biography</li> <li>to identify the distinguishing characteristics of historical fiction</li> <li>to identify the accomplishments and contributions of a notable individual in history</li> <li>To use conventions of sentence</li> </ul>	<p><b>Formative Assessments:</b>  Story map graphic organizer  Character motive graphic organizer  Exit tickets  Journal writing  Text based questions  Think Pair Share  Practice book pages</p> <p><b>Summative Assessments:</b>  Weekly lesson tests  Unit 1 theme test  Autobiographical composition  Theme project and presentation (People In Profile)</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <b>CC5RF4b</b></p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>CC5RF4c</b></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <b>CC5W3</b></p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <b>CC5W3a</b></p> <p>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. <b>CC5W3b</b></p> <p>Use a variety of transitional words, phrases, and clauses to manage the sequence of events. <b>CC5W3c</b></p> <p>Use concrete words and</p>		<p>punctuation and capitalization</p> <ul style="list-style-type: none"> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(i.e biographical composition)</li> </ul>	

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>phrases and sensory details to convey experiences and events precisely. <b>CC5W3d</b> Provide a conclusion that follows from the narrated experiences or events. <b>CC5W3e</b></p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <b>CC5W5</b></p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. <b>CC5W7</b></p> <p>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. <b>CC5W8</b></p> <p>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. <b>CC5W10</b></p>			

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <b>CC5SL4</b></p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. <b>CC5SL5</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC5L2</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies. <b>CC5L4</b></p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. <b>CC5L4a</b></p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). <b>CC5L4b</b></p>			

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Two: Common Goals</b> <b>Timeline: 6 weeks</b>			
<p>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). <b>CC5RL.3</b></p> <p>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. <b>CC5RI.5</b></p> <p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. <b>CC5RL.5.</b></p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <b>CC5RI9</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC5RF3</b></p> <p>Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately</p>	<p><b><u>Big Ideas:</u></b></p> <p>When people combine their unique talents and abilities, they are able to reach goals that would be impossible for one individual to achieve.</p>	<p><b><u>Essential Questions:</u></b></p> <p>In what way do the selections in this theme tell about working together?</p> <p>Why is theme important?</p> <p>Is the theme of a story always interpreted in the same way?</p> <p>How does a reader identify the theme in a piece of writing?</p> <p>How does comparing and contrasting themes from various pieces of literature increase understanding?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• to recognize the theme in a story</li> <li>• to identify the distinguishing characteristics of realistic fiction</li> <li>• to identify the distinguishing features of narrative nonfiction</li> <li>• to use time clues to identify the sequence of events in a selection.</li> <li>• To recognize the distinguishing features of a poem</li> <li>• To write a response to literature</li> <li>• To use conventions of sentence punctuation and capitalization</li> <li>• to use prepositional phrases and clauses correctly in speaking and writing</li> </ul>	<p><b><u>Formative Assessments:</u></b></p> <p>Theme graphic organizer  Story sequence graphic organizer  Think-Pair-Share  Text based question  Reflection response  Practice book pages</p> <p><b><u>Summative Assessments:</u></b></p> <p>Weekly lesson test  Unit 2 theme test  Personal response composition  Theme project and presentation (Museum Display)</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>unfamiliar multisyllabic words in context and out of context. <b>CC5RF3a</b></p> <p><b>CC5W1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>CC5W.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>CC5SL2.</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>CC5SL3.</b> Summarize the points a speaker makes and explain how each claim is supported by reasons</p> <p><b>CC5L1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.          Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  <b>CC5L1a</b></p>			

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<p>Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p><b>CC5L1b</b> Use verb tense to convey various times, sequences, states, and conditions.</p> <p><b>CC5L1c</b> Recognize and correct inappropriate shifts in verb tense.* <b>CC5L1d</b> Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p><b>CC5L1e</b></p>			
<b>Unit Three: Going With the Flow</b> <b>Timeline: 6 weeks</b>			
<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <b>CC5RI.2.</b></p> <p>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. <b>CC5RI.3.</b></p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. <b>CC5RI.4.</b></p>	<p><b>Big Ideas:</b></p> <p>Water is vital to life on Earth and is constantly shaping our planet. It also shapes the lives of all living things as we continuously adapt to storms, tides, and seasonal changes in weather.</p>	<p><b>Essential Questions:</b></p> <p>In what ways do the selections in this theme tell about growth and change?</p> <p>Which character or subject from the theme selection best show the quality of change?</p> <p>How does change affect the future?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>to compare and contrast characters, events, and settings</li> <li>to identify the distinguishing features of an informational narrative</li> <li>to identify cause and effect relationship between and among</li> </ul>	<p><b>Formative Assessments:</b></p> <p>Cause and effect graphic organizer Venn diagram graphic organizer Think-pair-share Text based questions Practice book pages</p> <p><b>Summative Assessments:</b></p> <p>Weekly lesson test Unit 3 theme test Mid year assessment Compare and contrast composition Theme project and presentation (A Visitor's Guide)</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>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. <b>CC5RI7</b></p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <b>CC5RI.8.</b></p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <b>CC5W5.</b></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC5W9.</b></p> <p>Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). <b>CC5W9a</b></p> <p>Apply grade 5 Reading standards to informational</p>		<p>literary elements</p> <ul style="list-style-type: none"> <li>• to identify the distinguishing features of a tall tale</li> <li>• to identify the characteristics of expository nonfiction</li> <li>• to use the compare and contrast text structure to write a composition</li> <li>• to use common, proper, singular, plural, and possessive nouns correctly in writing and speaking</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). <b>CC5W9b</b></p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <b>CC5SL2.</b></p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. <b>CC5SL3.</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>CC5L3.</b></p> <p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. <b>CC5L3a</b></p> <p>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. <b>CC5L3b</b></p>			

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Four: Dare to be Great</b> <b>Timeline: 6 weeks</b>			
<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>CC5RL1.</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <b>CC5RL4</b></p> <p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). <b>CC5RL7.</b></p> <p>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <b>CC5RL9.</b></p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.              Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. <b>CC5W1. CC5W1a</b></p>	<p><b>Big Ideas:</b> Creativity can be used in many different ways.</p>	<p><b>Essential Questions:</b> What personality traits exist among creative people?</p> <p>What limits creativity?</p> <p>In what way do the selections in this theme focus on creativity?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• to make inferences about text</li> <li>• to support inferences using text evidence or personal experiences</li> <li>• to recognize the distinguishing features of a folktale</li> <li>• to identify the distinguishing characteristics of realistic fiction</li> <li>• to recognize the main idea of a text</li> <li>• to identify details that support the main idea</li> <li>• write a letter to request using formal language</li> <li>• to correctly use, adjective, articles, and verbs in speaking and writing</li> </ul>	<p><b>Formative Assessments:</b> Main idea graphic organizer Inferences graphic organizer Text based questions Think pair share Journal Practice book pages</p> <p><b>Summative Assessments:</b> Weekly lesson test Unit 4 theme test Letter of request Theme project and presentation (A Science Project Plan)</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Provide logically ordered reasons that are supported by facts and details. <b>CC5W1b</b></p> <p>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). <b>CC5W1c</b></p> <p>Provide a concluding statement or section related to the opinion presented. <b>CC5W1d</b></p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <b>CC5W5.</b></p> <p>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. <b>CC5W10</b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. <b>CC5SL1.</b></p> <p>Come to discussions</p>			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>CC5SL1a</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>CC5SL1b</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p><b>CC5SL1c</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p><b>CC5SL1d</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <b>CC5L2</b>.</p>			
<b>Unit Five: Making a Difference</b> <b>Timeline: 6 weeks</b>			
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on	<b>Big Ideas:</b> Each person can make a difference in his or her community.	<b>Essential Questions:</b> Can we make a difference?	<b>Formative Assessments:</b> Text based questions Think pair share



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>specific details in the text (e.g., how characters interact). <b>CC5RL3.</b></p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. <b>CC5RL10</b></p> <p>Describe how a narrator's or speaker's point of view influences how events are described. <b>CC5RL6.</b></p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <b>CC5W4.</b></p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <b>CC5W5.</b></p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient</p>	<p>Individuals worked together to make a difference in the lives of others.</p>	<p>What qualities must a person possess to make a difference?</p> <p>In what ways do the selections in this theme tell about community?</p> <p>What factors influence people to unite to make changes in society?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• To understand that authors have different purposes for writing</li> <li>• To understand the distinguishing characteristics of expository nonfiction</li> <li>• To understand the distinguishing characteristics of a play</li> <li>• To recognize and understand literary devices</li> <li>• to identify the distinguishing characteristics of realistic fiction</li> <li>• to write a poem, with a persuasive element</li> <li>• to correctly use subject-verb agreement</li> </ul>	<p>Practice book pages Exit pass Performance/transfer task</p> <p><b><u>Summative Assessments:</u></b> Weekly lesson test Unit 5 theme test Persuasive poem Theme project and presentation (A Community Service Project)</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>command of keyboarding skills to type a minimum of two pages in a single sitting. <b>CC5W.6.</b></p> <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. <b>CC5SL.6.</b></p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>CC5L5.</b></p>			
<b>Unit Six: Feats of Daring</b> <b>Timeline: 6 weeks</b>			
<p>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. <b>CC5RI.3.</b></p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. <b>CC5RI.4.</b></p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <b>CC5RI.6</b></p>	<p><b><u>Big Ideas:</u></b></p> <p>An explorer sets out in the unknown, armed with bravery, determination, and the best tools available.</p> <p>As technology evolves, so do our tools for exploration.</p>	<p><b><u>Essential Questions:</u></b></p> <p>What is the impact of exploration?</p> <p>What leads people to explore new frontiers?</p> <p>How did exploration change over time?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>to understand the differences and similarities between summarizing and paraphrasing</li> <li>to identify the distinguishing features of narrative nonfiction</li> <li>to identify the distinguishing characteristics of a biography</li> <li>to distinguish between fact and opinion</li> </ul>	<p><b><u>Formative Assessments:</u></b></p> <p>Text based questions Think pair share Practice book pages Exit pass Fact and opinion graphic organizer</p> <p><b><u>Summative Assessments:</u></b></p> <p>Weekly lesson test Unit 6 theme test End of year assessment Theme project and presentation (A News Report)</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <b>CC5RI8.</b></p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. <b>CC5RI10</b></p> <p>Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <b>CC5W2.</b></p> <p>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <b>CC5W2a</b></p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <b>CC5W2b</b></p> <p>Link ideas within and across categories of</p>		<ul style="list-style-type: none"> <li>• To understand the distinguishing characteristics of expository nonfiction</li> <li>• To write an explanatory essay</li> <li>• To punctuate titles and dialogue correctly</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>information using words, phrases, and clauses (e.g., in contrast, especially).  <b>CC5W2c</b>            Use precise language and domain-specific vocabulary to inform about or explain the topic.  <b>CC5W2d</b>            Provide a concluding statement or section related to the information or explanation presented.  <b>CC5W2e</b></p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <b>CC5W.5.</b></p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  <b>CC5W7.</b></p> <p>. 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.  <b>CC5W8</b></p> <p>Engage effectively in a range of</p>			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. <b>CC5SL1.</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC5L2.</b></p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). <b>CC5L6.</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies. <b>CC5L4</b></p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <b>CC5L4c</b></p>			

## Curriculum Framework for English Language Arts

School: Thomas A. Edison Charter School

Curricular Tool: SpringBoard, ELA Level 1

Grade: 6<sup>th</sup> grade

Teacher: Mr. William Sims

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: “Changes in Me”</b> <b>Timeline: 7 weeks</b>			
<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <b>CC6RL2</b></p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <b>CC6RL5</b></p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <b>CC6RI2</b></p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <b>CC6RI3</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>CC6W1</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <b>CC6W2</b></p> <p>Produce clear and coherent writing in which</p>	<p><b>Concepts:</b> Literary genres Literary devices</p> <p><b>Big Ideas:</b> Author’s choose their words carefully in order to portray a certain mood, idea or tone.</p> <p>Author’s use various models of writing, effective use of language, and literary devices to communicate desired concepts.</p>	<p><b>Essential Questions:</b> What is the relationship between change and growth?</p> <p>How do writers use different types of writing to express their ideas?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• To define change and identify the types of change adolescents encounter</li> <li>• To make thematic connections among texts and between texts and your own life</li> <li>• To use descriptive language in writing both narrative and expository text</li> <li>• To understand and explain the relationship between cause and effect</li> </ul>	<p><b>Formative Assessments:</b> Completion of graphic organizers Academic Vocabulary notebooks Participation in class discussions Informal observations of student &amp; group collaborations Completion of reading and writing reflections Drafting and Self-Editing process End of unit reflection writing entry</p> <p><b>Summative Assessments:</b> Personal Narrative with scoring rubric Expository Essay with scoring rubric</p>

<p>the development, organization, and style are appropriate to task, purpose, and audience. <b>CC6W4</b></p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <b>CC6W5</b></p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <b>CC6W6</b></p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <b>CC6SL1</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC6L1</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC6L2</b></p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening <b>CC6L3</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <b>CC6L4</b></p> <p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <b>CC6L5</b></p>			
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<b>Unit Two: “Changes in My World”</b> <b>Timeline: 7 weeks</b>			
<p>Assess how point of view or purpose shapes the content and style of a text. <b>CC6RL6</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <b>CC6W2</b></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <b>CC6W3</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC6W4</b></p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <b>CC6W5</b></p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <b>CC6W6</b></p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <b>CC6W10</b></p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. <b>CC6SL1</b></p>	<p><b><u>Concepts:</u></b>  Literary craft &amp; structure  Organization in writing  Literary devices</p> <p><b><u>Big Ideas:</u></b>  Author’s structure and organize their work in order to create specific effects, moods, tone, and also to build coherence.</p> <p>Author’s use specific language and literary devices in their writing to communicate desired concepts</p>	<p><b><u>Essential Questions:</u></b>  How are people influenced by changes in their world?</p> <p>How does a writer effectively craft a story?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• To explore the craft of storytelling and to write a short story</li> <li>• To recognize essential elements of plot, point of view, characterization, and setting</li> <li>• To build oral reading fluency</li> <li>• To craft grammatically correct sentences and write using precise adjectives and adverbs</li> </ul>	<p><b><u>Formative Assessments:</u></b>  Completion of graphic organizers  Academic Vocabulary notebooks  Participation in class discussions  Informal observations of student &amp; group collaborations  Completion of reading and writing reflections  Drafting and Self-Editing process  End of unit reflection writing entry</p> <p><b><u>Summative Assessments:</u></b>  Creating a short story with scoring rubric  Producing a TV News Story (group task) with scoring rubric</p>



<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <b>CC6SL3</b></p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. <b>CC6SL4</b></p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <b>CC6SL5</b></p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <b>CC6SL6</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC6L1</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC6L2</b></p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <b>CC6L3</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting</p>			
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general and specialized reference materials, as appropriate. <b>CC6L4</b>			
<b>Unit Three: “Changes in Self Perception”</b> <b>Timeline: 8 weeks</b>			
<p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <b>CC6RL1</b></p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <b>CC6RL2</b></p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <b>CC6RL3</b></p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <b>CC6RL4</b></p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <b>CC6RL5</b></p> <p>Assess how point of view or purpose shapes the content and style of a text. <b>CC6RL6</b></p> <p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the</p>	<p><b>Concepts:</b> Literary craft &amp; structure Author’s voice</p> <p><b>Big Ideas:</b> Author’s organize their writing using setting, characterization, and subplot to create a vivid literary text.</p> <p>Author’s use the voice of the character’s to create desired effects within the text.</p>	<p><b>Essential Questions:</b> How do internal and external factors influence one’s self-perception?</p> <p>How does voice relate to audience and purpose?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• To explore the concept of voice through both reading and writing</li> <li>• To read challenging texts, both fiction and nonfiction, with fluency and comprehension</li> <li>• To identify elements of legends and myths present in a contemporary work of fiction</li> <li>• To identify how a character is presented and how he or she changes throughout the novel</li> <li>• To develop writing skills through various stages of the writing process</li> </ul>	<p><b>Formative Assessments:</b> Completion of graphic organizers Academic Vocabulary notebooks Participation in class discussions Informal observations of student &amp; group collaborations Completion of reading and writing reflections Drafting and Self-Editing process End of unit reflection writing entry</p> <p><b>Summative Assessments:</b> Two letters in the voices of novel characters with scoring rubric Reflective essay (analyzing diction and character perspective between the two letters written) with scoring rubric Character Analysis Essay with scoring rubric</p>

<p>relevance and sufficiency of the evidence. <b>CC6R18</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>CC6W1</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <b>CC6W2</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC6W4</b></p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <b>CC6W5</b></p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <b>CC6W6</b></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC6W9</b></p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <b>CC6SL1</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC6L1</b></p>			
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<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC6L2</b></p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <b>CC6L3</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <b>CC6L4</b></p>			
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<b>Unit Four: “Measuring Changes in Me”</b> <b>Timeline: 7 weeks</b>			
<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <b>CC6W2</b></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <b>CC6W3</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC6W4</b></p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <b>CC6W5</b></p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <b>CC6W6</b></p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <b>CC6W10</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC6L1</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC6L2</b></p>	<p><b><u>Concepts</u></b> Revision and reflection in the writing process</p> <p><b><u>Big Ideas:</u></b> A successful writer will reflect on his/her works as a whole and set goals for the future</p> <p>A good writer must go through the writing process completely – especially the revision process in order to successfully convey complex ideas and information effectively</p>	<p><b><u>Essential Questions:</u></b> Why is it important to reflect on personal change and growth?</p> <p>Why does successful writing require revision?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• To recognize personal and academic change and growth over time</li> <li>• To practice thoughtful reflection</li> <li>• To build global revision skills</li> <li>• To set goals for future reading and writing</li> </ul>	<p><b><u>Formative Assessments:</u></b> Completion of graphic organizers Academic Vocabulary notebooks Participation in class discussions Completion of reading and writing reflections Completion of Goal Setting process Effective Oral Reading passage evaluation Application of revision strategies in unit Unit reflection writing entries</p> <p><b><u>Summative Assessments:</u></b> Revision, Reflection, and Publishing of a previous piece of work using the revision process with scoring rubric</p>

<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <b>CC6L3</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <b>CC6L2</b></p>			
<b>Unit Five: “Changing Times and Places”</b> <b>Timeline: 6 weeks</b>			
<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <b>CC6RL4</b></p> <p>Assess how point of view or purpose shapes the content and style of a text. <b>CC6RL6</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>CC6W1</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and</p>	<p><b><u>Concepts</u></b>  Drama  Literary devices</p> <p><b><u>Big Ideas</u></b>  By reading, performing, and analyzing dramatic texts, a reader can better understand the conventions of dramatic texts</p>	<p><b><u>Essential Questions:</u></b>  Why do objects change over time, and how does this change affect society?</p> <p>How does setting affect characterization and plot?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• To research, gather, and organize content to achieve purpose for a presentation</li> <li>• To relate setting to action, characterization, and plot</li> <li>• To define, identify, and analyze various elements of drama</li> </ul>	<p><b><u>Formative Assessments:</u></b>  Completion of graphic organizers  Academic Vocabulary notebooks  Participation in class discussions  Completion of reading and writing reflections  Completion of Goal Setting process  Effective Oral Reading passage evaluation  Application of revision strategies in unit  Unit reflection writing entries</p> <p><b><u>Summative Assessments:</u></b>  Researching and Presentation of an everyday item that has changed overtime with scoring rubric</p> <ul style="list-style-type: none"> <li>• Transforming a scene from a play</li> </ul>

<p>analysis of content. <b>CC6W2</b></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <b>CC6W3</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC6W4</b></p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <b>CC6W5</b></p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <b>CC6W6</b></p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <b>CC6W8</b></p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <b>CC6W10</b></p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <b>CC6SL1</b></p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>		<ul style="list-style-type: none"> <li>• To rehearse and present an engaging performance</li> </ul>	<p>and performing its adaptation with scoring rubric</p>
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<p><b>CC6SL3</b></p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. <b>CC6SL4</b></p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <b>CC6SL5</b></p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <b>CC6SL6</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC6L1</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC6L2</b></p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <b>CC6L3</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <b>CC6L4</b></p>			
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## Curriculum Framework for English Language Arts

School: THOMAS EDISON  
CHARTER SCHOOL

Curricular Tool: Springboard

Grade: 7

Teacher: Mrs. Charles-Inniss

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: The Choices We Make</b> <b>Timeline: 6weeks</b>			
<p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <b>CC7RL1</b></p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <b>CC7RL5</b></p> <p>Read and comprehend complex literary and informational texts independently and proficiently. <b>CC7RL10</b></p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <b>CC7SL1</b></p> <p>Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. <b>CC7RI6</b></p> <p>Compare and contrast a text to an audio, video, or multimedia version of the text,</p>	<p><b>Concepts:</b>            Choices and consequences            Plot            Theme            Tone            Primary Source</p> <p><b>Big Ideas:</b>            Choices have both intended and unintended consequences.</p> <p>Storytelling is an important aspect of a culture and its heritage.</p> <p>Author's choose their language and use literary devices purposefully to create desired tone.</p>	<p><b>Essential Questions:</b>            How do authors use narrative elements to create a story?</p> <p>Why is storytelling an important aspect of a culture or society?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>To make connections among texts and to oneself.</li> <li>To explore the role of personal voice in writing.</li> <li>To analyze genres and their organizational structures.</li> <li>To examine the function and use of narrative elements</li> <li>To use the writing process to prepare drafts for publication.</li> <li>To develop vocabulary through diffusing</li> <li>To reinforce the importance of annotating a text.</li> <li>To recognize theme in a literary work</li> </ul>	<p><b>Formative Assessments:</b>            Quick writes            Class notes            exit tickets            partner work            group work            drafts            cold calls            annotations            graphic organizers;</p> <p><b>Summative Assessments:</b>            Students will revise personal narratives using all of the revision techniques. They will also create a reflection about the revision experience.</p> <p>Students will work with a partner to create an original myth that explains a natural phenomenon and also teaches a lesson or moral. The myth must also include illustrations.            Unit exams/ quizzes            Unit reflection</p> <p>Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). <b>CC7RI7</b></p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <b>CC7RI9</b></p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. <b>CC7L6</b></p> <p>Write arguments to support claims with clear reasons and relevant evidence. <b>CC7W1</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. <b>CC7W1a</b></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <b>CC7W3</b></p>			

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Two: What Influences My Choices</b> <b>Timeline: 6 weeks</b>			
<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. <b>CC7RL4</b></p> <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>CC7RII</b></p> <p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. <b>CC7RI2</b></p> <p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). <b>CC7RI3</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. <b>CC7RI4</b></p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the</p>	<p><b>Concepts:</b> Consumerism Media Advertising Persuasion Audience Purpose Editorial</p> <p><b>Big Ideas:</b> Media are a powerful and persuasive force in students' lives.</p> <p>Understanding the nature of media; is necessary to be successful in college and in the workplace.</p> <p>It is important to analyze and create texts that expresses a point of view and influences others.</p>	<p><b>Essential Questions:</b> How do advertisers attempt to influence consumers?</p> <p>How does the purpose and the audience shapes the content in a persuasive text?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>To understand how our lives are affected by persuasion.</li> <li>To identify and analyze techniques, appeals, language, and images in print and nonprint texts.</li> <li>To create advertisements and to write persuasive letters to the editor.</li> <li>To recognize the ways in which advertisers use words to persuade.</li> <li>To differentiate between fact and opinion.</li> <li>To examine an argument and explore a position on the issue.</li> </ul>	<p><b>Formative Assessments:</b> Think –pair-share Quick write Graphic organizers KWLH Class notes Annotations of the text Questions- text based responses Group work Class discussions</p> <p><b>Summative Assessments:</b> Students will first select a print advertisement, and write a well-developed analytical paragraph that identifies specific techniques, claims, language, and images in the ad and analyzes the effect of these elements on the intended audience.</p> <p>Students will then create a new advertisement for the same product that is targeted to a different audience.</p> <p>Finally students will create a reflection that explains the relationship between the content of an ad and the intended audience. They will also have to compare the original ad and the new ad.</p> <p>Students will choose an editorial, analyze the persuasive arguments, and write a letter to the editor, agreeing or disagreeing with the writer of the editorial.</p>

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<p>development of the ideas. <b>CC7RI5</b></p> <p>Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. <b>CC7RI8</b></p> <p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. <b>CC7SL3</b></p> <p>Write arguments to support claims with clear reasons and relevant evidence. <b>CC7W1</b></p> <p>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. <b>CC7W1a</b></p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <b>CC7W1b</b></p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. <b>CC7W1c</b></p> <p>Establish and maintain a formal style. <b>CC7W1d</b></p> <p>Provide a concluding statement or section that follows from and supports the argument presented. <b>CC7W1e</b></p>			<p>Unit reflection</p> <p>Short quizzes</p> <p>Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC7W9</b>            Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).  <b>CC7W9a</b>            Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").  <b>CC7W9b.</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC7L1</b>            Explain the function of phrases and clauses in general and their function in specific sentences.  <b>CC7L1a</b>            Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  <b>CC7L1b</b>            Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* <b>CC7L1c</b></p>			

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<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. <b>CC7L4</b></p> <ul style="list-style-type: none"> <li>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. <b>CC7L4a</b></li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). <b>CC7L4b</b></li> <li>Consult general and specialized 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. <b>CC7L4c</b></li> <li>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). <b>CC7L4d</b></li> </ul>			
<b>Unit Three: Our Choices and Life's Lessons</b> <b>Timeline: 8 weeks</b>			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. <b>CC7RL2</b></p> <p>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). <b>CC7RL3</b></p> <p>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. <b>CC7RL6</b></p> <p>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). <b>CC7RL7</b></p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>CC7RL10</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC7L1</b></p> <ol style="list-style-type: none"> <li>Explain the function of phrases and clauses in general and their function in specific sentences. <b>CC7L1a</b></li> <li>Choose among simple, compound, complex, and compound-complex</li> </ol>	<p><b>Concepts:</b> Imagery Point of view Literary Analysis Problem/solution Research</p> <p><b>Big Ideas:</b> The written word is a powerful tool of the imagination.</p> <p>The human mind responds to words as powerfully as it responds to other sensory stimuli.</p> <p>Analyzing and evaluating the effects of literary elements is one of the key factors in building understanding and knowledge.</p>	<p><b>Essential Questions:</b> What is the relationship between choices and consequences?</p> <p>How does research contribute to the discovery of solutions?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>To make connections between or among texts and students lives.</li> <li>To analyze, interpret, and evaluate a novel on a variety of levels and for a variety of purposes.</li> <li>To read with fluency and apply appropriate language conventions (sentence structure, usage, punctuation) in oral reading, discussion, and writing</li> <li>To conduct research and present a convincing argument.</li> <li>To apply sensory imagery in oral and written form.</li> <li>To analyze methods of characterization in film and novels</li> <li>To transform text from one genre to another</li> <li>To evaluate effectiveness of a text</li> <li>To evaluate the quality of Web sites for potential research</li> </ul>	<p><b>Formative Assessments:</b> Summaries Exit Tickets Read aloud Partner work group work Free writes text-based responses graphic organizers;</p> <p><b>Summative Assessments:</b> <u>Writing an Analytical Essay</u> After students have completed the novel <i>Tangerine</i> they will write a multi-paragraph essay analyzing the choices made by Paul's parents, by Paul or by another character in the novel.</p> <p>Researching and Presenting a Problem and Solutions Students will identify a real-life problem presented in the Novel <i>Tangerine</i>. They will research the problem and propose solutions to the problem. Students will create a digital slideshow of their research.</p> <p>3-4 short quizzes about the book 2-3 major exams Rubrics</p>

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<p>sentences to signal differing relationships among ideas. <b>CC7L1b</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* <b>CC7L1c</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>CC7L3</b></p> <p>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* <b>CC7L3a</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>CC7W2</b></p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <b>CC7W2a</b></p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information</p>		<ul style="list-style-type: none"> <li>To create and use an annotated bibliography</li> </ul>	



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<p>and examples. <b>CC7W2b</b></p> <ul style="list-style-type: none"> <li>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. <b>CC7W2c</b></li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic. <b>CC7W2d</b></li> <li>Establish and maintain a formal style. <b>CC7W2e</b></li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented. <b>CC7W2f</b></li> </ul> <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <b>CC7W8</b></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC7W9</b></p> <p>Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). <b>CC7W9a</b></p>			

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<p>Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). <b>CC7W9b</b></p>			
<b>Unit Four: Reflecting on My Choices</b> <b>Timeline: 5 Weeks</b>			
<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <b>CC7W3</b></p> <p>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. <b>CC7W3a</b></p> <p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. <b>CC7W3b</b></p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. <b>CC7W3c</b></p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and</p>	<p><b>Concepts:</b> Voice Revision Reflection Diction Audience Editing RAFT</p> <p><b>Big Ideas:</b> Writers make many choices when creating texts.</p> <p>Effective writers also learn to revisit and revise their writing in order to improve it.</p>	<p><b>Essential Questions:</b> Why is it important to revisit, reflect on, and revise previously written texts?</p> <p>What influences a writer's choices during the revision process?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• To revisit and evaluate previously written texts</li> <li>• To recognize how audience and format influence voice</li> <li>• To understand the difference between revising and editing</li> <li>• To understand the difference between editing and revising</li> </ul>	<p><b>Formative Assessments:</b> Graphic organizers Notes Drafts prewriting, brainstorming</p> <p><b>Summative Assessments:</b> Students will revise a piece of writing using revision techniques.</p> <p>They will also write a reflection about the changes they made to their piece and the ways that these changes improved the piece.</p> <p>Unit Reflection Rubrics</p>

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<p>events. <b>CC7W3d</b> Provide a conclusion that follows from and reflects on the narrated experiences or events. <b>CC7W3e</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <b>CC7W4</b></p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.) <b>CC7W5</b>.</p> <p>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. <b>CC7W6</b></p> <p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. <b>CC7W7</b></p> <p>Demonstrate command of the conventions of standard English capitalization,</p>			

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<p>punctuation, and spelling when writing. <b>CC7L2</b></p> <p>Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). <b>CC7L2a</b></p> <p>Spell correctly. <b>CC7L2b</b></p>			
<b>Unit Five: How We Choose to Act (Poetry)</b> <b>Timeline: 6 weeks</b>			
<p>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). <b>CC7RL3</b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. <b>CC7SL1</b></p> <p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <b>CC7SL1a</b></p> <p>Follow rules for collegial discussions, track progress toward</p>	<p><b>Concepts:</b></p> <p>Oral Interpretation Monologue Tone Narrative Poem Poetic Devices</p> <p><b>Big Ideas:</b></p> <p>Sharing information and stories begins with oral communications.</p> <p>The oral tradition of telling and listening to stories has its modern expression in drama.</p> <p>Performance is simply the art of making purposeful and deliberate choices to express a text.</p> <p>Oral language is just as important</p>	<p><b>Essential Questions:</b></p> <p>How does a speaker create and present an effective oral test?</p> <p>How do literary devices enhance a text?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>To learn to communicate in a variety of forms</li> <li>To explore a published author's tone and diction</li> <li>To critically analyze a poem</li> <li>To analyze a speaker's use of inflection to convey thoughts and emotions</li> <li>To summarize and analyze the main events of a poem</li> <li>To prepare and present a Reader's Theatre</li> </ul>	<p><b>Formative Assessments:</b></p> <p>Exit tickets cold reads; graphic organizers Class discussion Partner work Quick writes text annotations Summaries Text based questions and responses</p> <p><b>Summative Assessments:</b></p> <p>Students will create an original poem. They will have to write, revise, rehearse, and present their monologues.</p> <p>Students will write a narrative poem that recounts a fictional or true event dealing with the concept of choice. The poem must demonstrate their knowledge of</p>

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<p>specific goals and deadlines, and define individual roles as needed. <b>CC7SL1b</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. <b>CC7SL1c</b> Acknowledge new information expressed by others and, when warranted, modify their own views. <b>CC7SL1d</b></p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. <b>CC7RL2</b></p> <p>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). <b>CC7RL3</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. <b>CC7RL4</b></p> <p>Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. <b>CC7RL5</b></p> <p>Compare and contrast a written story,</p>	<p>as written communication.</p> <p>Storytelling is one of the oldest forms of communication</p> <p>Poetry is an important part of oral and written language Literary devices enhance a text</p> <p>Performance is a great way to share poetry</p>	<p>interpretation of a dramatic poem</p> <ul style="list-style-type: none"> <li>• To understand the elements of a narrative poem</li> <li>• To analyze a poem for narrative elements and poetic devices</li> <li>• To identify narrative elements in a text</li> </ul>	<p>narrative elements and poetic devices.</p> <p>Unit exam Unit Reflection Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). <b>CC7RL7</b></p> <p>Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. <b>CC7RL9</b>.</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>CC7RL10</b></p> <p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. <b>CC7SL2</b></p> <p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. <b>CC7SL3</b></p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. <b>CC7SL4</b></p>			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. <b>CC7SL5</b></p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.) <b>CC7SL6</b></p> <p>By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>CC7RI10</b></p> <p>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. <b>CC7W10</b>.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>CC7L5</b></p> <p style="padding-left: 40px;">Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. <b>CC7L5a</b></p> <p style="padding-left: 40px;">Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. <b>CC7L5b</b></p>			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i> ). <b>CC7L5c</b>			
<b>Unit Six Author's Purpose: Exploring a writer's toolbox for achieving writer's purpose (Adapted from TQE exemplary unit from the University of DE, linked on DOE website)</b> <b>Timeline: 4 weeks</b>			
<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. <b>CC7RL4</b></p> <p>Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. <b>CC7RL5</b></p> <p>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. <b>CC7RL6</b></p> <p>Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. <b>CC7RL9</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and</p>	<p><b>Concepts:</b> mood tone audience diction (word choice) point of view (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person) perspective</p> <p><b>Big Ideas:</b> Authors use various tools of their craft to achieve their purposes</p> <p>Authors use specific tools of their craft to convey a message.</p> <p>Different authors use techniques/strategies to convince readers. Readers must apply criteria to evaluate the credibility of the information.</p> <p>Sometimes the author makes his/her meaning plain, but sometimes the reader may have to make an inference to find the</p>	<p><b>Essential Questions</b> What does the writer want the reader to know, understand, and do? How do I know?</p> <p>How does the use of _____ [mood, tone, audience, diction, point-of-view as it relates to 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> person, or perspective] contribute to or influence the author's purpose? How does this use engage the reader?</p> <p>Why is it important to understand how readers or viewers are influenced or manipulated by the author?</p> <p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and</li> </ul>	<p><b>Formative Assessment</b> Frayer models /Vocabulary work Observation Collaborative Pairs Teacher led discussions Summarization strategies</p> <p><b>Summative Assessment</b> Tri-fold brochure Rubrics Performance tasks</p>



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>technical meanings; analyze the impact of a specific word choice on meaning and tone. <b>CC7RI4</b></p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. <b>CC7RI5</b></p> <p>Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. <b>CC7RI6</b></p> <p>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. <b>CC7RI9</b></p>	<p>meaning.</p>	<p>analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> <li>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>Assess how point of view or purpose shapes the content and style of a text.</li> <li>Define &amp; give characteristics of the terms to know related to author's purpose.</li> <li>Identify author's message in various texts.</li> <li>Identify and analyze mood (tone, audience, diction, point-of-view as it relates to 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> person, or perspective) in a given text.</li> <li>Recognize facts and details used to support how the author used mood (tone, audience, diction, point-of-view as it relates to 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> person, or perspective) to fit his/her purpose/message.</li> <li>Analyze how authors' purposes vary among different kinds of texts and text formats (e.g., magazines,</li> </ul>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>brochures, editorials, cartoons, print and non-print media)</p> <ul style="list-style-type: none"> <li>Identify and evaluate the effectiveness of the author's use of mood (tone, audience, diction, point-of-view as it relates to 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> person, or perspective) as it pertains to purpose/message in a given text.</li> <li>Use <i>some</i> of the appropriate tools in their own writings/communications.</li> </ul>	

## Curriculum Framework for

School: Thomas Edison Charter  
School

Curricular Tool: Springboard

Grade: 8th

Teacher: Mrs. Charles-Inniss

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: The Challenge of Heroism</b> <b>Timeline: 8 weeks</b>			
<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <b>CC8RL1</b></p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. <b>CC8RL2</b></p> <p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. <b>CC8RL3</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <b>CC8RL4</b></p> <p>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. <b>CC8RL5</b></p> <p>Write arguments to support claims with clear reasons and relevant evidence. <b>CC8W1</b></p>	<p><b>Concepts:</b>            Diction            Archetype            Definition Essay            Nonprint text            Compare/Contrast            Imagery            Theme</p> <p><b>Big Ideas:</b>            The journey of the hero in all its various forms is the basis of many plots.</p> <p>Writers communicate to inform, to persuade, or to inform.</p> <p>Good writers draw upon and blend a variety of genres and resources in order to create the strongest text possible.</p> <p>An archetype is an original model or pattern from which later copies are made.</p>	<p><b>Essential Questions:</b>            What defines a hero?</p> <p>How do visual images enhance or create meaning?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>To define various traits and types of heroes through multiple genre and texts.</li> <li>To understand the archetype of the hero's journey and apply it to various scenarios.</li> <li>To analyze various literary, nonfiction, and nonprint texts.</li> <li>To examine a real-life hero in a nonprint text.</li> <li>To identify concrete examples of the hero's journey.</li> <li>To recognize how an author creates tone.</li> <li>To practice incorporating and properly punctuating quotations in a text</li> <li>To use compare/contrast organizational structure in writing.</li> <li>Analyzing the characteristics of a graphic novel</li> </ul>	<p><b>Formative Assessments:</b>            Exit tickets            Summarize            paraphrase major ideas;            free writes; creating questions about a text            Analyze non-print text            Make comparisons between print and non-print text            Oral responses            Think-pair-share            Class discussions</p> <p><b>Summative Assessments:</b>            Students will write an original poem about facing challenges, paying particular attention to the use of stanzas and line breaks.</p> <p>(Create a definition essay) Students will create a multi-paragraph essay that defines the concept of heroism. Students will use various strategies of definitions (function, example, negation) to explain and justify their definition.</p> <p>Partners will create a graphic novel illustrating Jonas's journey in relationship to the hero's journey archetype.</p> <p>Create a reflective essay analyzing how Jonas's journey fits into the archetypal pattern of the hero's journey.</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. <b>CC8W1a</b></li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <b>CC8W1b</b></li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. <b>CC8W1c</b></li> <li>d. Establish and maintain a formal style. <b>CC8W1d</b></li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented. <b>CC8W1e</b></li> </ul> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <b>CC8W3</b></p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. <b>CC8W3a</b></li> <li>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. <b>CC8W3b</b></li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time</li> </ul>			<p>Unit reflection 2-3 written exams Rubrics</p>

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>frame or setting to another, and show the relationships among experiences and events. <b>CC8W3c</b></p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. <b>CC8W3d</b></p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events <b>CC8W3e</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <b>CC8W4</b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. <b>CC8SL1</b></p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <b>CC8SL1a</b></p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. <b>CC8SL1b</b></p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant</p>			

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<p>evidence, observations, and ideas. <b>CC8SL1c</b></p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <b>CC8SL1d</b></p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>CC8L5</b></p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context. <b>CC8L5a</b></p> <p>b. Use the relationship between particular words to better understand each of the words. <b>CC8L5b</b></p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). <b>CC8L5c</b></p>			
<b>Unit Two: Real Life Challenges</b> <b>Timeline: 4 -6 weeks</b>			
<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <b>CC8RI1</b></p> <p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. <b>CC8RI2</b></p> <p>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital</p>	<p><b>Concepts:</b> Media Commercialism Advertising Techniques Persuasive Appeals Persuasive Essay</p> <p><b>Big Ideas:</b> The media is a major part of lives.</p> <p>One certainty in the world is that people tend to disagree</p>	<p><b>Essential Questions:</b> How does commercialism impact daily life?</p> <p>How does research enhance the ability to persuade?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Analyze and reflect on the effect of media in students lives</li> <li>Understand how persuasive techniques are used to convince an audience to support a</li> </ul>	<p><b>Formative Assessments:</b> Exit tickets Free writes Annotating text Text based writing Writing prompts Group discussions Sharing Cold calls Utilizing graphic organizers</p> <p><b>Summative Assessments:</b> Create a well- developed essay about the</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>text, video, multimedia) to present a particular topic or idea. <b>CC8RI7</b></p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. <b>CC8RI8</b></p> <p>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. <b>CC8RI9</b></p> <p>By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. <b>CC8RI10</b></p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. <b>CC8RI10</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>CC8W2</b></p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <b>CC8W2a</b></li> <li>Develop the topic with relevant, well-</li> </ol>	<p>on issues.</p> <p>Three ways words persuade others are through ethos, pathos and logos.</p>	<p>position.</p> <ul style="list-style-type: none"> <li>Evaluate and cite online sources in an annotated bibliography.</li> <li>Effectively use information from valid sources to support a position.</li> <li>Utilize persuasive appeals (ethos, pathos, and logos)</li> <li>Utilize the writing process to strengthen ideas, organization, use of language, and conventions.</li> </ul>	<p>Media- Students will be able to identify a problem in the media and generate a solution.</p> <p>Create a persuasive essay-</p> <ul style="list-style-type: none"> <li>Identify a debatable topic</li> <li>Use persuasive appeals</li> <li>Cite research in an annotated bibliography</li> <li>Address the opposition with counterarguments</li> <li>Utilize the writing process</li> </ul> <p>3 short quizzes, 1 major exam Unit Reflection Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>chosen facts, definitions, concrete details, quotations, or other information and examples. <b>CC8W2b</b></p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. <b>CC8W2c</b></p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. <b>CC8W2d</b></p> <p>e. Establish and maintain a formal style. <b>CC8W2e</b></p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <b>CC8W2f</b></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC8W9</b></p> <p>a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). <b>CC8W9a</b></p> <p>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. <b>CC8W10</b></p> <p>Analyze the purpose of information presented in diverse media and formats (e.g., visually,</p>			

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<p>quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. <b>CC8SL2</b></p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <b>CC8RL1</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <b>CC8RL4</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC8L1</b></p> <ul style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. <b>CC8L1a</b></li> <li>b. Form and use verbs in the active and passive voice. <b>CC8L1b</b></li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. <b>CC8L1c</b></li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.* <b>CC8L1d</b></li> </ul> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC8L2</b></p> <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. <b>CC8L2a</b></li> </ul>			

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b. Use an ellipsis to indicate an omission. <b>CC8L2b</b> c. Spell correctly. <b>CC8L2c</b>			
<b>Unit Three: Reflecting on Challenges</b> <b>Timeline: 3 weeks</b>			
<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>CC8W2</b></p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <b>CC8W2a</b></p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. <b>CC8W2b</b></p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. <b>CC8W2c</b></p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. <b>CC8W2d</b></p> <p>e. Establish and maintain a formal style. <b>CC8W2e</b></p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <b>CC8W2f</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are</p>	<p><b>Concepts:</b>            Reflection            Multiple Intelligences            Coherence            Global Revisions            Voice</p> <p><b>Big Ideas</b>            Facing challenges are a part of life.</p> <p>Howard Gardner’s theory of Multiple Intelligences describes various ways people learn.</p> <p>Authors write biographies and autobiographies to reflect on the challenges that they or others have faced.</p>	<p><b>Essential Questions:</b>            What is the relationship between challenges, multiple intelligences, and strategies?</p> <p>How can a writer achieve coherence in writing?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>To examine the concepts of challenge and multiple intelligences in personal and academics contexts.</li> <li>To strengthen the coherence of an essay through deep revision of introduction, body, and conclusion paragraphs</li> <li>To reflect on past writing and new revisions</li> <li>To paraphrase and visualize metaphorical language</li> </ul>	<p><b>Formative Assessments:</b>            Exit Tickets            Graphic organizers            Reflective writing prompt            Quote analysis            Class notes            Summarizes            Class discussions</p> <p><b>Summative Assessments:</b>            Students will be able to edit and revise an Essay.</p> <ul style="list-style-type: none"> <li>Apply strategies for revision (replacing, adding, and/or deleting) and coherence.</li> <li>Demonstrate the writing process, including drafting, revising, and editing, employing appropriate spelling, punctuation, and capitalization conventions.</li> </ul> <p>Unit reflection            Rubrics</p>

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<p>appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <b>CC8W4</b></p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.) <b>CC8W5</b></p> <p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. <b>CC8W6</b></p> <p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. <b>CC8RI5</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC8L2</b></p> <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. <b>CC8L2a</b></li> <li>b. Use an ellipsis to indicate an omission. <b>CC8L2b</b></li> <li>c. Spell correctly. <b>CC8L2c</b></li> </ul> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>CC8L3</b></p> <ul style="list-style-type: none"> <li>a. Use verbs in the active and</li> </ul>			

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<p>passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). <b>CC8L3a</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. <b>CC8L4</b></p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <b>CC8L4a</b></li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). <b>CC8L4b</b></li> <li>c. Consult general and specialized 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. <b>CC8L4c</b></li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <b>CC8L4d</b></li> </ul>			
<b>Unit Four: Voices and Challenges</b> <b>Timeline: 8 weeks</b>			
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the	<u><b>Concepts:</b></u> Allegory Communication	<u><b>Essential Questions:</b></u> How can one person make a difference when encountering a	<u><b>Formative Assessments:</b></u> Exit slips Think-pair-shop,

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>evidence and identifying when irrelevant evidence is introduced. <b>CC8SL3</b></p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. <b>CC8SL4</b></p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. <b>CC8SL5</b></p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.) <b>CC8SL6</b></p> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). <b>CC8RI3</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <b>CC8RI4</b></p> <p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. <b>CC8RI5</b></p>	<p>Euphemism Talking Points Theme Media Channels</p> <p><b>Big Ideas:</b> The world has dark pages in its history, and at times the challenge of righting such immeasurable wrongs is impossible.</p> <p>Real meaningful communication can be informative, entertaining, reflective, and even therapeutic.</p> <p>From homelessness to recycling, there are many issues in society about which we have strong opinions, research is an essential method used to gain support for our opinions.</p>	<p>social challenge?</p> <p>How do people communicate effectively?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Introduce the Holocaust through allegory</li> <li>• To establish a context for the Holocaust, including the time frame and the major events</li> <li>• To access information about the Holocaust through the medium of film</li> <li>• To research an issue and create an action plan to address it</li> <li>• To identify elements of successful group communication</li> <li>• To analyze themes and compare themes in different Holocaust texts</li> <li>• To examine PSA issues to help students to take action.</li> </ul>	<p>KWHL Fish bowls Class discussions Text- based questions Reflection sheets Group discussions Notebook checks</p> <p><b>Summative Assessments:</b> Holocaust timeline</p> <p>Research questions and present information to the rest of the class</p> <p>Conduct a book talk presentation</p> <p>Create an informational/Persuasive campaign about an issue of community, state, national, or world significance. Be able to convince the audience to join in taking action and making a difference.</p> <p>Unit exam</p> <p>Unit reflection</p> <p>Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. <b>CC8RI6</b></p> <p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <b>CC8W7</b></p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <b>CC8W8</b></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC8W9</b></p> <p>Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). <b>CC8W9b</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>CC8W2</b></p> <p>a. Introduce a topic clearly, previewing</p>			

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <b>CC8W2a</b></p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. <b>CC8W2b</b></p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. <b>CC8W2c</b></p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. <b>CC8W2d</b></p> <p>e. Establish and maintain a formal style. <b>CC8W2e</b></p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <b>CC8W2f</b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. <b>CC8SL1</b></p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <b>CC8SL1a</b></p> <p>b. Follow rules for collegial discussions and decision-making, track progress</p>			

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>toward specific goals and deadlines, and define individual roles as needed. <b>CC8SL1b</b></p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. <b>CC8SL1c</b></p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <b>CC8SL1d</b></p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.) <b>CC8SL6</b></p> <p>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. <b>CC8L6</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <b>CC8RL4</b></p>			

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Five: The Challenge of Comedy</b> <b>Timeline: 10 weeks</b>			
<p>Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. <b>CC8RL6</b></p> <p>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. <b>CC8RL7</b></p> <p>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. <b>CC8RL9</b></p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. <b>CC8RL10</b></p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <b>CC8W8</b></p> <p>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the</p>	<p><b>Concepts:</b> Anecdote Elements of Humor Levels of Comedy Performance</p> <p><b>Big Ideas:</b> One of the first and strongest impulses of human beings is to laugh, laughter lightens our mood, makes us feel good, and often unites us.</p> <p>Learning to understand what makes something funny is the first step in being able to analyze the power of humorous writing.</p> <p>Collaboration is the key to a successful performance.</p>	<p><b>Essential Questions:</b> How is humor created?</p> <p>How do people respond to humor, and why do responses vary?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>To use vocabulary associated with humorous texts</li> <li>To differentiate between high and low comedy.</li> <li>To analyze the elements of humor found in a variety of print and nonprint texts.</li> <li>To analyze a humorous text and write a critical analysis essay.</li> <li>To perform a comic scene emphasizing the elements of humor.</li> <li>To develop original examples of hyperbole to create a humorous text.</li> <li>To analyze short pieces of Shakespearean text</li> </ul>	<p><b>Formative Assessments:</b> Exit tickets Graphic Organizers Partner work Group work Attacking the text Graphic organizers Text annotations Drafts Read aloud</p> <p><b>Summative Assessments:</b> Students will be assigned a humorous short story. They will write a critical analysis of the assigned text, explaining how the author uses humor to communicate a universal truth, and evaluate the effectiveness of the text.</p> <p>Students will perform a scene from Shakespeare's comedy 'A Midsummer Night's Dream, emphasizing at least two of the elements of humor.</p> <p>Unit Assessment</p> <p>Quizzes</p> <p>Unit Reflection</p> <p>Rubrics</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>choices made by the director or actors. <b>CC8RL7</b></p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. <b>CC8RL2</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <b>CC8W4</b></p> <p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. <b>CC8W6</b></p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. <b>CC8SL5</b></p>			

## Delaware Model Unit Gallery Template

**Unit Title: All About Me (Story Town)**

**Designed by: Tamia Shelton**

**District: Thomas Edison Charter School**

**Content Area: English Language Arts**

**Grade Level(s): Kindergarten**

### Summary of Unit

The unit encourages the student to learn about himself or herself by making connections to read-alouds throughout the unit. In this unit the students will learn to make predictions about a story. They will also focus on, summarizing, rereading and making inferences as reading strategies. This unit is the first unit of the school year and it is planned for students that have background knowledge about themselves and the subject matter in order to have the ability to make predictions about the stories.

### Stage 1 – Desired Results

What students will know, do, and understand

### Delaware Content Standards

**CCKRL1.** With prompting and support, ask and answer questions about key details in a text.

**CCKRL2.** With prompting and support, retell familiar stories, including key details.

**CCK RL3.** With prompting and support, identify characters, settings, and major events in a story.

**CCKRL6.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**CCKRI1.** With prompting and support, ask and answer questions about key details in a text.

**CCKRI5.** Identify the front cover, back cover, and title page of a book.

**CCKRI6.** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**CCKSL1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**CCK SL2.** 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.

**CCK SL3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**CCKRF1.** Demonstrate understanding of the organization and basic features of print.

**CCKRF1a.** Follow words from left to right, top to bottom, and page by page.

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

**CCKRF.1c.** Understand that words are separated by spaces in print.

**CCKRF2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**CCKRF.2b.** Count, pronounce, blend, and segment syllables in spoken words

**CCKRF3.** Know and apply grade –level phonics and word analysis in decoding words.

**CCKRF.3a** Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant

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

CCKRF4. Read emergent-reader texts with purpose and understanding.

**CCKW.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.

**CCKW3.** 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.

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

**CCKL.1a.** Print many upper-and lowercase letter

## Big Idea(s)

Cooperation

Becoming part of a classroom community.

Connecting to myself, my family, my world through cooperation.

## Unit Enduring Understanding(s)

Each person is unique and special.

Looking at illustrations and/or listening to parts of a story can help the reader figure out what might happen next.

It's easier to tell a summary of a story as opposed to retelling the whole story.

## Unit Essential Questions(s)

What is special about me?

Who am I?

What makes you unique?

How can you contribute to the world around you?

How can you predict will happen in the story?

### **Knowledge and Skills**

#### **Students will know...**

How to tell about an event.

How to read High-Frequency words.

How to apply Robust Vocabulary Words.

How to recognize and produce letters and letter sounds.

#### **Students will be able to...**

Make predictions based on illustrations or words in a story.

Orally summarize about an event in their life or in a book.

Explain what makes them unique and special.

Hear separate words in a sentence and understand that a sentence is made up of words.

Blend and delete syllables in a word.

- To track words in a spoken sentence
- To divide a spoken sentence into individual words
- To count the words in a spoken sentence

#### Syllable Blending

- To combine syllables in words
- To blend syllables to say words
- To count the number of syllables in a word

#### Syllable Segmentation and Deletion

- To segment words into syllables
- To identify the syllables in a word
- To delete syllables from words
- To delete syllables from spoken words

#### Phonics

### Consonants /m/, /s/, /r/, /t/

- To recognize Mm, Ss, Rr, and Tt
- To write uppercase and lowercase Mm, Ss, Rr, and Tt independently
- To match the letter Mm, Ss, Rr, and Tt to the sound
- To discriminate /m/m, /s/ s, /r/ r and /t/ t

### High-Frequency Words

- To read high-frequency words: I, a, my

### Reading

- To read simple words.

### Pre-decodable Book

- **1:** I Can
- **2:** A Farm
- **3:** My Room
- 

### Literature

#### Comprehension

- To listen to and respond to a story
- To discuss book parts and the information they provide
- To make predictions about a story
- To summarize a story
- To develop comprehension strategies
- To name action words
- To make inferences about a story

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Robust Vocabulary

- To develop vocabulary through discussing a literature selection
- To develop vocabulary through meaningful experiences
- To understand and use new vocabulary
- To develop robust vocabulary by discussing words related to a literature selection
- To discuss ideas and concepts using robust vocabulary

#### Writing

- To write one's name
- To understand the purpose of a label
- To write labels
- To understand that signs convey meaning
- To write a sign
- To understand that print on signs convey meaning

To understand that signs provide information

## Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

### Suggested Performance/Transfer Task(s)

- After instruction in word segmentation, the student will correctly count how many words are in a sentence, at a level of 3 out of 5, as measured by a teacher checklist.
- After instruction in syllable blending, the student will correctly say the new word, at a level of 3 out of 5, as measured by a teacher checklist.
- After instruction in syllable segmentation, the student will orally separate the syllables, at a level of 3 out of 5, as measured by a teacher checklist.
- After instruction in syllable deletion, the student will correctly say the new word, at a level of 3 out of 5, as measured by a teacher checklist.
- After instruction in the short vowel sound /a/, the student will correctly identify pictures containing /a/, at a level of 3 out of 5, as measured by a student work sample.
- After instruction in identifying and the sound of consonant M and S, the student will identify pictures beginning with /m/ and /s/ at a level of 3 out of 5, as measured by a student work sample.
- After instruction in high frequency words, the student will fill in the circle under the correct high frequency word, at a level of 4 out of 6 as measured by a student work sample.
- After instruction in robust vocabulary, the student will answer the question after the teacher orally gives a scenario using the robust vocabulary, at a level of 3 out of 5.
- After instruction in making predictions, the student will correctly predict what will happen next after listening to a read aloud

short story from the teacher, at a level of 3 out of 5 as measured by a student work sample.

- After instruction in summarizing, the student will correctly identify the illustration that shows what the short story is about after listening to the teacher read aloud, at a level of 3 out of 5 as measured by a student work sample.

### **Rubric(s)**

	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaching Expectation</b>	<b>Not Yet Approaching Expectation</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Phonemic Awareness</b>	<b>I am able to orally produce single-syllable words by blending sounds, including consent blends.</b>	<b>I am able to count, produce and blend, syllables in spoken words.</b>	<b>I am able to count, produce and blend, syllables in spoken words with prompting and support.</b>	<b>I am not yet able to count, produce and blend, syllables in spoken words with prompting and support.</b>
<b>Phonics</b>	<b>I am able to correctly decode regularly spelled one-syllable words.</b>	<b>I am able to match the letter sound with the correct letter.</b>	<b>I am able to match the letter sound with the correct letter with prompting and support.</b>	<b>I am not yet able to match letter sounds with the correct letter with prompting and support.</b>
<b>Comprehension</b>	<b>I am able to retell stories, include key details, and demonstrate understanding of the central message or lesson.</b>	<b>I am able to retell familiar stories and include key details with prompting and support.</b>	<b>I am able to retell familiar stories with prompting and support.</b>	<b>I am not yet able to retell familiar stories with prompting and support.</b>



<b>High-Frequency Words</b>	<b>I am able to recognize and read common high-frequency.</b>	<b>I am able to read common high frequency words by sight.</b>	<b>I am able to read common high-frequency words by sight with prompting and support.</b>	<b>I am not yet able to read common high-frequency words by sight with prompting and support.</b>
<b>Robust Vocabulary</b>	<b>I am able to identify words and phrases in stories and poems that suggest feelings or appeal to the senses.</b>	<b>I am able to ask and answer questions about unknown words.</b>	<b>I am able to ask and answer questions about unknown words with prompting and support.</b>	<b>I am not yet able to ask and answer questions about unknown words.</b>
<b>Writing</b>	<b>I am able to write to narrate two or more events, include some details regarding what happened, use temporal words to signal event order, and provide some closure.</b>	<b>I am able to use a combination of drawing, dictating, and writing to narrate a event or a sequence of events and provide a reaction to what happened.</b>	<b>With prompting and support I am able to use a combination of drawing, dictating, and writing to narrate a event or a sequence of events and provide a reaction to what happened.</b>	<b>With prompting and support I am not able to dictate, write, or draw to narrate an event or a sequence of events or provide a reaction to what happened.</b>

#### Other Evidence

- Partner Sharing (Think, Pair, Share)
- Class (Whole Group) Discussion
- Graphic Organizers
- Small Group Instruction and Discussion
- Written sentences and drawings in response to provided topics
- Students reading aloud and answering questions
- Weekly assessment
- Quarterly assessment

## Student Self-Assessment and Reflection

- Writing Journals
- Exit slips

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Key learning events needed to achieve unit goals

Read “Big Books” aloud (i.e. *From Head to Toe*, *You and Me*) Emphasize the letters, words, spaces between words, titles, characters, main events, and illustrations. Ask students for predictions, favorite parts, and emotions associated with the story. Use the Partner Sharing method of “Think, Pair, Share” – Allow students to think of an answer independently, pair with another student, and share for a short period of time.

Use graphic organizers (i.e. labeled, “What I know”, “What the text says”, “This is what I infer.”) Use this graphic organizer on a displayable chart as a tool to help the students build the connection about how a reader makes inferences.

Teach the phonics topic, high-frequency words, and robust vocabulary words associated with the unit to provide background for reading comprehension. Encourage students to take notice of when these words and sounds integrate into the reading selections. Use white-board slates, practice cards, word walls, illustrations, the Read-Aloud Anthology, word building, etc. to increase understanding.

Have students read decodable readers in large groups, small groups, with partners and independently to increase fluency and accuracy. Allow students to re-read Decodable books, as well as read Big Books, Leveled Readers, Library Books, etc. Model tracking the print on the page and pausing at appropriate spots in selections. Have students echo-read to practice the technique. Explain that fluency means that readers read the same way they speak. Model fluency and encourage students to read fluently by practicing words and selections as frequently as possible.

Ask questions about making predictions, main events, and characters. Teach students how to ask questions and how to answer peers’ questions and comments. Emphasize “higher-order” question techniques with questions such as, “How can you tell that...?” “What makes you feel that....?” “Why does the author....?” Use Story Retelling Cards to provide visuals for retelling. Monitor comprehension and determine which students need extra support, those who are on-level and those who are advanced.

Small groups with the teacher are created based of student's need and skill level in a particular area of study. (i.e. phonemic awareness, phonics, comprehension) Groups will change due to the student's ability to perform. One group is teacher lead and the remaining groups are group work or independent work. The teacher will use a variety of resources to aid teaching. The teacher will pre-teach and reinforce with the group in need of intervention, reinforce with benchmark students, and extend with students in need of a challenge.

During center time create opportunities for small groups to complete across content activities to correlate with Big Books and Library books. Allow the students to choose an activity to complete. Provide a student rubric for activities.

Students must have physical evidence that an activity is complete and understood at each center, (i.e. a list of words, a sentence, a drawing) the evidence is based on the lesson being taught and the ability of the student.

Begin a class discussion about the theme of "All About Me". Provide examples of People being different, but each person has something to contribute to the group as a whole. Encourage students to respond to the prompts, "What makes you unique?", "What can the character do to help in the story?" and "What would you do if you were (character's name)? Why?"

Perform assessments, (i.e. daily observational, student work samples, weekly one-on-one, etc.), to assess understanding and determine which areas students have mastered and which students will need additional instruction and practice.

Continue modeling predicting during Think-Alouds. Take picture walks through books, encourage students to ask questions about illustrations and make predictions for ongoing learning.

### **Resources and Teaching Tips**

Teaching website with multiple resources,  
<http://www.pcboe.net/les/elderweb/kindergarten.htm>

Big Books, Library Books, Decodable Books, Pre-decodable Books, Leveled Readers,

Sentence Stripes, White-board slates, Exit slips, Smartboard, Chart paper

### **Teaching Tips**

Gradual release of responsibility is crucial

Be specific when giving directions; do not assume the students already know.

When asking about a students illustration, use the words, "Tell me about it." The words lend the student to describe as oppose to labeling on object.

When doing centers have a visible reference to who should be in what center. This helps students and volunteers. Also, have a visual at each center that shows the directions to the task.

Create across content activities for books and allow the students an opportunity to choose the book they would like to read.

### **Differentiation**

During Small Group the students are groups according to their ability to perform the particular skill that we are focused on. Groups change depending on the skill and improvement of the students' ability to perform the skill.

During writing the group in need of intervention may draw an illustration to respond to a writing prompt. The student will dictate what is happening and the teacher will write the students explanation. Benchmark students will draw an illustration and write a sentence. The group in need of a challenge will draw a picture and be expected to write more then the benchmark, (i.e. write more then one sentence, tell why you feel this way, etc.)

Leveled readers are given to the different groups to encourage confidence in reading and build comprehension.

When reading decodable books the students are paired with someone with less difficulty.

Lessons are created, incorporating several learning styles.

### **Design Principles for Unit Development**

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.

Read-Alouds and Library Books are multicultural. Students compare and contrast difference and similarities that make each person special and unique. This unit also encourages the students to notice that each person has something to contribute to the group and the unit will lead to discussion about building a team/community.

- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.

Students are encouraged to work in different environments (i.e. individually, small group, whole class). They are also encouraged to demonstrate their knowledge through written and oral formats.

- **21<sup>st</sup> Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

Students think critically about reading selections and make connections to other stories, themselves, and the world around them. Students share with peers and adults, and learn to apply their knowledge to the acquisition of new knowledge.

### Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8<sup>th</sup> Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century(SETDA, 2003).

Students use the Smartboard to explore phonics, high-frequency words, robust vocabulary, and reading comprehension. Desktop computers, laptops, Ipads, V-Readers, and Tag Readers are also used to enforce skills during center time.

### Content Connections

Content Standards integrated within instructional strategies

Social Studies is integrated. The students learn how they fit into the world around them.

Science is integrated. The students explore their body through stories like *Kelly in the Mirror* and *From Head to Toe*.

## Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:** One for All (Story Town)  
**Designed by:** Caitlin Reef  
**District:** Thomas Edison Charter School  
**Content Area:** English Language Arts  
**Grade Level(s):** Grade One

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### Summary of Unit

The unit promotes the theme of working together and guides students in making connections among the reading selections and within their own lives. In this unit, students will learn about summarizing a selection, identifying characters and classifying/categorizing information. They will also learn how to determine the “telling” part of a sentence, as well as how to write their own telling sentences through caption sentences and sentences about things and places. The unit involves whole group, small group, partner, and individual learning. It is the second unit of the school year, and it is intended to be taught to students who have a basic understanding of writing sentences, making predictions, and comparing selections.

### Stage 1 – Desired Results

What students will know, do, and understand

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### Delaware Content Standards

CC1RI1. Ask and answer questions about key details in a text.

CC1RL3. Describe characters, settings, and major events in a story, using key details.

CC1RL7. Use illustrations and details in a story to describe its characters, setting, or events.

CC1SL2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CC1SL4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CC1W5. 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.

CC1L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC1L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Big Idea(s)**

Story Structure

Story Elements (Characters)

### **Unit Enduring Understanding(s)**

Working together helps solve problems and reduce conflict.

Stories have a beginning, middle and end; this order helps stories make sense.

Characters are the people or animals in the selection.

### **Unit Essential Questions(s)**

How does working together benefit everyone?

What are the main events that occur in the selection?

### **Knowledge and Skills**

#### **Students will know...**

How to write at least one sentence pertaining to a provided topic with appropriate punctuation.

How to read High-Frequency Words.

How to apply Robust Vocabulary Words.

How to classify/categorize words and pictures.

#### **Students will be able to...**

Orally describe the characters and events (beginning, middle and end) of a selection.

Write sentences about the main events and characters of a selection.

Identify the telling part of sentences both orally and in written form.

Explain why working together benefits everyone and how the texts relate to the theme.

Read a familiar text from the unit with fluency.

Make connections between lesson words (spelling, high-frequency vocabulary) and selection texts, phonological/phonemic awareness, fluency, grammar and writing skills.

### Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

### Suggested Performance/Transfer Task(s)

#### Discussion and Sentence Writing

Students will be provided with a sentence written on a sentence strip. They will be called upon to orally describe the telling part of a sentence.

Students will be given a sheet of lined paper with a picture at the top of the page. They will be able to write a telling sentence about the picture with appropriate punctuation.

#### Discussion of Reading Comprehension

Students will be provided with a sheet of paper that has sections for the beginning, middle, end and characters of the story. They will be able to write four sentences about the main events and characters in the appropriate areas.

Students will read a selection as a class and then work on independent tasks. During the independent work time, students will be called to a table with the teacher to discuss the main events and characters in the selection. If necessary, the book will be available for students to refer to while retelling.

### Rubric(s)

#### Discussion and Sentence Writing

	Exceeds Expectations	Meets Expectations	Approaches Expectations
	3	2	1



Oral Description of Telling Part	I am able to describe the part of the sentence that tells what someone or something does	I am able to describe the part of the sentence that tells what someone or something does with prompting from others	I am not yet able to describe the part of the sentence that tells what someone or something does
Written Telling Sentence	I am able to write a telling sentence with a naming part, a telling part, a capital to begin the sentence and a period or exclamation mark to end the sentence	I am able to write a telling sentence with some errors in the naming part, telling part, capital to begin the sentence or period or exclamation mark to end it, or with prompting from others	I am not yet able to write a telling sentence with a naming part, a telling part, a capital to begin the sentence and a period or exclamation mark to end the sentence

#### Discussion of Reading Comprehension

	Exceeds Expectations 3	Meets Expectations 2	Approaches Expectations 1
Oral Retelling of Main Events and Characters	I use details to clearly retell the story aloud	I use some details to retell the story aloud	I retell the story aloud with some inaccuracies
Written Retelling of Main Events and Characters	I write four clear sentences about the beginning, middle, end and characters with correct punctuation, appropriate word order and	I write four sentences about the beginning, middle, end and characters with mostly correct punctuation, appropriate word order and	I write four sentences about the beginning, middle, end and characters with some errors in punctuation, word order and information

	accurate information	accurate information	
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### Other Evidence

- Partner Sharing (Think, Pair, Share)
- Class (Whole Group) Discussion
- Graphic Organizers
- Small Group Instruction and Discussion
- Written sentences in response to provided topics
- Students reading aloud and answering questions
- Weekly Mid-Lesson Quiz
- Weekly Lesson Test
- Weekly Spelling Test
- Teacher Read-Aloud and student oral retelling of *How People Learned to Fly*
- Student created oral and written expressions of spelling, high-frequency and vocabulary words in sentences

### Student Self-Assessment and Reflection

- Exit Slips to reflect on personal learning
- Self-Editing
- Student discovery of spelling, high-frequency and vocabulary words in selection and supplemental texts

### Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Key learning events needed to achieve unit goals

#### Building Toward Discussion and Sentence Writing

Write telling sentences on the board and explain that the telling part of the sentence is what someone or something does. Emphasize the telling part by underlining it. Explain to students how to create their own telling sentences (include who or what the sentence is about and what happens in the sentence). After several teacher sentences, ask students for sentences to write on the board and allow them to volunteer to underline them.

Together with students, develop a list of characteristics for well-written captions, sentences about places and sentences about things. Encourage students to refer to these lists when writing and to think about their ideas prior to writing.

Provide step-by-step instruction to model writing sentences. Describe to students what you are thinking as you write the sentence to give a "Think-Aloud" model.

Provide each student with a sentence strip with a pre-written sentence. Teachers should circulate the room to check that students can state the telling part of the sentence. Pass the sentence strips around the classroom to provide many examples. Students can raise hands to read their sentence aloud and state which is the telling part.

Use white-board slates for students to copy sentences written on the board or write their own sentences and underline the telling part. At another time, have students write their own sentences and pass slates to a partner. Students should underline the sentence they receive and check with their partners for peer review.

Post reading selections (i.e. sentences, poems, graphic organizer, etc.) on the board and read aloud to students. Have students listen and respond to the telling parts of the sentences. Provide sentence models for students to fill in the blanks in a similar fashion to the posted selection. Provide paper or white-board slates to practice writing sentences and identifying the parts. After several practice sentences, encourage students to write their own.

Use transparencies and Smartboard activities to guide students in grammar conventions of telling sentences. Provide images for students to practice creating sentences. Allow students to draw a picture and create their own caption or sentence about the place or thing. Students can also complete practice pages in Grammar Practice Books as a whole class or individually.

Perform a Daily Proofreading exercise with students to have them aware of the need for self-corrections and editing in writing. As the year progresses, students should become more independent in their ability to do this. Model how to edit work on other assignments; explain that we are constantly editing our work and it does not apply only to Daily Proofreading exercises.

Model how to share writing with a peer and allow students to do so frequently. Model how to give compliments and suggestions for improvements. Explain the importance of learning from peers and accepting constructive criticism.

After reading selections as a class, write sentences about the main events and characters. Incorporate the same requirements for sentence writing (i.e. capitalizations, punctuations.) Practice being able to write separate sentences for the beginning, the middle and the end of select stories.

Perform a mid-week quiz and end-of-week test to assess understanding and determine which areas students have mastered and which students will need additional instruction and practice.

#### Building Toward Discussion of Reading Comprehension

Read "Big Books" aloud (i.e. *There's a Billy Goat in the Garden* and *What Do You See?*) Emphasize the letters, words, spaces between words, titles, characters, main events, and illustrations. Ask students for predictions, favorite parts, and emotions associated with the story. Use the Partner Sharing method of "Think, Pair, Share" – Allow students to think of an answer independently, pair with another student, and share for a short period of time.

Teach the phonics topic, spelling words, high-frequency words, and vocabulary words associated with the unit to provide background for reading comprehension. Encourage students to take notice of when these words and sounds integrate into the reading selections. Use white-board slates, practice cards, word walls, illustrations, the Read-Aloud Anthology, word building, etc. to increase understanding.

Emphasize the "Focus Skill" pages in Story Town student editions to teach the reading topic. Model how to use these pages as a tool for learning.

Students can complete practice pages in Practice Books as a whole class or individually. They can also make character cut-outs in the Teacher Resource Book to act, retell or re-read the selections.

Have students read selections in large groups, small groups, with partners and independently to increase fluency and accuracy. Allow students to re-read selections, as well as read Decodable Books, Leveled Readers, selections in Story Town student editions, etc. Model tracking the print on the page and pausing at appropriate spots in selections. Have students echo-read to practice the technique. Explain that fluency means that readers read the same way they speak. Model fluency and encourage students to read fluently by practicing words and selections as frequently as possible.

Ask questions about making predictions, main events, characters, and classifying/categorizing. Teach students how to ask questions and how to answer peers' questions and comments. Emphasize "higher-order" question techniques with questions such as, "How can you tell that...?" "What makes you feel that...?" "Why does the author....?" Use Story Retelling Cards to provide visuals for retelling or for assistance with Graphic Organizers. Monitor comprehension and determine which students who need extra support, those who are on-level and those who are advanced.

Assign centers based upon student ability levels. Create activities to challenge each group of students and encourage collaboration among students. At least one center should be teacher-led, to provide for more individualized instruction. Students will work on different activities each day and have at least one day to work with a teacher.

Use small pieces of paper as "Exit Slips" for students to write a short answer to a question provided by the teacher. Topics might include, "What is character?", "What happened in the beginning of *Jobs*?", or "Write a sentence with one of our High-Frequency words."

Use graphic organizers/charts from the Teacher Resource Book for “Beginning, Middle, and Ending” and complete with students during and after reading the main selections. After students are comfortable with participating during a large group graphic organizer, provide students with their own graphic organizers to do as a small group. When students are ready, allow them to work on the chart independently. After several organizers have been completed for different selections, have students compare them side-to-side and note how the stories were similar and different.

Begin a class discussion about the theme of working together. Provide examples of teamwork and make connections between the unit’s selections in regards to working together. Encourage students to look through their books and respond orally and in writing to the prompts, “How do characters work together in this unit?”, “Which stories show teamwork and why?” and “Choose a character and describe how that character shows teamwork.”

Perform a mid-week quiz and end-of-week test to assess understanding and determine which areas students have mastered and which students will need additional instruction and practice.

### **Resources and Teaching Tips**

#### **Resources**

Quizzes, tests, worksheets, writing prompts, graphic organizers, Smartboard slides (Teacher created/Teacher Resource Book/Internet Site  
<http://www.pcboe.net/les/elderweb/first%20grade.htm>)

Textbook materials (i.e. Big Books, Decodable Readers, Student Editions)

Sentence Strips, White-board slates, Exit slips, classroom word wall

#### **Teaching Tips**

Students may benefit from seeing a teacher model most activities prior to engaging in them independently.

Students may need to be reminded to use punctuation and capitalization throughout writing assignments. They may also have difficulty when they are unable to spell a word. Some words may be written on the board or provided individually to students; otherwise, allow students to use the word wall and the sounds they already know to create new words.

Students have a folder of challenging and engaging activities to use if they complete their work early.

Be as consistent and clear as possible when explaining the challenging topic of how to write and identify the telling part of sentences.

Monitor “Think, Pair, Share” time to ensure that all students are actively participating. Students may need prompting initially to share with another student.

## Differentiation

Students are grouped according to ability levels for centers. Assignments vary to challenge each ability level. Individualized attention is provided to scaffold each group. Frequently assess and monitor changes in abilities within center groups. Students should be able to move from one group to another as they require more and less support.

Graphic organizers may be partially filled in for students who need increased support. Students may also use Story Retelling Cards to provide visuals for writing.

When writing sentences about the beginning, middle and end of selections, some students may be able to write more than one sentence for each part. Encourage them to include as much detail as they are able to.

Some students may require more prompting and support while writing sentences. Additional resources will be utilized for these students.

Students who have more difficulty reading selections can be paired with students who have less difficulty.

Lessons involve movement and transition to ensure that kinesthetic learners are engaged and involved.

Vocabulary, spelling and High-Frequency Words may be presented and reviewed in smaller chunks to some students.

## Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.

Universal Design for Learning is embedded within this unit as students use different means to learn about and present their knowledge of topics. Students are encouraged to work in different environments (i.e. individually, small group, whole class). They are also encouraged to demonstrate their knowledge through written and oral formats.

- **21<sup>st</sup> Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed

decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

21<sup>st</sup> Century Learning is embedded within this unit as students think critically about reading selections and make connections to other stories, themselves, and the world around them. Students share with peers and adults, and learn to apply their knowledge to the acquisition of new knowledge.

### Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8<sup>th</sup> Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century(SETDA, 2003).

Students use technology through Smartboard slides to further understand the concepts of spelling, High-Frequency words, vocabulary words and reading comprehension. They also use computers, V-Tech Readers and Leap Frogs during centers.

### Content Connections

Content Standards integrated within instructional strategies

Students will use citizenship skills from social studies.

## Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:**        **Count on Me (Story Town)**

**Designed by:**    **Jada Harris**

**District:**        **Thomas Edison Charter School**

**Content Area:**   **English Language Arts**

**Grade Level(s):** **Grade Two**

**Components of the unit Adapted from:**

[http://corcoranteach.com/yahoo\\_site\\_admin/assets/docs/The\\_Frog\\_and\\_Toad\\_are\\_Friends\\_Unit.213192128.pdf](http://corcoranteach.com/yahoo_site_admin/assets/docs/The_Frog_and_Toad_are_Friends_Unit.213192128.pdf)

### **Summary of Unit**

In this unit students will learn the importance of how and why all living organisms coexist in a system of giving and taking as a means of survival, and evaluate the causes and effects that may occur in life due to this cycle. Through various story genres, students will be introduced to various methods of conducting research and presenting ideas by summarizing a text. Students will also identify the main idea, plot and setting of a text, and analyze and describe character's feelings and behaviors. This is the first unit of the school year, and the focus is to introduce and/or strengthen students' abilities to identify textual features, make inferences, and respond to comprehension questions in both oral and written form. Throughout the unit students will engage in read alouds on a daily basis. Students will also receive small group, whole group and individualized instruction. Students will also do investigations of their answer to the question "What makes a good friend?" Once that definition is decided upon, students will investigate whether or not they demonstrate the characteristics of a good friend.

## Stage 1 – Desired Results

What students will know, do, and understand

### **Delaware Content Standards**

CC2RL1 Ask and answers such questions as who, what, where, when, why, and how to demonstrate key details in a text.

CC2RL2 Recount stories including fables and folk tales from diverse cultures and determine a central message, lesson, or moral.

CC2RL7 Use information gained from the illustration and words in print or digital text to demonstrate understanding of characters, setting, or plot.

CC2RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CC2SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.



CC2SL1c Ask for clarification and further explanation as needed about the topics and texts under discussion.

CC2SL5 Create audio recording of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

CC2W3 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CC2W6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CC2RF3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC2RF3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

CC2RF3b Know spelling-sound correspondences for additional common vowel teams.

CC2RF3c. Decode regularly spelled two-syllable words with long vowels.

CC2RF4 Read with sufficient accuracy and fluency to support comprehension.

CC2RF4a. Read on-level text with purpose and understanding.

CC2RF4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CC2RF4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC2L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC2L 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*).

CC2L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Big Idea(s)**

Character Descriptions

Story Elements

Friendships

### **Unit Enduring Understanding(s)**

All living organisms depend on one another to survive.

Stories have a plot, setting, and characters.

Character's feelings affect their behaviors.

### **Unit Essential Questions(s)**

In what ways do living organisms depend on one another to survive?

What is the main idea and supporting details of the story?

How do the illustrations, captions and other visuals support the main idea?

What makes a good friend?

What are some ways to show someone that you are their friend?

What makes you unique?

## Knowledge and Skills

### Students will know...

How to distinguish long and short vowels when reading regularly spelled one-syllable words.  
 How to retell stories by identifying and describing characters, settings, and the plot.  
 How to utilize textual features to increase reading comprehension.  
 How to read grade-level text with appropriate prosody.

### Students will be able to...

- understand and explain how and why all living organisms depend on one another to survive in a system of giving and taking.
- verbally express their understanding of characters' feelings in the story.
- respond to comprehension questions in both oral and written form.
- organize a presentation that combines speaking and performance.
- Create a written review of the selection.
- develop ideas and a topic for writing.
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

### Suggested Performance/Transfer Task(s)

#### Discussion and Reading Comprehension

Students will read the story *Frog and Toad All Year* in a whole group. Throughout the story, students will be required to respond verbally to comprehension questions, and they will also be encouraged to share their thoughts of specific events taking place in the story. Next, students will be asked to identify and discuss the main idea and supporting details, plot, and setting of the story. Students will also be asked to analyze and describe the main characters' feeling and behaviors throughout the story verbally.

#### Writing

Students will write a paragraph describing the main idea, supporting details, plot and setting of the selection. In order to demonstrate full understanding of the writing process, students will create a rough

draft, edit and then publish a final copy of the summary. Furthermore, students will be required to use correct capitalization, punctuation, space between words and indentation(s).

### **Rubric(s)**

#### **Building Toward Discussion and Reading Comprehension**

	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Does Not Meet Expectations 1
Understands story elements.	Student knows the title of the story as well as the names and descriptions of the important characters. Can tell when and where the story takes place	Student knows the names and descriptions of the important characters and where the story takes place.	Student knows the names OR descriptions of the important characters in the story.	Student has trouble naming and describing the characters in the story.
Thinks about characters.	Student describes how different characters might have felt at different points in the story and points out some pictures or words to support his interpretation without being asked.	Student describes how different characters might have felt at different points in the story, but does not provide support for the interpretation unless asked.	Student describes how different characters might have felt at different points in the story, but does NOT provide good support for the interpretation, even when asked.	Student cannot describe how different characters might have felt at different points in the story.
Retelling	Student accurately describes what has happened in the story and tries to predict "what will happen next."	Student accurately describes what has happened in the story	Student accurately describes most of what happened in the story	Student has difficulty re-telling the story.

#### **Building Toward Discussion and Sentence Writing**

	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Does Not Meet Expectations 1
Spelling	There are no spelling errors in the final draft.	There is one spelling error in the final draft.	There are 2-3 spelling errors in the final draft.	The final draft has more than 3 spelling errors.
Punctuation	There are no punctuation errors in the final draft.	There is one punctuation error in the final draft.	There are 2-3 punctuation errors in the final draft.	The final draft has more than 3 punctuation errors.

Capitalization	There are no capitalization errors in the final draft.	There is one capitalization error in the final draft.	There are 2-3 capitalization errors in the final draft.	The final draft has more than 3 capitalization errors.
Organization	The paragraph is very well organized.	One idea or sentences may seem out of place.	The paragraph is a little hard to follow.	Ideas seem to be randomly arranged.

### Other Evidence

- Teacher check list
- Think-Pair-Share
- Small/Whole Group Instruction
- Group and Partner Discussions
- Oral Responses
- Weekly Lesson Tests
- Theme Test
- Written responses
- Read alouds

### Student Self-Assessment and Reflection

- Weekly Lesson Test
- Exit Tickets
- Rubrics

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Key learning events needed to achieve unit goals

To begin the literature unit, the teacher will lead a discussion about friendship. Students will be asked such questions as:

- ☐ What makes a good friend?
- ☐ What are some ways to show someone that you are their friend?
- ☐ Who can be a friend?

After the discussion has begun, the teacher and students will begin to compile a list of attributes and actions of friends that will be posted in the room throughout the unit.

The teacher will then read the students the poem “Friendship” by Risa Jordan. (Below) The students will be asked to respond to what they have just heard and possibly add to their “friendship” list. After this, the students will be introduced to the book *The Frog and Toad are Friends*. They will be told about the author and take a picture walk through the book. The students will be asked to make predictions about the stories and Frog and Toad’s friendship.

."Friendship" By Risa Jodan  
 A friend is a person who wishes you well  
 And keeps all the secrets that you like to tell  
 Friends share their toys and their storybooks too  
 Friends can be older or younger than you  
 Friends can be real or made up in your mind  
 But they're always thoughtful and always kind  
 Friends can live nearby or very, very far  
 But your friends are your friends wherever you are!

"A Letter to a Friend"

Adapted by the lesson developed by Lea Corcoran

Topic: Lesson based on the story "The Letter" from *Frog and Toad are Friends*

### Summary of "The Letter"

In this chapter, Frog finds Toad waiting for the mail. Toad explains that this is the saddest time of day for him because he has never received any mail. Frog decides to cheer Toad up by sending him a letter. Together, they wait for the letter that Frog has sent Toad. Ironically, since this story was written in 1970, Lobel had Frog choose his friend the snail to deliver the letter to Toad. A reference to "snail mail" may make some sense to children, and encourage a new discussion. This story encourages students to further consider friendship and the kind acts that friends do for one another.

### Lesson at a Glance

In this lesson, children draw upon their own past experiences to more fully understand the story's theme. They consider what it means to be a friend, various emotions, and the kinds of behaviors that strengthen relationships. "The Letter" is also a great opportunity to introduce or practice student letter writing skills. Students will discuss why people write letters and the structure of a basic letter. Along with the teacher, students will compose a letter from Toad to Frog. Independently, students will write a letter to a friend. They will practice writing and editing as they compose a rough draft and a final copy. This lesson will be extended to include an exercise in sending an email.

### Word Wall

New vocabulary words will be recorded on a unit focused word wall. At the completion of the unit, the words will be transferred to the existing classroom word wall. Some words from the book to be included are:

- ☐ Envelope
- ☐ Lizard
- ☐ Sew
- ☐ Shiver
- ☐ Shutter
- ☐ Snail

- ☐ Sparrow
- ☐ Tea
- ☐ Toad
- ☐ Wail

### ***Vocabulary activities***

- ☐ Discuss blends and compound words as they appear in the book
- ☐ For morning work, students will create sentences in their writing workshop journal that contain the previous day's new vocabulary words. This is a daily, 10 minute activity.
- ☐ Students will record new words in their personal spelling dictionaries
- ☐ Students will create visual representations for new words learned related to the stories, extended activities, and science lessons. All creations will be posted in the unit display.
- ☐ All new words will be listed on the unit word wall, and later transferred to the existing word wall.

### ***Visual Representations***

- ☐ There will be a unit display that celebrates this book. The display will include artwork, examples used in each lesson, as well lists of recommended books, poems, and songs that compliment this unit.
- ☐ Friendship collage – each student will create a small collage that demonstrates their beliefs about friendship. All of the collages will be joined together to create a large collage on the bulletin board. The kids will also come up with a title for their classroom friendship collage
- ☐ Daily theme board – each day's story and lesson theme will be displayed on the bulletin board in the classroom meeting area. Each day's discussion ideas or activities will also be posted in this area. Some of the items that will be displayed: completed graphic organizers, student created lists, examples of collages, a large illustration of a coat in which children will attach buttons when reading "The Lost Button", and a letter that I have written to my students.

### **Building Toward Discussion and Reading Comprehension**

Present a model for reading and understanding by demonstrating how to read and comprehend a selection. Students will sit on the carpet and watch as the teacher demonstrates how to read a text, and check for understanding. Students will be read *Frog and Toad All Year*. Students will be instructed to read the title aloud, look at the cover page and make predictions based on what they think will happen in the story. Based on the illustration on the book cover, students will be asked to identify the story genre.

In a whole group, identify and define the following story elements: plot, setting, and main idea. Review the graphic organizer in the text which helps to increase comprehension. Teach how to use context clues, chunking, and decoding skills to read unfamiliar or difficult words.

Recall with children that authors have a purpose, or reason for writing and to determine the author's purpose for this selection.

Teach the phonics topics, high –frequency words, and short vowel sound blends, and reading with fluency and accuracy. Students can refer to the word wall, illustrations, and practice cards to increase reading comprehension. Time will also be allotted for a Think-Pair-Share.

Emphasis will be placed on the “Focus Skill” page in the Story Town student editions. To clearly communicate goals with students, these skills will be reviewed in a whole group setting.

Students will complete practice pages in the Practice Book, Spelling Book and Grammar Book in small groups, whole groups, or individually.

Teacher will model reading with fluency and accuracy, producing sounds identical to natural speech. Students will read the text in a small group, whole group or independently. Explain that students need to periodically check for understanding by analyzing characters feelings and behaviors, events that occur to change feelings and behaviors, and making predictions.

Engage students in higher-order thinking questions by requiring them to defend or support their responses with information from the text or connect the text to real-life situations.

Centers will be based on students’ zone of proximal development. Activities will allow students to work cooperatively and independently. Each center will be challenging, yet aligned with the students’ instructional level. All activities will be in alignment with daily objectives and directly support the instruction for that day.

Exit slips will be used in all centers to ensure the assessment of student work. Exit slips will be used to determine students’ instructional and frustrational level. Topics on the exit slips may include questions such as “What was the main idea of the story?” “How does the main character’s attitude change throughout the story?” and “What is the author’s purpose for writing the text?”

Using the Story Town Level Readers, students will be split into groups based on their level of ability and be given a books to read in their group. Upon the completion of the reading, students will be given a story map to complete with the help of their peers. The map will require students to identify the main characters, setting, plot, beginning, middle and end. Students will be expected to write complete sentences for their response using appropriate grammar, punctuation and spelling. Once all the groups have completed the story map, each group will present their work to the class.

In random groups, students will collaborate with their peers to respond to the essential question “How and why do all living organisms depend on one another to survive in a system of giving and taking?” For example, students can discuss how they help one another at home and at school or how they can make their community a better place. Students should demonstrate their knowledge and understanding of working together as a team and being friends to one another.

### **Building Toward Discussion and Paragraph Writing**

Using the Smart Board, model how to write a paragraph using complete sentences. Review with students that all paragraphs begin with an indentation. Also, the first sentence should be a foundation to what the remaining sentences are going to be about, which are supporting details to the topic sentence.

On a daily basis students engage in a proofreading exercise which is a component of the Story Town curriculum. This daily routine will provide students with the ability to review their work for errors and how to self correct.

As an anticipatory set, students will assist the teacher in writing a paragraph that summarizes *Arthur Reading Race*, which is a story that we previously read. Students will be told to think about an interesting topic sentence. Once the students have given this some thought, the class will collaborate to determine what our topic sentence will be. Once we have decided I will demonstrate how to make an indentation and write an appropriate sentence free from grammatical, spelling and capitalization errors.

Next, students will create sentences that will support the topic sentence. Using Dry Erase boards students will be asked to write a supporting sentence to add to our paragraph. Students will have the ability to work

with a buddy sitting next to them or independently. Using Pick Sticks, we will review a student's sentence to choose to add to our paragraph. Once the student reads the sentence aloud, the class will help to make it a "super sentence" by ensuring that it makes sense and it supports our topic. The selected student will then write the "super sentence" on the board.

Students will be reminded of the importance of sequencing and making sure that the story is being summarized in chronological order. We will also review the importance of using transitional words during retelling and summarizing. In order to increase comprehension, students will be encouraged to refer to the Transitional Word Wall in the back of the class.

We will continue this process until we have a complete paragraph consisting of at least four sentences.

Upon the completion of the paragraph, we will practice editing our work. As a class, we will review the paragraph to ensure that there are no grammatical, spelling, or capitalization mistakes in the paragraph.

Students will then read aloud the story *Frog and Toad All Year* in a whole group setting. Students will read and respond to reading comprehension questions and whole group discussion questions throughout the reading. Students will be asked to analyze characters' feelings, behaviors and events that took place throughout the story.

Students will then be sheets of lined paper which will be used to create a summary of what was read. Students will use this initial copy as their rough draft. After the rough draft is complete, students will work in pairs to engage in peer-editing. Students will be reminded of the importance of using "positive words" when critiquing each other's work. As the students are working on editing, the teacher is conducting observations, listening to student discussion and providing feedback.

Upon the completion of peer editing, students will revise and publish their work. Finished products will be presented in small groups.

Completed projects, mid-week quizzes and lesson tests will be assessed to gauge future instruction and centers.

### Resources and Teaching Tips

Weekly tests, quizzes, exit slips, graphic organizers, writing prompts, Smart Board slides worksheets, teacher check list

Textbook Materials (student editions, teacher edition, decodable readers)

Teacher Resource Internet Site: <http://www.pcboe.net/les/elderweb/first%20grade.htm>

<http://www.sdcoe.k12.ca.us/score/frog/grogtg.html>

[home.att.net/~cattonn/frog.html](http://home.att.net/~cattonn/frog.html)

<http://www.emints.org/ethemes/resources>

<http://www.eduplace.com/kids/hmr/mtai/lobel.html>

[http://www.duref.org/Virtual/Lessons/Language\\_Arts/Writing](http://www.duref.org/Virtual/Lessons/Language_Arts/Writing)

[http://www.eduref.org/Virtual/Lessons/Mathematics/Process\\_Skills](http://www.eduref.org/Virtual/Lessons/Mathematics/Process_Skills)

<http://www.indiana.edu/~reading/ieo/bibs/lobel.html>

<http://www.globalclassroom.org/letter.html>

<http://www.col-ed.org>

<http://www.lexile.com>

<http://www.edtechleaders.org/Resources/Readings/LowerElemLiteracy/SampleLesson>

<http://www.lessonplanspage.com>



<http://allabaoutfrogs.org>

## **Interdisciplinary connections**

### **Teaching Tips**

Teacher will model how to complete assignments and/or activities prior to students engaging in them independently. Students will be encouraged to ask and respond to questions during the modeling, as well as share their thoughts.

Students will be provided with examples and a rubric to ensure that the desired final product is accurate.

Students will engage in Think-Pair-Shares with a partner, small group, or whole group. Effective Think-Pair-Share strategies will be demonstrated for students.

Teacher will observe and monitor student discussions and written work at all times in order to gauge students' participation and accuracy in completing assignments. Students will also be given the option of working with a buddy during centers (pairing students who have the same levels of ability).

### **Differentiation**

Students are grouped according to their zone of proximal development for centers. Activities at each center have varying degrees of instruction to meet the needs of all students. For example, students may be required to read a short story then create a summary. Higher level students will have to write a summarizing paragraph, an analysis and a review of the selection. Students of grade level would complete the assignment by writing a paragraph. And struggling students would write sentences, draw pictures, and/or work with a partner. All students will be encouraged to provide as much detail as possible.

Work sheets will be taken from the Story Town Teachers edition that range from challenging to easy to meet all students.

Some students may require more one-on-one instruction, or small group instruction.

When retelling or identifying the story elements, students will be given index cards with the parts labeled for them. This will increase comprehension and assist the student with completing the assignment accurately.

Each lesson will be taught using the various instructional modalities so that the needs of each type of learner will be met.

Students will be given an appropriate amount of work based on their level of ability.

Advanced students will be given the opportunity to work with students who demonstrate a higher level of difficulty, once their work has been complete.

## **Design Principles for Unit Development**

At least one of the design principles below is embedded within unit design

- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.

All the lessons in this unit support the Universal Design for Learning. Students are encouraged to express their thoughts and ideas in both oral and written form. They receive small group, whole group and

individualized instruction based on student's needs. In addition, instruction is presented in ways that would increase comprehension for visual, auditory and the kinesthetic learner.

- **21<sup>st</sup> Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow's workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

21<sup>st</sup> Century Learning is embedded in this unit as students are required to make text to self, text to world, and text to text connections. When students are required to make inferences prior knowledge has to be activated, and critical thinking skills are implemented. Throughout the unit, students had to conduct various self assessments in regard to the type of members they are to their school and home community. Students were afforded the ability to relate to the instructional materials by referring to real-life situations.

### Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8<sup>th</sup> Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century(SETDA, 2003).

Throughout the year, students use technology through the Smart Board, V-Readers, laptops and the computer center. These various types of technology are used on a daily basis to increase student participation, comprehension and motivation.

### Content Connections

Content Standards integrated within instructional strategies

Students will use skills used from the science to identify and define living organisms.

## Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:**                **A Place For All (Story Town)**  
**Designed by:**           **Jessica Ladin**  
**District:**                **Thomas Edison Charter School**  
**Content Area:**         **English Language Arts**  
**Grade Level(s):**       **Grade Three**

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### Summary of Unit

The unit promotes the theme of what makes a community and guides students in making connections among the reading selections and within their own lives. In this unit, students will learn about answering questions, sequence of events and cause and effect relationships. They will learn how to identify time-order words, as well as how to write their own sentences in sequential order using time-order words. The unit involves whole group, small group, partner, and individual learning. It is the fifth unit of the school year, and at this point in the year students should have a basic understanding of writing sentences, using the text to answer questions, and comparing selections.

### Stage 1 – Desired Results

What students will know, do, and understand

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### Delaware Content Standards

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CC3RL1

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. CC3RL3

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CC3RL4

Distinguish their own point of view from that of the narrator or those of the characters. CC3RL6

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. CC3RI3

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). CC3RI7

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). CC3RI8

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. CC3RI10

Know and apply grade-level phonics and word analysis skills in decoding words. CC3RF3

Read with sufficient accuracy and fluency to support comprehension. CC3RF4

- a. Read on-level text with purpose and understanding. CC3RF4a
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. CC3RF4b
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC3RF4c

Write opinion pieces on topics or texts, supporting a point of view with reasons. CC3W1

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. CC3W1a
- b. Provide reasons that support the opinion. CC3W1b
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. CC3W1c
- d. Provide a concluding statement or section. CC3W1d

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. CC3SL1

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CC3SL1a
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CC3SL1b
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CC3SL1c
- d. Explain their own ideas and understanding in light of the discussion. CC3SL1d

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) CC3SL6

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC3L1

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. CC3L1a
- b. Form and use regular and irregular plural nouns. CC3L1b
- c. Use abstract nouns (e.g., *childhood*). CC3L1c
- d. Form and use regular and irregular verbs. CC3L1d

- e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. CC3L1e
- f. Ensure subject-verb and pronoun-antecedent agreement. CC3L1f
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. CC3L1g
- h. Use coordinating and subordinating conjunctions. CC3L1h
- i. Produce simple, compound, and complex sentences. CC3L1i

Demonstrate understanding of word relationships and nuances in word meanings. CC3L5

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). CC3L5a
- b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). CC3L5b
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). CC3L5c

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*). CC3L6

### **Big Idea(s)**

Answer Questions

Sequence

Cause and Effect

### **Unit Enduring Understanding(s)**

Learning about where others live helps students learn more about the world and communities around them. Readers use prior knowledge and selection information to answer questions.

Time-order words (i.e. first, next, then, or finally) tell the order—or sequence—in which events occur in selections.

Cause and effect can be determined by asking the questions, “What happened?” and “Why did it happen?”

### **Unit Essential Questions(s)**

How is my community like other communities in my area? How is it different?

Do any organizations advertise in the community? What benefits do they focus on?

## **Knowledge and Skills**

### **Students will know...**

Time-order words (i.e. first, next, then, finally) tell the order—or sequence—in which events occur.

Cause and effect can be determined by asking the questions, “What happened?” and “Why did it happen?”

### **Students will be able to...**

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

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

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Students will be able to use illustrations and details from the text to describe how characters, setting and events in a selection contribute to the sequence of events.

Students will be able to distinguish between the cause and effect in sentences both orally and in written form.

Students will be able to ask and answer questions based upon the selections with adults and peers.

### Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

### Suggested Performance/Transfer Task(s)

#### Writing Sentences

##### 1. Sequence:

Students will be given the task of creating a new dessert item for their favorite restaurant. Students will first complete the sequence of events graphic organizer, giving the chef instructions to make their new dessert item in an order that makes sense. Using the graphic organizer as a guide, students will be able to write sentences that explain how to make the dessert using appropriate time order words and punctuation. Later students will read and edit their classmate's work, as well as share their recipe orally.

##### 2. Cause and Effect:

During independent work, students will copy the cause and effect graphic organizer onto paper. They will turn to page 206 of the nonfiction text "Bat Loves the Night" in the *Student Edition*. Students will reread pages 206-210, recording in their graphic organizers any cause and effect relationships they find. They will be able to complete the cause and effect graphic organizer using complete sentences with appropriate punctuation. Later, students will compare their chart with a classmate's chart.

#### Reading Comprehension

##### 1. Written Sentences:

Students will reflect on and write about what they have learned about different communities. Students will complete a cause and effect graphic organizer to organize information about the community in one of the selections they have read and listened to. They will be able to write at least four sentences that show cause and effect relationships for the story.

##### 2. Oral Retelling:

Students will read a selection as a class and then work on independent tasks. During the independent work time, students will be called to a table with the teacher to discuss the sequence of events and causes and effects in the selection. If necessary, the book will be available for students to refer to while answering questions.

**Rubric(s)**Sentence Writing

	Exceeds Expectations 3	Meets Expectations 2	Approaches Expectations 1
Written Sentences - Sequence of Events	I am able to write sentences that show the correct order of events using appropriate time order words and punctuation, with no help.	I am able to write sentences that show the correct order of events using appropriate time order words and punctuation, with prompting from others.	I am not yet able to write sentences that show the correct order of events using appropriate time order words and punctuation.
Written Cause and Effect Sentence	I am able to complete the cause and effect graphic organizer using complete sentences with appropriate punctuation.	I am able to complete the cause and effect graphic organizer using complete sentences with appropriate punctuation with prompting from others	I am not able to complete the cause and effect graphic organizer using complete sentences with appropriate punctuation.

Reading Comprehension

	Exceeds Expectations 3	Meets Expectations 2	Approaches Expectations 1
Written Sentences - Sequence of Events	I am able to write a paragraph with more than four sentences that show cause and effect relationships for the story with no	I am able to write four sentences that show cause and effect relationships, and my sentences have minimal inaccuracies.	I show some cause and effect relationships, and my sentences have some inaccuracies.



	inaccuracies.		
Oral Retelling – Sequence of Events; Cause and Effect	I answer questions accurately, telling the sequence of events and causes and effects in the selection.	I answer questions about sequence of events or cause and effect with mostly accurate information.	I answer questions about sequence of events or cause and effect with some errors.

### Other Evidence

- Partner Sharing (Think, Pair, Share)
- Class (Whole Group) Discussion
- Graphic Organizers
- Small Group Instruction and Discussion
- Written sentences in response to provided topics
- Students reading aloud and answering questions
- Weekly Mid-Lesson Quiz
- Weekly Lesson Test
- Weekly Spelling Test
- Teacher Read-Aloud and student oral discussion of *Diary of a Very Short Winter Day* and *Mayors*
- Student created oral and written expressions of spelling and vocabulary words in sentences

### Student Self-Assessment and Reflection

- Exit Slips to reflect on personal learning
- Self-Editing
- Student discovery of spelling and vocabulary words in selection and supplemental texts
- Student discovery of assessed reading comprehension skills during individual and group work

### Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

#### Key learning events needed to achieve unit goals

##### Building Toward Discussion and Sentence Writing

##### Introduce Sequence:

Have students read and then discuss with them *Student Edition* page 160. Add that often an author tells a story or gives information in sequential order. This helps the reader keep track of the events or information. Model how to determine sequence of events by thinking aloud looking for time-order clues such as dates or words such as *first, next, last, yesterday, tomorrow*, etc. With students brainstorm a list on the front board of time-order clue words. Also note how the author is telling the story—is it told in order from first event to the last?

Pass out white-board slates. Have students pick one phrase from the list of time-order words on the board and write a sentence using it on their slates. Students can raise hands to read their sentence aloud.

Read aloud the article on *Student Edition* page 161. Discuss how the passage was told in chronological order and how this impacts meaning. Draw the sequence chart on the board. Guide students to identify the time-order words in the passage and make a list of those words on the board. Model how to write a complete sentence using one of the time-order words. Have students work with a partner to complete the chart in their reading composition books or on white-board slates. When partners have completed the chart, they should switch journals or slates with the other partners at their table. Students should check the sentences they receive with their partner for peer review.

##### Introduce Cause and Effect:

Explain that good readers look for cause and effect relationships. The reason an event happens is the *cause*, and what happens is the *effect*. Tell students that finding these relationships helps readers focus on what happens in the story and why. Tell students that as I read I ask myself: “Why did that happen?” “What did that cause?”

Draw a cause and effect chart on the board. Tell students they will be listening to a fiction story about a boy who uses his special talent in a competition. Have students discuss their own talents and times they have been in a competition. After listening to the story read aloud, guide students to identify a cause and effect relationship and fill in the chart. Remind students that often one event in a story can cause other events to happen and a story may contain several causes and effects.

With students, practice identifying causes and effects in everyday life. Display images on the Smartboard, students can raise their hands to identify the causes and effects they notice. Display a new image, have students write one sentence that tells

the cause and effect in reading composition books or on white-board slates. Students should switch with their partners and check their partner's sentences for peer review.

At another time allow students to draw a picture and create their own caption or sentence about the cause and effect. Students can also complete practice pages in their Practice Books as a whole class or individually.

Perform a Daily Proofreading exercise with students to have them aware of the need for self-corrections and editing in writing. As the year progresses, students should become more independent in their ability to do this. Model how to edit work on other assignments; explain that we are constantly editing our work and it does not apply only to Daily Proofreading exercises.

Model how to share writing with a peer and allow students to do so frequently. Model how to give compliments and suggestions for improvements. Explain the importance of learning from peers and accepting constructive criticism.

Perform a mid-week quiz and end-of-week test to assess understanding and determine which areas students have mastered and which students will need additional instruction and practice.

#### Building Toward Discussion of Reading Comprehension

Read aloud from the Storytown anthology, Leveled Readers, and other books (i.e. *A Special Sprout* and *Animas at Night*). Emphasize the time-order words, characters, main events, illustrations and cause and effect relationships. Ask students for predictions, favorite parts, and emotions associated with the story. Use the Partner Sharing method of "Think, Pair, Share" – Allow students to think of an answer independently, pair with another student, and share for a short period of time.

Teach the phonics topic, spelling words, and vocabulary words associated with the unit to provide background for reading comprehension. Encourage students to take notice of when these words and sounds integrate into the reading selections. Use white-board slates, practice books, word walls, illustrations, etc. to increase understanding.

Emphasize the "Focus Skill" pages in Story Town student editions to teach the reading topic. Model how to use these pages as a tool for learning.

Students can complete practice pages in Practice Books as a whole class or individually.

Have students read selections in large groups, small groups, with partners and independently to increase fluency and accuracy. Allow students to re-read selections, as well as read Leveled Readers, selections in Story Town student editions, etc. Model fluent reading, including intonation and pausing at appropriate places in selections. Have students echo-read to practice the technique. Model fluency and

encourage students to read fluently by practicing words and selections as frequently as possible.

Ask questions about time-order (sequence) words (i.e., first, next then, finally). Teach students how to ask questions and how to answer peers' questions and comments. Ask questions such as "What happened?" and "Why did it happen?" to determine cause and effect. Emphasize "higher-order" question techniques with questions such as, "How can you tell that...?" "What makes you feel that...?" "Why does the author...?" Monitor comprehension and determine which students who need extra support, those who are on-level and those who are advanced.

Assign centers based upon student ability levels. Create activities to challenge each group of students and encourage collaboration among students. At least one center should be teacher-led, to provide for more individualized instruction. Students will work on different activities each day and have at least one day to work with a teacher.

Use small pieces of paper as "Exit Slips" for students to write a short answer to a question provided by the teacher. Topics might include, "Write two sentences using sequence words in the order in which they occurred in the selection." "What happened in the beginning of *Chestnut Cove*?" "Write a sentence with one of our vocabulary words."

Use graphic organizers/charts from the Teacher Resource Book for "Sequence" and "Cause and Effect" and complete with students during and after reading the main selections. After students are comfortable with participating during a large group graphic organizer, provide students with their own graphic organizers to do as a small group. When students are ready, allow them to work on the chart independently. After several organizers have been completed for different selections, have students compare them side-to-side and note how the stories were similar and different.

Learning about where others live helps students learn more about the world and communities around them. Begin a class discussion about the theme of what makes a community unique. Point out examples of different communities and make connections between the unit's selections. Encourage students to look through their books and respond orally and in writing to the prompts, "Which stories show a community that is similar to yours and why?", "Which stories show a community that is different from yours and why?".

Perform a mid-week quiz and end-of-week test to assess understanding and determine which areas students have mastered and which students will need additional instruction and practice.

## **Resources and Teaching Tips**

### **Resources**

Quizzes, tests, worksheets, writing prompts, graphic organizers, Smartboard slides  
(Teacher created/Teacher Resource Book/Internet Site  
<http://www.pcboe.net/les/elderweb/third%20grade.htm>

Textbook materials (i.e. Leveled Readers, Student Editions)

Sentence Strips, White-board slates, Exit slips, classroom word wall

### **Teaching Tips**

Students may benefit from seeing a teacher model most activities prior to engaging in them independently.

Students may need to be reminded to use punctuation and capitalization throughout writing assignments. They may also have difficulty when they are unable to spell a word. Some words may be written on the board or provided individually to students; otherwise, allow students to use the word wall and the sounds they already know to create new words.

Students have a folder of challenging and engaging activities to use if they complete their work early.

Be as consistent and clear as possible when explaining the challenging topic of how to identify and write a sentence that shows a cause and effect relationship.

Monitor "Think, Pair, Share" time to ensure that all students are actively participating. Students may need prompting initially to share with another student.

### **Differentiation**

Students are grouped according to ability levels for centers. Assignments vary to challenge each ability level. Individualized attention is provided to scaffold each group. Groups are frequently assessed to allow fluid movement between groups as students require more and less support.

Graphic organizers may be partially filled in for students who need increased support.

When writing sequence of events or cause and effect sentences, some students may be able to write more than one sentence for each part. Encourage them to include as much detail as they are able to.

Some students may require more prompting and support while writing sentences. Additional resources will be utilized for these students.

Students who have more difficulty reading selections can be paired with students who have less difficulty.

Lessons involve movement and transition to ensure that kinesthetic learners are engaged and involved.

Vocabulary words and spelling skills may be presented and reviewed in smaller chunks to some students.

### Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.

Universal Design for Learning is embedded within this unit as students use different means to learn about and present their knowledge of topics. Students are encouraged to work in different environments (i.e. individually, small group, whole class). They are also encouraged to demonstrate their knowledge through written and oral formats.

- **21<sup>st</sup> Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

21<sup>st</sup> Century Learning is embedded within this unit as students think critically about reading selections and make connections to other stories, themselves, and the world around them. Students share with peers and adults, and learn to apply their knowledge to the acquisition of new knowledge.

### Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8<sup>th</sup> Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century(SETDA, 2003).

Students use technology through Smartboard slides to further understand the concepts of spelling, vocabulary words and reading comprehension. They also use computers during centers.

**Content Connections**

Content Standards integrated within instructional strategies

Students will use citizenship skills from social studies and conceptual understanding from science.

## Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title: Facing Challenges**

**Designed by: Davina Roach and Rebecca Warren**

**District: Thomas Edison Charter School**

**Content Area: ELA**

**Grade Level(s): 4<sup>th</sup>**

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### Summary of Unit

In this unit, students will learn about character's traits and motivations in literary text. They will be guided to compare and contrast a character's traits and motivations throughout a text. Students will recognize that thinking about story structure helps readers understand what is happening in a story, and why it is happening. In this unit, students will also be guided to read and analyze a variety of stories with the purpose of gaining a better understanding of how writers use language to share a character's events and problems. In addition, students will focus on the tools writers use to write a narrative, which include expressing thoughts and sharing information with an audience. Students will also have the opportunity to gather, write, and creatively present information to an audience.

## Stage 1 – Desired Results

What students will know, do, and understand

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### Delaware Content Standards

- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **CC4RL3**
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. **CC4RL5**
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **CC4RL6**
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. **CC4RI6**
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **CC4RI7**
- Write narratives to develop real or imagined experiences or events using effective technique,



- descriptive details, and clear event sequences. **CC4W3**
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **CC4W3a**
  - Use dialogue and description to develop experiences and events or show the responses of characters to situations. **CC4W3b**
  - Use a variety of transitional words and phrases to manage the sequence of events. **CC4W3c**
  - Use concrete words and phrases and sensory details to convey experiences and events precisely. **CC4W3d**
  - Provide a conclusion that follows from the narrated experiences or events. **CC4W3e**
  - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. **CC4W6**
  - 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. **CC4W10**
  - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. **CC4SL1**
  - 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. **CC4SL1a**
  - Follow agreed-upon rules for discussions and carry out assigned roles. **CC4SL1b**
  - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. **CC4SL1c**
  - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **CC4SL1d**
  - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. **CC4SL6**
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking **CC4L1**
  - Use modal auxiliaries (e.g. can, may, must) to convey various conditions **CC4L1a**
  - Produce complete, sentences, recognizing and correcting inappropriate fragments and run-ons **CC4L1d**
  - Correctly use frequently confused words (e.g. to, too, two, there, their) **CC4L1g**
  - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing **CC4L2**
  - Use correct capitalization **CC4L2a**
  - Spell grade-appropriate words correctly, consulting references as needed **CC4L2b**
  - Use knowledge of language and its conventions when writing, speaking, reading, or listening **CC4L3**
  - Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussion) **CC4L3c.**
  - Demonstrate understanding of figurative language, word relationships, and nuances in word meaning **CC4L5**
  - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) **CC4L5c**
  - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). **CC4L6**
  - Know and apply grade-level phonics and word analysis skills in decoding words. **CC4RF3**
  - 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. **CC4RF3a**
  - Read with sufficient accuracy and fluency to support comprehension. **CC4RF4**

- Read grade-level text with purpose and understanding. **CC4RF4a**
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. **CC4RF4b**
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **CC4RF4c**
- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **CC4SL4**
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **CC4SL5**
- Conduct short research projects that build knowledge through investigation of different aspects of a topic. **CC4W7**
- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **CC4W8**

## Big Idea(s)

- COURAGE

## Unit Enduring Understanding(s)

- Some challenges must be overcome on your own, while others are best resolved with the help of others.
- Facing challenges requires you to be courageous and look inside yourself to find your hidden strengths and abilities.
- Analyzing how and why characters, events, and ideas develop and interact over the course of a text, develops a deeper understanding of a text. Thinking about story structure helps readers understand what is happening in a story, and why it is happening.
- Narratives can be written to share an imagined or real experience, writers include vivid, descriptive, and relevant details, and well-structured event sequences.
- Information can be acquired from various sources. Effective communication relies on the purposeful use of information in a format appropriate to the task and the audience.

## Unit Essential Questions(s)

- Why write a personal narrative?
- In what way do the selections in this theme tell about self-discovery?
- How are characters' thoughts linked to their actions?
- How do characters' actions shape a story?

## Knowledge and Skills

### Students will know...

- Personal narratives contain a beginning, middle, and ending, moves through a logical sequence of events, includes details to develop the plot, character, and setting, and are written to share an imagined or real experiences
- The stages of the writing process
- The different elements of a complete story
- The meaning of unit robust vocabulary words
- The meaning of courage, challenge, and self-discovery
- Characters can be described by their different traits and different motives influence their actions; different character traits
- Where to find information for a presentation
- How to present information to an audience

### **Students will be able to...**

- Determine characters thoughts and motivations with support from the text
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Explore how characters traits are linked to their motivations and actions within a given situation
- Compare and contrast different characters and situations to show the meaning within a given text
- Recognize the distinguishing features of realistic fiction
- Recognize the distinguishing features of a biography
- Recognize the features of a narrative poem
- Recognize the distinguishing features of historical fiction
- Locate synonyms and antonyms in a thesaurus; use synonyms and antonyms to determine meaning and extend word knowledge
- Use a dictionary to find the meaning of an unfamiliar word
- Read aloud with prosody and accuracy
- Write a character description, descriptive paragraph, narrative poem, and journal entry
- Draft, edit, revise, and publish a personal narrative
- Identify sentence fragments and use complete sentences
- Identify and use declarative and interrogative sentences with correct capitalization and end marks
- Identify and use imperative and exclamatory sentences correctly
- Identify interjections
- Identify subjects and predicates; and complete and simple predicates
- Create and present a Summer Activity Guide

## Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

### Suggested Performance/Transfer Task(s)

- #1: Theme Project and Presentation-A Summer Activity Guide (an informational brochure):
  - ~ During the summer, many kids are bored at home or run the streets and get into trouble. Many kids have no idea that there are many fun activities they can engage in to make their summer more exciting and to prevent getting into trouble. Today you will begin the task of creating a guide of summer activities young people can use to help them plan their next summer. Follow these steps to creating a summer activity guide:
    1. Gather information about summer activities in your community (newspapers, community websites, park and recreation brochures, and etc.)
    2. Organize information by activity or location
    3. Add book features (introduction page, page of safety tips-including ways to resolve conflicts, table of contents, and cover page-title, relevant illustration, and author)
    4. Complete the guide (put the pages in order and a number to each page and to the table of contents)
    5. Project presentation (skit, poem, rap, or etc.)
  - ~What kinds of summer activities are available in our community? (Research question)
- #2: Writing: (Personal Narrative)
 

Most people have faced a few challenges in their lives. Some people overcome their challenges with help from others or by using their inner strength. Think about a memorable time you faced a challenge. Now write a personal narrative describing your interesting and memorable experience. Be sure to include relevant and descriptive details, so the reader(s) can picture your experience in their mind. Remember to complete FAT-P.

F (format)~  
 A (audience)~  
 T (topic)~  
 P (purpose)~

**Rubric(s)**

A Summer Activity Guide Rubric:

**A Summer Activity Guide Theme Project Rubric**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Category	4	3	2	1
Writing-Organization	The information in the brochure is well organized and presented in logical order. The brochure seems complete to the reader.	The information in the brochure is mostly organized and presented in logical order. The brochure may seem unfinished to the reader.	The information in the brochure is partially organized and presented in logical order. The brochure seems to be unfinished to the reader.	The information in the brochure has little to no organization and is not presented in logical order. The brochure is unfinished to the reader.
Content-Accuracy	All facts in the brochure are accurate.	99-75% of the facts in the brochure are accurate.	74-50% of the facts in the brochure are accurate.	Fewer than 50% of the facts in the brochure are accurate.
Writing-Mechanics	Capitalization and punctuation are correct throughout the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult.
Writing-Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Knowledge Gained	Student can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	Student can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Student can accurately answer half of the questions related to facts in the brochure and to technical processes used to create the brochure.	Student appears to have little or no knowledge about the facts or technical processes used in the brochure.
Illustrations	Illustrations go well with the text and there is a good mix of text and illustrations.	Illustrations go well with the text, but there are so many that they distract from the text.	Illustrations go well with the text, but there are too few and the brochure seems "text-heavy".	Illustrations do not go with the accompanying text or appear to be randomly chosen.

## A Summer Activity Guide Presentation Rubric:

## Oral Presentation Rubric: A Summer Activity Guide

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Category	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Total Points: ____/8				

## Personal Narrative Rubric:

## Personal Narrative Writing Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Category	4	3	2	1
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Introduction	First paragraph has an attention "grabber" or catchy beginning.	First paragraph has a weak attention "grabber".	A catchy beginning was attempted but was confusing rather than catchy.	No attempt was made to catch the reader's attention in the first paragraph.
Characters and Setting	Many vivid, descriptive words are used to describe the characters and tell when and where the story took place.	Some vivid, descriptive words are used to describe the characters and tell the audience when and where the story took place.	The main characters are named, but the reader knows very little about the characters. The reader can figure out when and where the story took place, but the author didn't supply much detail.	It is hard to tell who the main characters are. The reader has trouble figuring out when and where the story took place
Sensory Details	The story contains many sensory details and/or descriptions about the events that contribute to the reader's enjoyment.	The story contains a few sensory details and/or descriptions about the events that contribute to the reader's enjoyment.	The story contains a few sensory details and/or descriptions about the events, but they distract from the story.	There is little evidence of sensory details in the story.
Dialogue	There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking.	There is too much dialogue in this story, but it is always clear which character is speaking.	There is not quite enough dialogue in this story, but it is always clear which character is speaking.	It is not clear which character is speaking.
Conclusion	The conclusion to the narrative is easy to understand, and is logical. There are no loose ends.	The conclusion to the narrative is easy to understand, and is somewhat logical.	The conclusion to the narrative is a little hard to understand.	No conclusion is attempted or it is impossible to understand.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author included are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.

### Other Evidence

- Exit Slips
- Character Trading Cards
- Journal Activities/Responses
- Informal Observations
- Workbook pages (vocabulary, reading focus skill, and grammar)
- Think Critically Questions
- Weekly Writing: (Character Description, Descriptive Paragraph, Narrative Poem, and Journal Entry)
- Weekly Lesson Tests
- Theme 1 Test

### Student Self-Assessment and Reflection

- Students will self-edit their writing using a “Personal Narrative Self-Reflection”
- Response Notebook:

Students will keep a notebook to record their responses to reading selections and to monitor their progress as readers. The response notebook may include a section to write about which strategies work best for them and to develop their own plans for reading different kinds of selections. Another section of the notebook may include a vocabulary journal, where they will list new or interesting words they come across in their reading. Students will complete “Reflection Logs” for each story using the following guiding questions:

- ~What does this story remind me of in another text/book I've read?
- ~How is this text similar to other stories I've read?
- ~How is this text different from other stories I've read?
- ~What have I learned from this story about courage and facing challenges?

- Personal Reading Portfolio: (optional)  
Students will begin a personal reading portfolio. Students will use the “My Reading Log” to record how they self-select books, the strategies they use before, during, and after reading, and how long they read outside of class each day.



### My Reading Log

► Student: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Total number of pages: \_\_\_\_\_

Date I started the book: \_\_\_\_\_

Date I finished the book: \_\_\_\_\_



I read:

(date/time) \_\_\_\_\_ (pages) \_\_\_\_\_ (date/time) \_\_\_\_\_ (pages) \_\_\_\_\_

(date/time) \_\_\_\_\_ (pages) \_\_\_\_\_ (date/time) \_\_\_\_\_ (pages) \_\_\_\_\_

(date/time) \_\_\_\_\_ (pages) \_\_\_\_\_ (date/time) \_\_\_\_\_ (pages) \_\_\_\_\_

I chose this book to read because \_\_\_\_\_

\_\_\_\_\_

My favorite part of the book was \_\_\_\_\_

\_\_\_\_\_

► This book was (easy to read, difficult to read) because:

☐ I (understood, didn't understand) the topic.

☐ I could figure out \_\_\_\_\_ of the words. (all, most, some, a few)

☐ Other: \_\_\_\_\_

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Key learning events needed to achieve unit goals

At the beginning of the unit, students will be introduced to the unit essential questions, response notebook, reflection log, performance assessment, and the organization of the Storytown book (Student Edition).

#### Lesson 1 (6 days)

##### Before Reading

Read-aloud: First, students will listen to a read aloud and interact with the text by answering questions orally. After questioning, the students will be asked to predict and share what they think the upcoming story is about (teacher will use cold call).

Focus Skill: First, students will be introduced and shown how to analyze to character's traits and motivations using Storytown book pages 22-23. After reading the short story about James, students will have guided practice analyzing character's traits and motivations by asking them whether they think James really believes that model solar systems are boring and why he says that. Following those questions, students will be asked to think about his motivations for those actions and words in cooperative groups and share their answer with the class. Students will independently practice analyzing character's motivations by think about the kinds of things people say or do when they are boastful or jealous and turn and talk to their neighbor about their answer.

Comprehension Strategy: Students will be introduced and shown how to use story structure to identify key events and the key elements of a story. A volunteer will be asked to read aloud the first two paragraphs on transparency R3 (Use Story Structure Sheet) and be guided on identifying the new character, setting, and plot events. Students will record their responses in the story map on transparency R3. Pair of students will think of a story they both have read in a book or know from a movie. The partners will work together to recall the story elements. Then they will create a story map in which they record the elements of the story. At the end, partners will share and discuss their story maps with the class.

Build Background Knowledge: The students will be informed that they will read a story about how three friends spend part of their summer vacation. Students will independently brainstorm ways to spend time during summer vacation. Volunteers will share their ideas with the class.

Build Robust Vocabulary: Transparency R4 will be displayed with the robust vocabulary. A student volunteer will read aloud the first vocabulary word and have all the students repeat the word aloud to practice its pronunciation. Then another volunteer will read the explanation for the word. Each group will be given a vocabulary question to discuss, answer and share with the class. Time permitting, students will show what they know by completing practice book page 1. \*\*An illustration will be shown for each vocabulary word for our visual learners. \*\*

##### During Reading

Genre Study: Before reading the story, students will silently and independently read the genre study information on page 26 in their Storytown book. As a class, we will discuss each characteristic of realistic fiction. Volunteers will be asked to look at the illustration on pages 26-27 and identify details that seem realistic. On the board, the teacher will list some titles of realistic fiction stories students are familiar with. The students will name the characters, setting, and main plot events in each one. Students will be reminded about the comprehension strategy to use while they read the story.

Preview/Predict: The students will be told that good readers make predictions, or guesses, about what a text will be about. Students will then preview the story by reading the title and introduction. After previewing the story, students will randomly be called to predict what might happen in the story.

Read: Students will listen to the story on tape to become acclimated with the correct reading fluency, expression, and pace. During the reading, students will be asked comprehension questions. Students are also encouraged to take notes, jot down questions, or connections from the story to share with the class. During the reading, the teacher will point out the writer's craft of characterization, dialogue, and voice in preparation for writing a personal narrative. (1<sup>st</sup>: listen to the story on tape, 2<sup>nd</sup>: popcorn read, 3<sup>rd</sup>: Buddy read, 4<sup>th</sup>: Independent reading)

### After Reading:

Think Critically Questions: After reading the story, students will answer the think critically questions independently or with a partner. Responses will be reviewed after everyone is finished.

Response Notebook: Students will respond to the selection and record any new vocabulary words in their response notebook.

Reinforce the Focus Skill: Discuss character's traits and motivations by reminding students that story characters act as they do for a reason. Ask the students to suggest reasons why a character might brag or show off. Write their ideas on the board and summarize character's traits and motivations. Guide the students to apply the skill to literature. Students will reread pages 32 and 34 of "The Hot and Cold Summer" and answer the following questions: Why does Rory's mother offer to buy a pizza for dinner? Why does Rory's mother say that one pizza is enough? Why doesn't Rory's mother scold Bolivia for ordering a second pizza? After answering those questions, students will be asked, what can you tell about Rory's mother, based on what she does and says? . After guided practice, students will independently practice and apply the skill by writing brief answers to the following questions and labeling each answer as: motivation or trait: Why is Rory pretending to read the comics as he sits in a lounge chair at the beginning of the story? Why does Derek go straight over to Rory's house when he gets home? and At first, Rory had ignore Bolivia because she is a girl, but Derek made friends with her. What does this show about Derek? Students will complete practice book page 3 as a formative assessment.

Additional Skills (Synonyms and Antonyms): Introduce and model using synonyms and antonyms to determine meaning and extend word knowledge. Tell the students that if they wanted to locate additional synonyms and antonyms for the word *hot*, they could look up *hot* in a thesaurus. Explain to the students that they can sometimes use synonyms and antonyms as clues to the meaning of a new word. The students will practice this skill by creating a personal thesaurus. Students will select three words from a given list, and write a synonym and antonym for each word. Students will be encouraged to use a thesaurus. Students will share their synonyms and antonyms with a partner. Compiling the students' words will create an ongoing class thesaurus. Students will complete practice book page 4 as a formative assessment.

Additional Skills (Using a Dictionary): Discuss using a dictionary by holding up one and asking the students when and why they use it. After hearing their responses, remind them of the key components of a dictionary and that understanding how to use a dictionary will help them quickly find meanings of unfamiliar words. Model using a dictionary to locate a word and its meaning. Think aloud: To find the meaning of the word *trepidation*, use alphabetical order to find words that begin with *t*. Then look at the guidewords to find the page on which *trepidation* appears. *Trepidation* might appear on a page with the guidewords *trend* and *triangle*. It comes between these words in alphabetical order. The definition of *trepidation* is "fearful uncertainty." Guide the practice of using a dictionary by having pairs of students use a dictionary to locate the word *conspicuous*. Work with students to identify the following parts of the entry: pronunciation, part of speech, definition, and example sentence. Ask the pairs to identify the guidewords. After guided practice, students will work with a partner and look in content area textbooks for unfamiliar words. Then students will use a dictionary to locate and read definitions for the words, and write sentences using each word.

### Writing:

Grammar: \*\*Each grammar lesson begins with a daily proofreading activity to reinforce grammar skills. \*\* Introduce the concept using LA2. Explain the difference between a complete sentence and sentence fragment. Model identifying complete sentences and fragments. Have the students identify complete sentences and fragments in items 3-5 from LA2. Ask students to suggest ways to make each fragment a complete sentence. Then have the students rewrite fragments 6-8 from LA2 to be complete sentences with correct capitalization and punctuation. Extend the concept by displaying and reading the information at the top of LA3. Have volunteers tell whether sentences 1-4 are fragments or declarative sentences and how they know. Build language structures by having the students turn fragments into declarative. Students will complete grammar practice book page 1 as a formative assessment. Extend the concept by displaying and reading the information in the lower box of LA3. Explain that sentence 5 is an interrogative sentence. Ask the students to identify items 6-8 as fragments or sentences. Have them suggest ways to turn the fragments into complete interrogative sentences. Write the following sentence on the board: Carlos walks to school, and have the students create an interrogative sentence by adding a helping verb. Then ask the students to write their own pairs of sentences. Students will complete grammar practice book page 2 as a formative assessment.

Writing Trait/Form: Introduce the trait, voice to the students. Model identifying a writer's voice by analyzing the mentor text and student model. Students will take turns reading the character description (student model) aloud. Students will share their general impression of the writer's personality. Work with students to identify kinds of sentences and unique expressions in the model. Then work with students to complete the graphic organizer. Introduce the lesson's writing prompt and review the writing rubric. Display the prewriting chart and model how to use it to plan their writing. Remind the students to use words, sentences, and unique expressions that reveal their own personality in their character descriptions. Have students proofread (peer and independent) for complete sentences and correct capitalization and end marks. Model the steps for drafting a character description. Have the students draft the character description. Model peer conferencing and using the peer conference checklist. When students are finished their draft they may find a partner and use the following peer conference checklist to discuss their character descriptions:

~Is the character introduced in the first sentence? Does the description include the character's words and actions? Does the description reflect the writer's personal voice? Did the writer proofread for errors? Are the sentences complete and correctly punctuated?

Model publishing and have the students publish their writing using the computer or paper and pencil.

## Lesson 2 (6 days)

### Before Reading

Read-aloud: First, students will listen to a read aloud and interact with the text by answering questions orally. After questioning, the students will be asked to predict and share what they think the upcoming story is about (teacher will use cold call).

Focus Skill: First, students will be introduced and shown how to analyze to character's traits and motivations using Storytown book pages 54-55. After reading the short story about Amy, students will have guided practice analyzing character's traits and motivations by asking them to identify an action that shows Amy is strong-willed. Following that question, students will be asked where in the graphic organizer this action belongs. Students will work in pairs to reread the paragraph and identify how the setting affects Amy's thoughts and actions.

Comprehension Strategy: Students will be reminded and shown how to use story structure to identify key events and the key elements of a story. A volunteer will be asked to read aloud the first paragraph on transparency R7 (Use Story Structure Sheet) and be guided on identifying the new character, setting, and plot events. Students will record their responses in the story map on transparency R7. Have pair of students think of a story they both are familiar with. The partners will work together to think of a new setting for the story and discuss how the story would be different in that setting. At the end, partners will share their ideas with the class.

Build Background Knowledge: The students will be informed that they will read a story about a baseball player. Students will independently brainstorm information about professional baseball. Volunteers will share their ideas with the class.

Build Robust Vocabulary: Transparency R8 will be displayed with the robust vocabulary. A student volunteer will read aloud the first vocabulary word and have all the students repeat the word aloud to practice its pronunciation. Then another volunteer will read the explanation for the word. Each group will be given a vocabulary question to discuss, answer and share with the class. Time permitting, students will show what they know by completing practice book page 7. \*\*An illustration will be shown for each vocabulary word for our visual learners. \*\*

### During Reading

Genre Study: Before reading the story, students will silently and independently read the genre study information on page 58 in their Storytown book. As a class, we will discuss each characteristic of a biography. Students will read the title and the author's name on page 59. Explain that this biography is about a real person named Jackie Mitchell. Explain that biographies have been written about all sorts of famous people. The students will explain how biographies are different from fiction stories such as "The Hot and Cold Summer." Students will be reminded about the comprehension strategy to use while they read the story.

Preview/Predict: The students will be told that good readers make predictions, or guesses, about what a text will be about. Students will then preview the story by reading the title and introduction. After previewing the story, students will randomly be called to predict what might happen in the story.

Read: Students will listen to the story on tape to become acclimated with the correct reading fluency, expression, and pace. During the reading, students will be asked comprehension questions. Students are also encouraged to take notes, jot down questions, or connections from the story to share with the class. (1<sup>st</sup>: listen to the story on tape, 2<sup>nd</sup>: popcorn read, 3<sup>rd</sup>: Buddy read, 4<sup>th</sup>: Independent reading)

#### After Reading

Think Critically Questions: After reading the story, students will answer the think critically questions independently or with a partner. Responses will be reviewed after everyone is finished.

Response Notebook: Students will respond to the selection and record any new vocabulary words in their response notebook.

Reinforce the Focus Skill: Discuss character's traits and motivations by reminding students that story characters act as they do for a reason and that a character's reason for acting a certain way is called a motive. Work with students to analyze two characters in "Mighty Jackie: The Strike-Out Queen." Guide the students to apply the skill to literature. Students will reread pages 60 and 61 of "Mighty Jackie: The Strike-Out Queen" and answer the following questions: How did Jackie's father help her to grow up feeling confident about her abilities as a baseball player? What did Mr. Mitchell's actions show about him? What did Dazzy Vance's actions show about the kind of person he was? After answering those questions, students will be asked to recall when the story took place. Students will also be asked to compare how Jackie's father's and Dazzy Vance's attitude toward women differed from those of many others who lived during that time. After guided practice, students will work in pairs to analyze the way Babe Ruth is characterized in the selection. Students will complete practice book page 9 as a formative assessment.

Additional Skills (Synonyms and Antonyms): Introduce and model using synonyms and antonyms to determine meaning and extend word knowledge. Tell the students that if they wanted to locate additional synonyms and antonyms for the word *hot*, they could look up *hot* in a thesaurus. Explain to the students that they can sometimes use synonyms and antonyms as clues to the meaning of a new word. The students will practice this skill by looking back through "Mighty Jackie: The Strike-Out Queen" and find five words that have synonyms or antonyms. Students may use a thesaurus.

#### Writing:

Grammar: \*\*Each grammar lesson begins with a daily proofreading activity to reinforce grammar skills. \*\* Introduce the concept using LA14. Explain imperative sentences and statements. Model identifying imperative sentences and statements. Have the students identify imperative sentences and statements in items 3-6 from LA14. Extend the concept by displaying and reading the information at the bottom of LA14. Point out that sentence 8 is an exclamation. Have volunteers read sentences 9-12 and identify each as an imperative or an exclamation. Build language structures by having the students complete sentences to form a command and an exclamation. Students will complete grammar practice book page 5 as a formative assessment. Extend the concept by displaying and reading the information in LA15. Read sentence 1 and identify the interjection and the comma that separates it from the rest of the sentence. Have the students read sentences 7-10 and suggest an interjection and a punctuation mark that could be added to each. Students will complete grammar practice book page 6 as a formative assessment.

Writing Trait/Form: Review the trait, voice to the students. Model identifying a writer's voice by analyzing the mentor text and student model. Students will take turns reading the descriptive paragraph (student model) aloud. Students will identify examples of details that reveal the writer's personality, voice, and viewpoint. Then work with students to complete the graphic organizer. Introduce the lesson's writing prompt and review the writing rubric. Display the prewriting chart and model how to use it to plan their writing. Remind the students to tell how they feel about being present at that place and time, use expressions that they use in everyday life, and express their personal opinions. Model the steps for drafting a descriptive paragraph. Have the students draft their descriptive paragraph. Review peer conferencing and using the peer conference checklist. When students are finished their draft they may find a partner and use the following peer conference checklist to discuss their descriptive paragraph:

~Is the setting introduced in the first sentence? Does the description include details about sights and sounds? Does the writing reflect the writer's thoughts and feelings? Does the writer use exclamations to help the paragraph reveal emotion?

Model publishing and have the students publish their writing using the computer or paper and pencil

### Lesson 3 (6 days)

#### Before Reading

**Read-aloud:** First, students will listen to a read aloud and interact with the text by answering questions orally. After questioning, the students will be asked to predict and share what they think the upcoming story is about (teacher will use cold call).

**Focus Skill:** First, students will be introduced and shown how to compare and contrast characters, events, and places using Storytown book pages 80-81. After reading the short story about Kate, the teacher will point out how the differences between the sisters are recorded in the Venn diagram. Then ask the students where in the diagram they would put the following information: Kate makes friends right away, the narrator sits quietly, and the girls talk alike. Students will independently search the passage for another way the girls are similar and different. Then ask them to complete a Venn diagram to show this.

**Comprehension Strategy:** Students will be introduced and shown how answer questions. Explain to students that when they are trying to answer a question, they should think about the kind of information the question is asking for. Explain to the students that QAR can help them identify the relationships between questions and answers. Display R10 and have a student read aloud the paragraph and the first question. Think aloud: This question asks where the author lives. By looking at the first sentence, you can find the answer Right There in the text. The author lives in New York City. During guided practice, a student volunteer will read aloud the second question on transparency R10. Discuss with students why a reader would use the Think and Search strategy to answer this question. Then work with students to answer the remaining questions using the hints provided. After guided practice, students will work in small groups. Each group will read a passage or short story they are familiar with. The students will generate one question for each kind of question-answer relationship. Groups will exchange questions, identify each kind of question, and write answers to the questions.

**Build Background Knowledge:** The students will be informed that they will read a story about two best friends who spend a summer apart. Students will name some typical summertime activities they are familiar with. Students will independently sort the activities into those that are done in the country, in the city, and in both places. Volunteers will share their ideas with the class.

**Build Robust Vocabulary:** Transparency R11 will be displayed with the robust vocabulary. A student volunteer will read aloud the first vocabulary word and have all the students repeat the word aloud to practice its pronunciation. Then another volunteer will read the explanation for the word. Each group will be given a vocabulary question to discuss, answer and share with the class. Time permitting, students will show what they know by completing practice book page 12. \*\*An illustration will be shown for each vocabulary word for our visual learners. \*\*

#### During Reading

**Genre Study:** Before reading the story, students will silently and independently read the genre study information on page 84 in their Storytown book. As a class, we will discuss each characteristic of a narrative poem. Explain that a narrative poem is a story told in the form of a poem. Have the students read the title and identify two words that rhyme. Students will be reminded about the comprehension strategy to use while they read the story.

**Preview/Predict:** The students will be told that good readers make predictions, or guesses, about what a text will be about. Students will then preview the poem by reading the title and introduction. After previewing the poem, students will randomly be called to predict what might happen in the poem.

**Read:** Students will listen to the poem on tape to become acclimated with the correct reading fluency, expression, and pace. During the reading, students will be asked comprehension questions. Students are also encouraged to take notes, jot down questions, or connections from the story to share with the class.

#### After Reading

**Think Critically Questions:** After reading the poem, students will answer the think critically questions independently or with a partner. Responses will be reviewed after everyone is finished.

**Response Notebook:** Students will respond to the selection and record any new vocabulary words in their response notebook.

**Reinforce the Focus Skill:** Students will complete practice book page 14 as a formative assessment.

**Additional Skills (Homographs and Homophones):** Discuss homographs and homophones by reviewing these points with students: homophones are words that sound the same but are spelled differently and have different meanings. Homographs are words that look the same but have different meanings or pronunciations. During guided practice, students will be reminded that they can determine the correct spelling, pronunciations, and meaning by using sentence and word context. Students will read two sentences and determine which word is being used in the sentence. After guided practice, pairs of students will write sentences using the following homophones: way, weigh; tied, tide; bored, board. Then they will write sentences that use two different meanings for each of these homographs: desert, lives.

#### Writing:

**Grammar:** \*\*Each grammar lesson begins with a daily proofreading activity to reinforce grammar skills.\*\* Introduce the concept using LA20. Explain what subjects are in sentences. Model identifying subjects in sentences. Have the students identify the subjects in items 2-4 from LA20. Then have students complete sentences 5-7 by suggesting a subject for each blank. Extend the concept by displaying and reading the information at the bottom of L20. Have volunteers identify the predicates in items 10-12. Build language structures by having the students fill in the blanks of sentences with a subject or predicate. Students will complete grammar practice book page 9 as a formative assessment. Extend the concept by displaying and reading the information in LA21. Explain that 1 and 2 are both sentence fragments. Have students rewrite items 3-6 by adding a subject it a predicate as needed. Students will complete grammar practice book page 10 as a formative assessment.

**Writing Trait/Form:** Introduce the trait, word choice to the students. Model identifying a writer's word choice by analyzing the mentor text and student model. Students will take turns reading the narrative poem (student model) aloud. Students will share their suggestions for other words and phrases to add to the student model. Then work with students to complete the graphic organizer. Introduce the lesson's writing prompt and review the writing rubric. Display the prewriting chart and model how to use it to plan their writing. Remind the students to vivid words, variety of sentences, and unique expressions that reveal their own feelings in their narrative poem. Have students proofread (peer and independent) for complete sentences and correct capitalization and end marks. Model the steps for drafting a narrative poem. Have the students draft the narrative poem. Model peer conferencing and using the peer conference checklist. When students are finished their draft they may find a partner and use the following peer conference checklist to discuss their narrative:

~Does the poem tell a story? Is the topic introduced at the beginning? Are events organized in sequence? Has the writer carefully chosen his or her words? Did the writer include his or her feelings about the experience?

Model publishing and have the students publish their writing using the computer or paper and pencil.

#### Lesson 4 (6 days)

##### Before Reading

**Read-aloud:** First, students will listen to a read aloud and interact with the text by answering questions orally. After questioning, the students will be asked to predict and share what they think the upcoming story is about (teacher will use cold call).

**Focus Skill:** First, students will review how to compare and contrast characters, events, and places using Storytown book pages 108-109. After reading the short story about Kenji, the students will reread the story on page 109 and find how pancakes cooked over a campfire are similar to and different from those cooked at home. Students will independently search the story for another way the pancakes are similar and another way they are different. Then they will complete a Venn diagram to show what they find.

**Comprehension Strategy:** Students will review question-answer relationships. Explain to students that when they are trying to answer a question, they should think about the kind of information the question is asking for. Explain to the students that QAR can help them identify the relationships between questions and answers. During guided practice, a student volunteer will read aloud the second question on transparency R14. Discuss with students why a reader would use the Think and Search strategy to answer this question. Then work with students to answer the remaining questions using Author and You. After guided practice, students will work in small groups. Each group will read a passage from a social studies or science textbook that is followed by questions. The students will identify each kind of question-answer relationship.

**Build Background Knowledge:** The students will be informed that they will read a story about a boy who makes a long journey from China to begin a new life in America. Students will independently brainstorm some exciting and challenging things about immigrating. Volunteers will share their ideas with the class.

**Build Robust Vocabulary:** Transparency R15 will be displayed with the robust vocabulary. A student volunteer will read aloud the first vocabulary word and have all the students repeat the word aloud to practice its pronunciation. Then another volunteer will read the explanation for the word. Each group will be given a vocabulary question to discuss, answer and share with the class. Time permitting, students will show what they know by completing practice book page 18. \*\*An illustration will be shown for each vocabulary word for our visual learners. \*\*

#### During Reading

**Genre Study:** Before reading the story, students will silently and independently read the genre study information on page 112 in their Storytown book. As a class, we will discuss each characteristic of historical fiction. Students will read the title and look at the illustrations on the first four pages of the story. Ask them to identify clues that this story takes place in the past. Students will be reminded about the comprehension strategy to use while they read the story.

**Preview/Predict:** The students will be told that good readers make predictions, or guesses, about what a text will be about. Students will then preview the story by reading the title and introduction. After previewing the story, students will randomly be called to predict what might happen in the story.

**Read:** Students will listen to the story on tape to become acclimated with the correct reading fluency, expression, and pace. During the reading, students will be asked comprehension questions. Students are also encouraged to take notes, jot down questions, or connections from the story to share with the class.

#### After Reading

**Think Critically Questions:** After reading the story, students will answer the think critically questions independently or with a partner. Responses will be reviewed after everyone is finished.

**Response Notebook:** Students will respond to the selection and record any new vocabulary words in their response notebook.

**Reinforce the Focus Skill:** Review compare and contrast with the students. Remind the students that comparing and contrasting characters, setting, and events can help them better understand the stories they read. During guided practice, students will revisit “Kai’s Journey to Gold Mountain” and compare and contrast characters and settings. The students will reread pages 116-117 and answer the questions below:

~How are all the immigrants Kai sees on Angel Island alike? What are some differences among the immigrants? Compare the reality of life on Angel Island with the immigrants’ dream of Gum San, or Gold Mountain. During practice and application, students will revisit the story and find all of the similarities and differences the author describes between the food on Angel Island and the food Kai’s family makes. Then have students create a Venn diagram that shows how the foods were similar and different. Students will complete practice book page 20 as a formative assessment.

#### Writing:

**Grammar:** \*\*Each grammar lesson begins with a daily proofreading activity to reinforce grammar skills. \*\* Introduce the concept using LA26. Explain complete and simple subjects. Model identifying complete and simple subjects. Have the students identify the complete and simple subjects in items 2-5 from LA26. Extend the concept by displaying and reading the information at the bottom of L26. Have volunteers identify the complete and simple predicates in items 7-9. Build language structures by having the students complete the sentence frames by adding complete predicates. Students will complete grammar practice book page 13 as a formative assessment. Extend the concept by displaying and reading the information in LA27. Explain that sentence 1 is divided into the complete subject and the complete predicate. Have students match each subject to a predicate in the box. Students will complete grammar practice book page 14 as a formative assessment.

**Writing Trait/Form:** Introduce the trait, word choice to the students. Model identifying a writer’s word choice by analyzing the mentor text and student model. Students will take turns reading the journal entry (student model) aloud. Students will share their suggestions for other words and phrases to add to the student model. Then work with students to complete the graphic organizer. Introduce the lesson’s writing prompt and review the writing rubric. Display the prewriting chart and model how to use it to plan their writing. Remind the students to vivid words, variety of



sentences, and unique expressions that reveal their own feelings in their journal entry. Have students proofread (peer and independent) for complete sentences and correct capitalization and end marks. Model the steps for drafting a journal entry. Have the students draft the journal entry. Model peer conferencing and using the peer conference checklist. When students are finished their draft they may find a partner and use the following peer conference checklist to discuss their journal entry:

~Does the journal entry describe an experience the writer had? Is the experience introduced at the beginning? Are events organized in sequence? Has the writer used carefully chosen words? Are all the sentences complete?

Model publishing and have the students publish their writing using the computer or paper and pencil.

## Lesson 5 (6 days) Review and Summative Assessment Week

### Before Reading

Read-aloud: First, students will listen to a read aloud and interact with the text by answering questions orally. After questioning, the students will be asked to predict and share what they think the upcoming story is about (teacher will use cold call).

Build Background Knowledge: The students will be informed that they will read a story about a boy who is asked to give a presentation about his family's cultural heritage. Students will independently brainstorm ways a person could show their cultural heritage. Volunteers will share their ideas with the class.

Build Robust Vocabulary: Transparency R17 will be displayed with the robust vocabulary. A student volunteer will read aloud the first vocabulary word and have all the students repeat the word aloud to practice its pronunciation. Then another volunteer will read the explanation for the word. Each group will be given a vocabulary question to discuss, answer and share with the class. Time permitting, students will show what they know by completing practice book page 23. \*\*An illustration will be shown for each vocabulary word for our visual learners. \*\*

### During Reading

Genre Study: Before reading the story, students will silently and independently read the genre study information on page 136 in their Storytown book. As a class, we will discuss each characteristic of a realistic fiction play. Students will read the fluency information on page 136.

Preview/Predict: The students will be told that good readers make predictions, or guesses, about what a text will be about. Students will then preview the play by reading the title and introduction. After previewing the play, students will randomly be called to predict what might happen in the play.

Read: Students will listen to the play on tape to become acclimated with the correct reading fluency, expression, and pace. During the reading, students will be asked comprehension questions. Students will also take notes, jot down questions, or connections from the story to share with the class. (1<sup>st</sup>: listen to the story on tape, 2<sup>nd</sup>: popcorn read, 3<sup>rd</sup>: Buddy read, 4<sup>th</sup>: Independent reading)

### After Reading

Response Notebook: Students will respond to the selection and record any new vocabulary words in their response notebook.

Reinforce the Focus Skill: Review character's traits and motivations by reminding students that story characters act as they do for a reason. Guide the students to apply the skill to literature. Students will reread pages 140 and 141 of "Pedro Puts On a Play" and answer the following question: Why do Pedro's father and grandfather bring out the puppets and talk about them? . After guided practice, students will work in pairs to read another realistic fiction selection. Then the partners will identify the traits and motivations of one character in the story. Students will complete practice book page 24 as a formative assessment.

Reinforce the Focus Skill: Review compare and contrast by reminding students that author's compare to show how things are alike, and the contrast to show how things are different. Guide the students to apply the skill to literature by having them reread pages 139-142 of "Pedro Puts On a Play." Then ask the following questions: On page 139, how does Pedro feel about sharing his cultural heritage? Contrast Pedro's feelings on page 141 with his feelings on page 139. After guided practice, students will use a Venn diagram to compare and contrast two fictional characters from a book or a movie. Students will complete practice book page 25 as a formative assessment.

Additional Skills (Synonyms and Antonyms): Review synonyms and antonyms to determine meaning and extend word knowledge. Guide the students to apply the skill to literature. Students will look at page 141 of “Pedro Puts On a Play” and read what Pedro’s grandfather says at the top of the right-hand column. Then ask the students: What is a synonym for the word *legendary*? What is an antonym for the word *legendary*? After guided practice, students will work with a partner to use a thesaurus to find a synonym and antonym for five words of their own choosing from “Pedro Puts On a Play.” Students will complete practice book page 26 as a formative assessment.

Summative Assessments: The students will take lesson 5’s weekly test and the theme 1 unit test. The students will also be introduced to the theme project and rubric. After becoming acclimated with the expectations, the students may begin working on their project.

Writing:

Writing Form: Introduce the personal narrative summative assessment and scoring rubric. Model and discuss prewriting, drafting, edit, revising, self-assessing, and publishing a personal narrative. Students will follow the steps of the writing process to write a personal narrative and self-assess their writing before publishing.

## Resources and Teaching Tips

- Storytown Theme 1 Teacher's Edition
- Storytown 4<sup>th</sup> Grade Anthology, Practice Book, Grammar Practice Book, "Cliff Hanger" by Jean Craighead George, and "Chang and the Bamboo Flute" by Elizabeth Starr Hill
- Storytown Online (<https://www-k6.thinkcentral.com/ePC/start.do>), Audio text Grade 4, CD 1, Reading and Language Arts Transparencies, Literacy Center Kit, Fluency Builders, Photo Card Collection, Spelling Practice Book, Leveled Readers System Kit, Strategic Intervention Resource Kit, Intervention Station Kit
- Supplemental Storytown resources (vocabulary cards, study guides, whole group Smartboard lessons, vocabulary PowerPoint, and etc.)  
<http://www.pcboe.net/les/elderweb/fourth%20grade.htm>
- Response Notebooks, Reflection Logs, and Reading Logs
- Character Trading Cards, Exit Slips, Exemplar Summer Activity Guide
- Writing and Oral Presentation Rubrics
- Use graphic organizers to help students organize writing and build background knowledge
- Model the writing process from start to finish, including brainstorming, editing, and publishing
- Share scoring rubrics with students at the beginning of the unit, so students know what to focus on while writing
- Share essential questions, assessments and expectations at the beginning of the unit, so the students are prepared and know what to focus on during reading
- Small group instruction for below and advanced students
- If time is limited, use a Smartboard to display and listen to the weekly story while guiding comprehension
- Use the Beginning of the Year benchmark assessment to properly place students into groups

### Differentiation

- Reading the text to the students
- Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend thinking or skills of advanced learners
- Modeling the writing process
- Grant extra time for students who are struggling
- Provide sample sentences or sentence openers for students with learning disabilities
- If necessary, students with severe learning disabilities can write one to three paragraphs only
- Encourage advanced students to add extra details to their personal narrative, or to add additional paragraphs beyond the required five
- Have the students echo read with the teacher
- Have the students "Buddy" read with a partner
- Have advanced students assist struggling students

## Design Principles for Unit Development

- In this unit, students will demonstrate 21<sup>st</sup> Century Skills. The students will collaborate with each other through Buddy reading, Character Trading Cards, Think-Pair-Share discussions, leveled readers response activities, and peer editing conferences. The students will communicate their thoughts, questions, and ideas through whole-group and small group discussions, Think-Pair-Share discussions, leveled readers response activities, and oral presentations. The students' theme project, leveled readers response activities, and weekly writing will demonstrate creativity and innovation. The students' think critically question responses, theme project, and leveled readers response activities will demonstrate critical thinking and problem solving. Media literacy is incorporated in this unit by the students creating a media poster to try to persuade readers to use media resources to plan their summer activities; use media available in the classroom to find information about a local sports team or upcoming sports event; play a computer terminology word game (Students will write as many computer-related terms on note cards. Then they will take turns drawing a word card and giving the meaning of the word as it relates to computers.), practice basic keyboarding by creating, formatting, saving, and closing a new document on a computer.

## Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- Interactive Writing Website  
[http://my.hrw.com/hos/interactiveessay18\\_hos.html](http://my.hrw.com/hos/interactiveessay18_hos.html)
- Students may type their writing piece(s) on the computer using a word processing system  
<https://www-k6.thinkcentral.com/ePC/start.do>  
Students can take weekly, chapter, thematic, and benchmark assessments online. Students can always go back and review past performance on assessments.
- Students will use the internet to research their community's summer activities

## Content Connections

### Content Standards integrated within instructional strategies

In this unit, math and social studies are the two subjects integrated within instructional strategies.

#### **Math:**

##### **Calculate Number of Cups Sold**

Students will be reminded about two story characters from lesson 1 and their lemonade venture. The students will be asked to imagine the two friends did sell lemonade, and then solve this problem:

~Two friends spent \$2.05 on supplies. They charged \$0.25 per cup of lemonade. If they made \$6.05, how many cups did they sell?

#### **Content Standards:**

Fluently add and subtract multi-digit whole numbers using the standard algorithm. **CC.4.NBT.4**

Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CC.4.NBT.6**

#### **Social Studies:**

##### **Word Bank: Social Studies**

Students will be informed that the quote from The New York Daily News is an example of a **primary source**- *a record made by someone who saw or took part in an event*. The students will name other examples of primary sources and how they help us understand history. Then a **secondary source** will be explained as a record made by someone who was not present at an event. The students will be asked to name examples of secondary sources.

##### **National and Regional Celebrations**

The Fourth of July will be discussed (point out it's a national holiday) and the historical event it commemorates. Students will be asked to name holidays that are related to their state or region and tell what each holiday commemorates. They will record their answers in a chart similar to the one below:

Holiday and Origin (Location)	When It Occurs	What It Celebrates
Juneteenth (Galveston, TX)	June 19	The end of slavery

#### **Content Standards:**

History Standard Two: Students will gather, examine, and analyze historical data [Analysis].

**4-5a:** Students will identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].

**4-5a:** Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause-and-effect factor

## Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:**                **Finding A Way (Story Town)**  
**Designed by:**            **Tanisha Stigars**  
**District:**                **Thomas Edison Charter School**  
**Content Area:**          **Language Arts**  
**Grade Level(s):**        **5**

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### Summary of Unit

Finding A Way is the first unit of the fifth grade Story Town program. This unit is intended to be taught to students that have a basic understanding of story structure, making inferences, comparing text, and sentence structure. This unit promotes the theme of findings one's inner strength and using that strength to overcome challenges. In this unit, students will learn about plot: conflict and resolution and making inferences based character motives. They will also learn how to write a composition about a personal experience. This unit will be taught through whole group, small group, partner, and individual learning.

## Stage 1 – Desired Results

What students will know, do, and understand

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### Delaware Content Standards

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **CC5RL1**

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. **CC5RL2**

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). **CC5RL3**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **CC5RI1**

Read with sufficient accuracy and fluency to support comprehension. **CC5RF4**

Read on-level text with purpose and understanding. **CC5RF4a**

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **CC5RF4b**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **CC5RF4c**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **CC5W3**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **CC5W3a**

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **CC5W3b**

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

**CC5W3c**

Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CC5W3d**

Provide a conclusion that follows from the narrated experiences or events. **CC5W3e**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **CC5W5**

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **CC5W7**

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. **CC5W8**

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.

**CC5W10**

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

**CC5SL4**

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. **CC5SL5**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC5L2**

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. **CC5L4**

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **CC5L4a**

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). **CC5L4b**

## **Big Idea(s)**

Story Structure

Autobiography

Inner Strength

Story Elements (Characters)

## **Unit Enduring Understanding(s)**

Everybody has the ability to overcome challenges by finding strength within them.

We face challenges every day – some small and some great. Often, we must look within ourselves to find ways to overcome these challenges.

Fictional stories can be written by presenting a problem, then plot events, and end with a resolution.

Character motives can be inferred by identifying the character's thoughts, words, and actions.

### **Unit Essential Questions(s)**

In what ways do stories tell about challenges and self-discovery?

What have you discovered about yourself through challenges you have faced?

### **Knowledge and Skills**

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2

#### **Students will know...**

How to write a complete sentence composition about a person experience.

How to apply Robust Vocabulary words.

How to make inferences regarding character's motives in a text.

How to tell the conflict and resolution of a text.

#### **Students will be able to...**

Recognize plot events, conflict, and resolution in a story

Identify the distinguishing characteristics of realistic fiction

Recognize that authors reveal a character's motives through traits, thoughts, words, and actions

Identify the distinguishing characteristics of a biography

Identify the distinguishing characteristics of historical fiction

Identify the accomplishments and contributions of a notable individual in history

Use conventions of sentence punctuation and capitalization

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(i.e biographical composition)



## Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

### Suggested Performance/Transfer Task(s)

You have been nominated to be highlighted in an article titled “**Great Kids Doing Great Things!**” The magazine editor would like for you to compose an autobiography that highlights something you would consider one of your greatest accomplishments.

- Has there ever been a time when you were facing a difficult decision and in the face of difficulty you made the right choice?
- Have you ever had to face a challenge that you realized you needed the help of someone else in order to solve it?
- Have you ever done something really great for someone else just because you knew it would make that other person’s day?
- Is there something else that just makes you a great kid and exemplifies that kids are out there doing great things for their community?

If so, we’d love to hear about it! Send in your autobiography, detailing who you are and the details of this awesome event, and you could be the next student highlighted in our magazine!

Your submission should include some demographic information, as well as a succinct description of what makes you such a great kid who is doing great things! Once all submissions are in, the nominees will be voted on and a winner will be chosen for the next newspaper edition.

Good luck and get writing!

## Rubric(s)

	Does not meet	Approaching	Meets	Exceeds
<b>AUTOBIOGRAPHICAL NARRATIVE</b>	<p>Relates no ideas, observations, &amp;/or memories</p> <p>Uses no concrete sensory details</p> <p>States no well-defined incident</p>	<p><i>f</i> Relates some ideas, observations, &amp;/or memories for the reader to imagine the world of the event or experience</p> <p><i>f</i></p> <p><i>f</i></p>	<p>Provides some demographic information</p> <p><i>f</i> Provides information that relates ideas, observations, or recollections of an event or experience</p> <p><i>f</i> Uses concrete sensory details</p> <p><i>f</i> Provides insight into why the event or experience is memorable</p>	<p><i>f</i> Relates many ideas, observations, &amp;/or memories</p> <p><i>f</i> Provides information to the reader to imagine and feel the world of the event or experience</p> <p><i>f</i> Uses many concrete sensory details</p> <p><i>f</i> Provides insight &amp; reflection into why the incident is memorable</p>
<b>ORGANIZATION &amp; FOCUS</b>	<p>Little or no paragraphing skills</p> <p>Wanders off focus</p> <p>No graphic organizer</p>	<p>Creates a composition with two or three paragraphs</p> <p><i>f</i> Partially achieves organization and point of view based upon purpose and audience</p> <p><i>f</i> Incomplete graphic organizer</p>	<p><i>f</i> Selects a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements</p> <p><i>f</i> Creates multiple-paragraph compositions that provide an introductory paragraph; establishes and supports a central idea with the topic sentence at or near the beginning of the first paragraph</p> <p><i>f</i> Includes supporting paragraphs with simple facts, details, and explanations</p> <p>Concludes with a paragraph that summarizes the points</p> <p><i>f</i> Uses correct indentation</p> <p><i>f</i> Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question)</p> <p><i>f</i></p>	<p><i>f</i> Paragraphing shows smooth transition from one to another</p> <p>Creates a four- or more paragraph composition</p> <p><i>f</i> Well-designed graphic organizer</p> <p>Writes legibly in cursive or print</p> <p><i>f</i></p>

LANGUAGE CONVENTIONS	Little understanding of conventions and grammar		<i>f</i>	Uses simple and compound sentences	
	<i>f</i> Omits capitals at beginning of sentences and periods at end of sentences	<i>f</i> Commas generally used correctly	<i>f</i>	<i>f</i> Combines short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases	<i>f</i> Paragraphing for quotations used correctly
	<i>f</i> Quotations used incorrectly	<i>f</i> Capitals and periods generally correct	<i>f</i>	<i>f</i> Uses regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions	<i>f</i> No capitalization errors
		<i>f</i> Capitalizes most proper nouns correctly	<i>f</i>	<i>f</i> Uses parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions	<i>f</i> No comma errors
		<i>f</i> Commonly used words spelled correctly but many misspellings	<i>f</i>	<i>f</i> Uses underlining, quotation marks, or italics to identify titles of documents	<i>f</i> Nearly perfect spelling
		<i>f</i>	<i>f</i>	<i>f</i> Capitalizes names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate	<i>f</i> Verb-subject agreement used correctly
				Spells correctly roots, inflections, suffixes and prefixes, and syllable constructions	<i>f</i>

### Other Evidence

- Partner Sharing (Think, Pair, Share)
- Class (Whole Group) Discussion
- Graphic Organizers
- Small Group Instruction and Discussion
- Written sentences in response to provided topics
- Students reading aloud and answering questions
- Weekly Mid-Lesson Quiz
- Weekly Lesson Test

### Student Self-Assessment and Reflection

- Exit Slips to reflect on personal learning
- Self-Editing
- Student discovery of spelling, high-frequency and vocabulary words in selection and supplemental texts

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Key learning events needed to achieve unit goals

#### Week 1

Display the question of the day on the Smartboard. Students will be given the opportunity to the answer the question in their reading journal. Students will then share their responses with their assigned partner. Each student will then share out to the class how their partner answered the question. All answers will be open for brief discussion with the class.

The teacher will then display the key elements of conflict and resolution. The students will be asked to take notes on all emphasized material. After notes have been taken, students will share their own personal experiences with conflict and resolution with the class. The teacher will read a story aloud the class, and model how to complete a graphic organize, which identifies the conflict, plot events, and resolution of the story. The students will read another text and practice completing the graphic organizer on their own. The class will then discuss how to complete the graphic organizer.

The students are introduced to the Robust Vocabulary words. The teacher gives the students the definitions of each word. Throughout the week, the students demonstrate their understanding of each word by using each word in a coherent sentence and providing synonyms.

The class will read the featured realistic fiction text aloud. During the reading, the teacher will ask a series of questions that will test the students' knowledge about the text and about how to apply the focus skill. The teacher will also look for the text to be read fluently. After completing the text, the students will complete practice book

pages that will identify if the student understood the text and how to identify the elements of conflict and resolution. The students will complete an exit ticket that identifies the key components of the realistic fiction. The students will be tested on comprehension of the story, application of the focus skill, and apply vocabulary.

The students will be broken into small, ability level groups. Each group will read text that has been tailored to their reading level. They will also practice applying the weekly skill and review vocabulary words. The teacher will rotate throughout the groups to provide instruction in the areas needed by the group.

The students will read an example of a personal narrative. They will identify the conflict and resolution of the that was discussed in the composition. The students will brainstorm a list of lessons learned or challenging situations. The students will choose one the topic from their list. The teacher will model how to complete the prewriting graphic organizer and the students will fill in their own graphic organizer.

## Week 2

Display the question of the day on the Smartboard. Students will be given the opportunity to the answer the question in their reading journal. Students will then share their responses with their assigned partner. Each student will then share out to the class how their partner answered the question. All answers will be open for brief discussion with the class.

The teacher will review the key elements of conflict and resolution. The students will share the conflict and resolution of any book they have read within the past week. The students will complete a series of practice book pages to show mastery in this skill.

The students are introduced to the weekly Robust Vocabulary words. The teacher gives the students the definitions of each word. Throughout the week, the students demonstrate their understanding of each word by using each word in a coherent sentence and answering questions that contain the vocabulary words.

The class will read the featured realistic fiction text aloud. During the reading, the teacher will ask a series of questions that will test the students' knowledge about the text and about how to apply the focus skill. The teacher will also look for the text to be read fluently. The students will also, compare this text to another text to distinguish the characteristics of realistic fiction. After completing the text, the students will complete practice book pages that will identify if the student understood the text and how to identify the elements of conflict and resolution. The students will be tested on comprehension of the story, application of the focus skill, and apply vocabulary

The students will be broken into small, ability level groups. Each group will read text that has been tailored to their reading level. They will also practice applying the weekly skill and review vocabulary words. The teacher will rotate throughout the groups to provide instruction in the areas needed by the group.

The teacher will model how to write a rough draft of a composition explaining a lesson learned. The students will assist in the completion of the model. The students will then write a rough draft of their own composition. The students will have round table discussions in small groups to discuss the pros and cons of their compositions.

### Week 3

Display the question of the day on the Smartboard. Students will be given the opportunity to the answer the question in their reading journal. Students will then share their responses with their assigned partner. Each student will then share out to the class how their partner answered the question. All answers will be open for brief discussion with the class.

The teacher will then display the key elements of character motives. The students will be asked to take notes on all emphasized material. After notes have been taken, students will be asked to role play certain situations and the class will have to infer the student's motives based on their actions and words. The teacher will point out how certain words and actions could warrant different inferences, therefore, more information may be needed in order to make a more accurate inference. The teacher will read a story aloud the class, and model how to complete a graphic organizer, which identifies the character's thoughts, actions, and words. The students will read another text and practice completing the graphic organizer on their own and make their own inference. The class will then discuss how they completed the graphic organizer.

The students are introduced to the weekly Robust Vocabulary words. The teacher gives the students the definitions of each word. Throughout the week, the students demonstrate their understanding of each word by using each word in a coherent sentence and answering questions that contain the vocabulary words. .

The class will read the featured historical fiction text aloud. During the reading, the teacher will ask a series of questions that will test the students' knowledge about the text and about how to apply the focus skill. The teacher will also look for the text to be read fluently. After completing the text, the students will complete practice book pages that will identify if the student understood the text and how well they are able to make inferences based on the thoughts, actions, and words of the characters. The students will be tested on comprehension of the story, application of the focus skill, and apply vocabulary

The students will be broken into small, ability level groups. Each group will read text that has been tailored to their reading level. They will also practice applying the weekly skill and review vocabulary words. The teacher will rotate throughout the groups to provide instruction in the areas needed by the group.

The teacher will model how to self edit and peer edit their compositions. Students will first self edit their composition then they will peer edit their partner's composition. Students will also conference with the teacher about how to improve their composition.

#### Week 4

Display the question of the day on the Smartboard. Students will be given the opportunity to answer the question in their reading journal. Students will then share their responses with their assigned partner. Each student will then share out to the class how their partner answered the question. All answers will be open for brief discussion with the class.

The teacher will review the key elements of character motives. The students will share inferences they made during their silent reading in the past week. The students will complete a series of practice book pages to show mastery in this skill.

The students are introduced to the weekly Robust Vocabulary words. The teacher gives the students the definitions of each word. Throughout the week, the students demonstrate their understanding of each word by using each word in a coherent sentence and answering questions that contain the vocabulary words.

The class will read the featured biographical text aloud. During the reading, the teacher will ask a series of questions that will test the students' knowledge about the text and about how to apply the focus skill. The teacher will also look for the text to be read fluently. The students will also compare this text to another text to distinguish the characteristics of a biography. After completing the text, the students will complete practice book pages that will identify if the student understood the text and how to infer character motives. The students will be tested on comprehension of the story, application of the focus skill, and apply vocabulary

The students will be broken into small, ability level groups. Each group will read text that has been tailored to their reading level. They will also practice applying the weekly skill and review vocabulary words. The teacher will rotate throughout the groups to provide instruction in the areas needed by the group.

The students will have round table discussions in small groups to discuss the pros and cons of their compositions. The teacher will model how to take suggestions from peers and editing suggestions to complete a final draft of the composition. Students will complete a final draft of their own composition.

#### Week 5

Display the question of the day on the Smartboard. Students will be given the opportunity to answer the question in their reading journal. Students will then share their responses with their assigned partner. Each student will then share out to the class how their partner answered the question. All answers will be open for brief discussion with the class.

The teacher will review the key elements of conflict and resolution and character motives. The students will complete a series practice book pages.

The students are introduced to the weekly Robust Vocabulary words. The teacher gives the students the definitions of each word. Throughout the week, the students demonstrate their understanding of each word by using each word in a coherent sentence and answering questions that contain the vocabulary words.

The class will practice and perform a reader's theater play. The students will be tested on comprehension of the story and application of the weekly vocabulary.

The students will be broken into small, ability level groups. Each group will read text that has been tailored to their reading level. They will also practice applying the weekly skill and review vocabulary words. The teacher will rotate throughout the groups to provide instruction in the areas needed by the group.

#### Week 6

The teacher will brainstorm a list of remarkable individuals in history. With the teacher's assistance, the students will sort the individuals in categories such as explorers, scientists, authors, athletes, and so on. The students will pick one person to learn more about.

Students will use nonfiction sources to learn about the life and accomplishments of the person they choose. The teacher will model how to organize their notes into an outline with details about the person.

Students will use the information they have gathered to write a profile of their subject. The profile will include the person's accomplishments as well as an analysis of the characteristics and motivations that enabled the person to achieve his or her goals.

The students will present their profiles. The student will complete the unit test.



### Resources and Teaching Tips

Students may benefit from seeing a teacher model most activities prior to engaging in them independently.

Students may need to be reminded to use punctuation and capitalization throughout writing assignments. They may also have difficulty when they are unable to spell a word. Some words may be written on the board or provided individually to students; otherwise, allow students to use the word wall and the sounds they already know to create new words.

Students have a folder of challenging and engaging activities to use if they complete their work early.

Be as consistent and clear as possible when explaining the challenging topic of how to write and identify the telling part of sentences.

Monitor “Think, Pair, Share” time to ensure that all students are actively participating. Students may need prompting initially to share with another student.

### Differentiation

Students are grouped according to ability levels for centers. Assignments vary to challenge each ability level. Individualized attention is provided to scaffold each group. Frequently assess and monitor changes in abilities within center groups. Students should be able to move from one group to another as they require more and less support.

Graphic organizers may be partially filled in for students who need increased support.

Some students may require more prompting and support while writing their compositions. Additional resources will be utilized for these students.

Students who have more difficulty reading selections can be paired with students who have less difficulty.

Lessons involve movement and transition to ensure that kinesthetic learners are engaged and involved.

Vocabulary words may be presented and reviewed in smaller chunks to some students.

### Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.

Universal Design for Learning is embedded within this unit as students use different means to learn about and present their knowledge of topics. Students are encouraged to work in different environments (i.e. individually, small group, whole class). They are also encouraged to demonstrate their knowledge through written and oral formats.

- **21<sup>st</sup> Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

21<sup>st</sup> Century Learning is embedded within this unit as students think critically about reading selections and make connections to other stories, themselves, and the world around them. Students share with peers and adults, and learn to apply their knowledge to the acquisition of new knowledge.

### Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8<sup>th</sup> Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century(SETDA, 2003).

Students use technology through Smartboard slides to further understand the concepts of the focus skills and reading comprehension. They also use computers and/or iPads for some independent work.

### Content Connections

Content Standards integrated within instructional strategies

Students will use transfer the knowledge gained about overcoming obstacles to social studies.

## Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:** How We Choose to Act (Poetry)

**Designed by:** Stephanie Donofry  
(Adapted from ReadWriteThink.Org)

**District:** Innovative Schools for Thomas Edison Charter School

**Content Area:** ELA  
**Grade Level(s):** Grade 7

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### Summary of Unit

Through the use of dramatic reading and the exploration of Internet resources, students build a greater understanding of poetry and the poet's voice. Further, the experience requires students to analyze and develop their own interpretation of a poem's meaning and representation through performance. Students develop their own poem centered on life choices and learn the art of performance.

## Stage 1 – Desired Results

What students will know, do, and understand

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### Delaware Content Standards

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **CC7RL3**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly. **CC7SL1**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **CC7SL1a**

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. **CC7SL1b**

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. **CC7SL1c**

Acknowledge new information expressed by others and, when warranted, modify their own views. **CC7SL1d**

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. **CC7RL2**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **CC7RL3**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **CC7RL4**

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. **CC7RL5**

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). **CC7RL7**

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. **CC7RL9.**

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC7RL10**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. **CC7SL2**

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. **CC7SL3**

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CC7SL4**

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **CC7SL5**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.) **CC7SL6**

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC7RI10**

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. **CC7W10.**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC7L5**

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. **CC7L5a**

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. **CC7L5b**

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*). **CC7L5c**

**Big Idea(s)**

- Sharing information and stories begins with oral communications.
- The oral tradition of telling and listening to stories has its modern expression in drama.
- Performance is simply the art of making purposeful and deliberate choices to express a text.

**Unit Enduring Understanding(s)**

- Oral language is just as important as written communication.
- Storytelling is one of the oldest forms of communication
- Poetry is an important part of oral and written language
- Literary devices enhance a text
- Performance is a great way to share poetry

**Unit Essential Questions(s)**

- How does a speaker create and present an effective oral text?
- How do literary devices enhance a text?

**Knowledge and Skills****Students will know...**

- How to read and write poetry
- The differences between poetry and other written language
- The important parts of a performance

**Students will be able to...**

- Perform an original poem
- Write their own poetry
- Identify literary devices in poetry
- To learn to communicate in a variety of forms
- To explore a published author's tone and diction
- To critically analyze a poem
- To analyze a speaker's use of inflection to convey thoughts and emotions
- To summarize and analyze the main events of a poem
- To prepare and present a Reader's Theatre interpretation of a dramatic poem
- To understand the elements of a narrative poem
- To analyze a poem for narrative elements and poetic devices
- To identify narrative elements in a text

## Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

### Suggested Performance/Transfer Task(s)

As a budding poet it is important that you become a good performer. Performances that are engaging are ones that are well prepared and rehearsed. Performers need to have good posture and proper eye contact. Using appropriate pitch, pauses, volume, and enthusiasm will make or break your performance.

Using the poems you wrote about making choices, our class is going to put on a poetry performance at our 'Coffee House.' Your parents and families will be invited to sip a cup o' Joe and listen to your performances.

- As indicated in the unit plan, allow time for students to write and revise their poems. Also allow time to design the 'Coffee House'
- The performances should be practiced multiple times. Allow students to see the rubric so they are able to understand what they will be judged on.

### Rubric(s)

CATEGORY	4	3	2	1
<b>Posture and eye contact</b>	Stands up straight, looks relaxed and confident; establishes eye contact with the audience during the presentation	Stands up straight and establishes eye contact with the audience during the presentation	Sometimes stands up straight and establishes eye contact with the audience during the presentation	Slouches and/or does not look at the audience during the presentation
<b>Preparedness</b>	Completely prepared and has obviously rehearsed	Seems somewhat prepared, but may have needed a couple more rehearsals	Seems somewhat prepared, but it is clear that rehearsal was lacking	Does not seem at all prepared for presentation
<b>Pitch</b>	Pitch was used often to convey emotions appropriately	Pitch was used often, but the emotion it conveyed did not always fit the content	Pitch was rarely used OR the emotion it conveyed often did not fit the content	Pitch was not used to convey emotion
<b>Pauses</b>	Pauses were effectively used two or more times to improve meaning and/or	Pauses were effectively used once to improve meaning and/or dramatic impact	Pauses were intentionally used, but were not effective in improving meaning and/or	Pauses were not intentionally used

	dramatic impact		dramatic impact	
<b>Speaks clearly</b>	Speaks clearly and distinctly all (95%-100%) of the time, and does not mispronounce any of the words	Speaks clearly and distinctly all (95%-100%) of the time, but mispronounces no more than one word	Speaks clearly and distinctly most (85%-94%) of the time, but mispronounces no more than one word	Often mumbles or cannot be understood OR mispronounces more than one word.
<b>Volume</b>	Volume is loud enough to be heard by all audience members during the entire presentation	Volume is loud enough to be heard by all audience members at least 90% of the time	Volume is loud enough to be heard by all audience members at least 80% of the time	Volume is often too soft to be heard by all audience members
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked	Very little use of facial expressions or body language; does not generate much interest in topic
<b>Listens to other presentations</b>	Listens intently; does not make distracting noises or movements	Listens intently, but makes one distracting noise or movement	Sometimes does not appear to be listening, but is not distracting	Sometimes does not appear to be listening, and makes distracting noises or

#### Other Evidence

- Exit tickets
- cold reads;
- graphic organizers
- Class discussion
- Partner work
- Quick writes
- text annotations
- Summaries
- Text based questions and responses

### Student Self-Assessment and Reflection

- Allow students to videotape and grade their practice performance. They should use the rubric that will be used for assessment. Students should gauge changes in their performance based on their videotape.

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Key learning events needed to achieve unit goals

#### Introducing Poetry

- Introduce oral communication. Touch on storytelling and listening to stories as the beginning of modern writing and drama. Ask students to remember a childhood memory that includes storytelling (maybe from a grandparent or a family member). Have them write down this memory.
- Discuss modern drama (movies or plays). How is storytelling related? Are some modern stories actually ancient stories? It all comes back to oral communication.
- Have students list all types of written communication that can also become oral communication. Discuss how authors must keep the oral performance of their work in mind when writing it. They must be purposeful and deliberate with their word choice, sentence structure, ect. When a written communication is turned into an oral communication or performance the presenter is simply making purposeful and deliberate choices to express a text.
- Choose selections from *Poetry Out Loud* to read by stanza in a call-and-response manner. Begin by reading one stanza and having a student respond by reading the next stanza. Continue going back and forth between stanzas. Then, have students write their own poems that can be read in a call-and-response manner

#### Exploring Poetry

- Display a copy of a copy of William Carlos Williams' "The Red Wheelbarrow," written out in paragraph form. Have students read the paragraph aloud. Next, explain to students that in poetry each line is a unit of meaning. Tell them that the words a writer uses at the end of each line are specifically chosen to build meaning. Then, display a copy of the same poem in its original form. Again, ask students to read the poem aloud. Discuss how its meaning is affected by the way in which the poem is written.
  - Have students pick one vocabulary from the poem and illustrate its meaning.



- Display several poems on an overhead and engage students in a shared reading of the poems. Read them several times in a variety of ways, placing the emphasis on different words and lines within the poem or reading with a variety of loud and soft expressions. Discuss with students how the reading of the poems affects their meaning.
  - Discuss literary devices found in the poem. How do poems rely on literary devices? What would written word be without them?
  - Have students pick one of the poems and illustrate the lines in the poem to visualize meaning or particular images used in the poem.
- Have students complete an exit ticket about literary devices
- Explore narrative poems.
  - How are these poems like the others we have read?
  - How are they different?
  - What topics could narrative poems be about?
    - Discuss how narrative poems could be about choices made in one's life

### Writing Poetry

- Next, have students complete the In the Poet's Shoes WebQuest.  
([http://www.readwritethink.org/files/resources/lesson\\_images/lesson78/poetshoes4.htm](http://www.readwritethink.org/files/resources/lesson_images/lesson78/poetshoes4.htm)) Begin by reading the directions together. Explain to students that they will be using the Internet to evaluate a variety of poets and select a favorite poem. At this time, ask students if they have a favorite poem or poet that they would like to explore. (Note that Shel Silverstein is not included on any of the websites). Encourage students who do not have a favorite poem or poet to ask their parents or grandparents for a suggestion. This is also helpful for students who are overwhelmed by the number of poets at each website. Remind students that although a particular poet may appear on more than one website, they are required to view each poet only once.
- Have students complete the Thinking About Poetry handout and the Thinking About Poetry Notes handout as they work on the Internet. These handouts are linked directly to the WebQuest for students to print
  - Use graphic organizers to help students organize thoughts about their own poetry
- After students have completed the WebQuest and the two Thinking About Poetry handouts, ask them to submit one copy of the poem that they selected for their performance with a one-paragraph explanation for why they selected that poem (see WebQuest for further directions).
- After students have completed the WebQuest and the two Thinking About Poetry handouts, ask them to submit one copy of the poem that they selected for their performance with a one-paragraph explanation for why they selected that poem (see WebQuest for further directions).
  - The poem they submit should be a narrative poem that recounts a fiction or true event

dealing with the concept of choice. The poem must demonstrate their knowledge of narrative elements and poetic devices.

### Performing Poetry

- Give students a copy of the Preparing for Your Performance handout (also linked to the Webquest). Allow students time in class or for homework to use this handout to prepare for their presentation. As students prepare, give them time in class to rehearse their performance and to work with peers on meaning and interpretation. Also consider having students tape record themselves reading the poem so that they can hear their performance and practice varying tone, voice, and emphasis.
- Give time for students to revise and rehearse their poems. They may want to practice their performance for a partner or two who can offer constructive criticism. Set aside a day for the performance/class coffee house. Set the mood by covering desks with butcher or art paper. Ask students to illustrate their favorite lines of the poem and display their drawings around the room. Families should be invited to the coffee house.

### Resources and Teaching Tips

- Thinking About Poetry  
[http://www.readwritethink.org/files/resources/lesson\\_images/lesson78/thinkpoetry2.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson78/thinkpoetry2.pdf)
- Thinking About Poetry Notes  
[http://www.readwritethink.org/files/resources/lesson\\_images/lesson78/thinknotes2.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson78/thinknotes2.pdf)
- Preparing for Your Performance  
[http://www.readwritethink.org/files/resources/lesson\\_images/lesson78/prepare2.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson78/prepare2.pdf)
- Some students are hesitant to write poetry. With these students work on making poetry less intimidating- poems do not have to rhyme, poems do not have to follow rules, there is no right or wrote with poems!

### Differentiation

- When selecting poems to be read aloud, you could split students into groups and give them poems that are appropriate for their reading level
- When completing the WebQuest you may want to pair students according to ability
- For performances, adjust the rubric to meet the needs of your students

### Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.

The poems in this unit are from other cultures as well as our own. When students are writing their poems it will cause them to evaluate how their backgrounds have had an impact on them and their choices.

- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.

The performance aspect of this unit allows students to express themselves while engaging other learners. The performance allows them to demonstrate their knowledge of poetry to their classmates.

- **21<sup>st</sup> Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

### Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8<sup>th</sup> Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).

Technology is an integral part of this unit. The WebQuest assigned helps students to explore poetry through technology.

### Content Connections

Content Standards integrated within instructional strategies

# Author's Purpose: Exploring a writer's toolbox for achieving writer's purpose.

LESSON CREATED BY LINDA EMERICK, CYNTHIA VOGT, NOREEN FAVORITE, AND SARA LLEWELLYN.  
REVIEWED BY BONNIE ALBERTSON



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**Author's Purpose: Exploring a writer's toolbox for achieving writer's purpose**

**Unit Essential Question:** How do writers select and use “tools” to achieve their purpose (to get readers to know, believe or do what the author wants)?

Author's  
Purpose &  
Toolbox

Mood &  
Tone

Diction  
(& images)

Point of View &  
Perspective

Lesson essential questions:

- What does the author want the reader to know, believe or do?
- What are some writer's tools that can help authors achieve their purpose?

Lesson essential question:

- How does the author's use of author craft (mood, tone) help the author achieve the purpose of the writing?

Extension question:  
- Why is it important to understand how readers or viewers are influenced or

Lesson essential question:

- How does the author's use of author craft (diction) help the author achieve the purpose of the writing?

Extension question:  
- Why is it important to understand how readers or viewers are influenced or manipulated by the author?

Lesson essential question:

- How does the author's use of author craft (point of view & perspective) help the author achieve the purpose of the writing?

Extension question:  
- Why is it important to understand how readers or viewers are influenced or manipulated by the author?

**CORNERSTONE VOCABULARY**

Author's purpose, Audience, Mood, Tone, Diction, Point-of-view, Perspective

**CORNERSTONE VOCABULARY**

Mood and Tone

**CORNERSTONE VOCABULARY**

Diction, brochure

**CORNERSTONE VOCABULARY**

Persuasion, Point of view and Perspective

## Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title: Author's Purpose: Exploring a writer's toolbox for achieving writer's purpose**

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**District: Brandywine, Red Clay, Appoquinimink**

**Content Area: English/Language Arts**

**Grade Level(s):7-8**

### Summary of Unit

From "Editors' Message" Voices from the Middle, Volume 17, Number 2, December 2009, p. 7: "Since texts can influence readers in multiple ways, critical literacy is important for helping students understand how authors shape what they want the reader to understand."

We wish to support our students in the acquisition of the set of reading skills necessary to support this kind of critical literacy. Therefore, this unit\* addresses the components of author's purpose, how to identify author's purpose in a variety of texts, and how to utilize those components in your own writing.

The components of craft (tools) that impact author's purpose featured here are:

- mood
- tone
- audience
- diction (word choice)
- point of view (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person)
- perspective

Any author's primary purpose is to engage the reader; their secondary purpose(s) are to inform, to persuade and/or to entertain.

The types of texts used in the lessons\*\* are:

- magazines (a variety of the 3 [technical, informational, literary] types of text)
- brochures (technical text)
- articles (informational text)
- short stories (literary text)

\* The unit assumes that these middle-schoolers have received instruction and are reasonably proficient in:

- making inferences (Graphic Organizer for inference found in Appendix, p. 1 for brush-up lesson, if needed)



- planfully using reading comprehension strategies (List and Graphic Organizer for Effective Reading Comprehension Strategies found in Appendix, p. 2 for brush-up lesson(s) if needed)

*\*\* A lesson may take more than one class period.*

## Stage 1 – Desired Results

What students will know, do, and understand

### CCSS College and Career Readiness Standards

Anchor Reading Standards for Literature and Informational Texts:

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

9. Analyze how two or more texts address similar themes or topics in order to build Knowledge or to compare the approaches the authors take

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **CC7RL4**

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. **CC7RL5**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. **CC7RL6**

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. **CC7RL9**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **CC7RI4**

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **CC7RI5**

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. **CC7RI6**

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. **CC7RI9**

#### Big Idea(s)

Authors use various tools of their craft to achieve their purposes.

### Unit Enduring Understanding(s)

- Students will understand that authors use specific tools of their craft to convey a message.
- Students will understand that different authors use techniques/strategies to convince readers. Readers must apply criteria to evaluate the credibility of the information.
- Students will understand that sometimes the author makes his/her meaning plain, but sometimes the reader may have to make an inference to find the meaning.

### Unit Essential Questions(s)

1. What does the writer want the reader to know, understand, and do? How do I know?
2. How does the use of \_\_\_\_\_[mood, tone, audience, diction, point-of-view as it relates to 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> person, or perspective] contribute to or influence the author's purpose? How does this use engage the reader?
3. Why is it important to understand how readers or viewers are influenced or manipulated by the author?

### Knowledge and Skills

#### Students will know...

The definitions for terms in unit: author's purpose, audience, mood, tone, audience, diction, point-of-view as it relates to 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> person, and perspective

The characteristics of various print and non-print media and text formats: magazines, brochures, editorials, cartoons, etc.

#### Students will be able to...

- Define & give characteristics of the terms to know related to author's purpose.
- Identify author's message in various texts.
- Identify and analyze mood (tone, audience, diction, point-of-view as it relates to 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> person, or perspective) in a given text.
- Recognize facts and details used to support how the author used mood (tone, audience, diction, point-of-view as it relates to 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> person, or perspective) to fit his/her purpose/message.
- Analyze how authors' purposes vary among different kinds of texts and text formats (e.g., magazines, brochures, editorials, cartoons, print and non-print media)
- Identify and evaluate the effectiveness of the author's use of mood (tone, audience, diction, point-of-view as it relates to 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> person, or perspective) as it pertains to purpose/message in a given text.
- Use *some* of the appropriate tools in their own writings/communications.

Evidence that will be collected to determine whether or not Desired Results are achieved

## Suggested Performance/Transfer Task(s)

### Summative Task:

1. Trifold **brochure**: (can be cross-content assignment - Delaware 8th graders are required to create "Me brochures" for their required Exploring Business course). Students create a "me brochure" that tells/shows who they are. Brochure must be accompanied by explanation (verbal or written) about how and where they utilized the author's craft elements studied in this unit and why those choices are effective for the author's purpose and audience.

**\*Differentiation**: choose 3 of 5 author's tools, or 4 of 5, or all 5 of 5. Rubric can be a checklist and pre-writing sheet can help remind students what the author's tools are and provide an example of each.

See unit plan for explicit directions, rubric and student samples

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Key learning events needed to achieve unit goals

#### LESSON ONE - Vocabulary of Author's Purpose:

**Summary**: Students will be introduced to the vocabulary needed for the Unit through the creation of a modified Frayer Diagram. The teacher will model the process to complete a modified Frayer Diagram for the students; they will work in monitored small groups to complete a Diagram for one of the remaining five terms; each student will begin to complete a Diagram of his/her own for future use as the lessons unfold.

#### Essential Questions:

- What does the author want the reader to know, believe or do?  
(This EQ is the prominent one, featured in every lesson throughout the unit.)
- How does the author's use of author craft (his/her toolbox: mood, tone, diction, point-of-view, perspective) help achieve the purpose of the writing

(These EQs appear with just one or two of the "terms" featured per lesson throughout the unit. In this introductory lesson, it will be raised in a hypothetical or based-on-prior-knowledge kind of a way. In future lessons, it will be more specific and grounded in particular pieces of text.)

**Note**: The unit assumes students know the generic authors' purposes: to entertain, to persuade, to inform, to express

#### LESSON TWO - Mood & Tone with Magazines

**Summary**: The teacher will model how to identify mood and tone as displayed on the cover of a magazine; working in pairs, students will identify mood and tone in a magazine cover of their own; students will complete their own modified Frayer Diagrams for mood and tone and apply their understandings of those tools of an author's craft as they influence an author's (or publisher's) purpose to another magazine.

#### Objectives:

Students will know - the definition for terms in unit: mood, tone, author's purpose

Students will be able to -

- Identify author's message and purpose in various texts
- Identify mood and tone in a given text
- Analyze the author's use of tone and mood in a variety of texts, including various magazines
- Recognize facts and details to support how the author used mood and tone to fit his/her purpose/message

#### **Essential Questions:**

- What does the author want the reader to know, believe or do?
- How does **mood** contribute to or influence author's purpose?
- How does **tone** contribute to or influence author's purpose?

### **LESSON THREE - Audience & Diction with Brochures**

**Summary:** The teacher will use a variety of brochures and elicit a list of characteristics for effective brochures, including but not limited to meeting the overriding purpose of convincing the reader to visit the place featured or participate in the event described. Using an attractive and effective model, teacher will guide the students through the process of identifying the intended audience, the use of particular, precise, enticing word choice (diction); its mood and tone as it serves to meet the author's purpose. Students will complete their own modified Frayer Diagrams for audience and diction and apply their understandings of those tools of an author's craft as they influence an author's (or publisher's) purpose(s) to another brochure.

#### **Objectives:**

Students will know the definition for terms in unit so far: author's purpose, mood, tone, audience and diction

Students will be able to...

- Identify author's message and purpose in various brochures
- Identify, analyze, and evaluate the effectiveness of the mood and tone found in a given text
- Identify and analyze the effectiveness of word choice (diction) found in a given text for the intended audience
- Identify and analyze content (words and images) that communicate features to achieve the author's purpose
- Recognize facts and details to support how the author used audience and word choice (diction) to fit his/her purpose or message
- Evaluate the effectiveness of the piece of writing with supports

#### **Essential Questions:**

1. What does the writer want the reader to know, believe, and do?
2. How does the intended audience contribute to or influence the author's purpose? How do I know? What is the proof?
3. How does the author's choice of words (diction) and images contribute to or influence the author's purpose? How do I know? What is the proof?
4. What other tools (mood and tone) does the author use to communicate or achieve purpose?
5. Why is it important to understand how readers or viewers are influenced or manipulated by the author?

### **LESSON PLAN FOUR: Point-of-View and Perspective with Editorials, Blogs, Speeches or other Persuasive Texts**

**Summary:** The teacher will model with an article with a definite opinion expressed. Direct instruction (if/when needed) on point of view will be included. Additional modeling and/or guided practice on

author's use of point of view to achieve a persuasive purpose should be conducted with a variety of other texts. Students will be led to identify and analyze the position and the point of view, examining it for its effectiveness in leading the reader to understand, believe, or do something. Students will then reason through an opposing viewpoint and identify supports that would strengthen that argument. Finally, they will express that opposing viewpoint in writing and/or orally.

**Objectives:**

Students will know... the definitions for terms in unit: mood, tone, audience, diction, point-of-view (as it relates to 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person), author's purpose

Students will be able to...

- Identify author's message and purpose in various texts
- Identify, analyze, and evaluate the effectiveness of the mood and tone found in a given text
- Identify, analyze, and evaluate the effectiveness of word choice (diction) found in a given text for the intended audience
- Recognize and analyze how point-of-view is used to fit the author's purpose/message
- Evaluate the effectiveness of all six dimensions (mood, tone, audience, diction, point-of-view) in fitting the author's purpose from a piece of persuasive writing, with supports from the text

**Essential Questions:**

- What does the writer want the reader to know, understand, and do?
- How does the point of view taken contribute to or influence the author's purpose/message? How do I know? What's the proof?
- How does the perspective taken contribute to or influence the author's purpose/message? How do I know? What is the proof?
- What other tools (mood, tone, intended audience, diction) does the author use to communicate or achieve purpose?
- Why is it important to understand how readers or viewers are influenced or manipulated by the author?
- How does the writer engage you as a reader?

**LESSON PLAN FIVE: Point-of-View and Perspective with Short Stories, Poetry, Lyrics or other Literary Texts**

**Summary:** The teacher will read aloud a well-known tale retold from the perspective of another character or a narrator with an attitude conveyed through tone; a discussion will follow on the ways in which the students were engaged by the author and possibilities for additional retellings. Then s/he will select a literary text (or several) from available classroom materials and have students read it, attending to author's purpose and the aspects of craft used in the story to meet that purpose. Students will analyze and evaluate the piece through the six lenses used in an author's craft to serve his or her purpose.

**Objectives:**

Students will know... the definitions for terms in unit: mood, tone, audience, diction, point-of-view (as it relates to 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person), and perspective; author's purpose

Students will be able to...

- Identify author's message and purpose in various texts
- Identify, analyze, and evaluate the effectiveness of the mood and tone found in a given text
- Identify, analyze, and evaluate the effectiveness of word choice (diction) found in a given text for the intended audience
- Recognize, analyze, and evaluate the effectiveness of the author's use of point-of-view and perspective to fit the author's purpose/message

- Evaluate the effectiveness of all six dimensions (mood, tone, audience, diction, point-of-view, and perspective) in fitting the author's purpose from a piece of writing, with supports from the text

### Essential Questions:

- What does the writer want the reader to know, understand, and do?
- How does the point of view taken contribute to or influence the author's purpose? How do I know? What's the proof?
- How does the perspective taken contribute to or influence the author's purpose? How do I know? What is the proof?
- What other tools (mood, tone, intended audience, diction) does the author use to communicate or achieve purpose?
- Why is it important to understand how readers or viewers are influenced or manipulated by the author?
- How does the author use (mood, tone, intended audience, diction, point-of-view, perspective) to engage you as a reader?

### Resources and Teaching Tips

- magazines (classroom set; various titles) – electronic and print
- brochures (When looking for brochures locally, look at the Delaware Memorial Bridge Toll Plaza, the Wilmington train station or the rest stop on Interstate-95.) – electronic and print
- newspapers (classroom set; focus on persuasive pieces, so other periodicals are also appropriate to use), blogs, other media
- Scholastic's The Best Teen Writing of 2007, or personal narratives chosen from When I was Your Age (Volume I, edited by Amy Ehrlich), or Guys Read (edited by Jon Scieszka, 2005), or similar appropriate memoir.

### Differentiation

See each individual lesson for differentiation

### Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8<sup>th</sup> Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).

**In place of magazines, use commercials instead**

**Use documentaries or films**

**Using blogs for persuasive/opinion pieces instead of newspapers**

### Content Connections

Content Standards integrated within instructional strategies

The summative task is also a requirement for Delaware 8<sup>th</sup> grade *Exploring Business* requirements.

**LESSON PLAN ONE: VOCABULARY****Objectives:****Students will know...**

The definitions for terms in unit:

Mood*	Point-of-view**
Tone*	Perspective**
Audience	Persuasion
Diction	Author's purpose***

**Students will be able to...** define and give characteristics of the terms to know for this unit on author's purpose.

\* Teachers *may* elect, depending on needs of the class, to skip tone and just do mood &/or to include perspective under point-of-view\*\*

\*\*\* This unit assumes students know generic author purposes. If need be, the teacher tells (or reminds) students that authors or publishers have a purpose behind their use of words, images and design: to inform, to entertain, and/or to persuade.

**Essential Questions:**

- What does the author want the reader to know, believe or do?

(This is the unit EQ, featured in every lesson throughout the unit.)

- How does \_\_\_\_\_ (mood, tone, audience, diction, point-of-view, perspective) contribute to, reflect &/or influence author's purpose?

**Extension:**

- Why is it important to understand how readers or viewers are influenced or manipulated by the author?

(This lesson EQ will appear with just one or two of the "terms" featured per lesson throughout the unit. In this introductory lesson, it will be raised in a hypothetical or based-on-prior-knowledge kind of a way. In future lessons, it will be more specific and grounded in particular pieces of text.)

**Activating Strategy:**

Teacher puts on an angry, sad, or happy face and stance and invites students to guess what kind of a mood s/he is in (or whispers to three students, inviting them to wordlessly display a "mood.") Students are asked, "What's a mood? What do we mean when we use that word?"

- Teacher solicits definitions of "mood" from volunteers.
- Teacher notes that we all have a clear, if intuitive, working definition of "mood," but did you know that there is a particular meaning to the word found in the study of literature.
- Teacher has one student look up "mood" in the classroom dictionary and another look up the definition in the Literary Terms Glossary located in the back of the classroom anthology or literature textbook.
- As students read the definitions, teacher brings up the "Inspiration!" program [www.inspiration.com/](http://www.inspiration.com/) on the computer monitor or approaches the pre-prepared large chart or chalkboard segment and records them in the "definition" spot on the Frayer Model [alternatives: concept definition map, etc.]

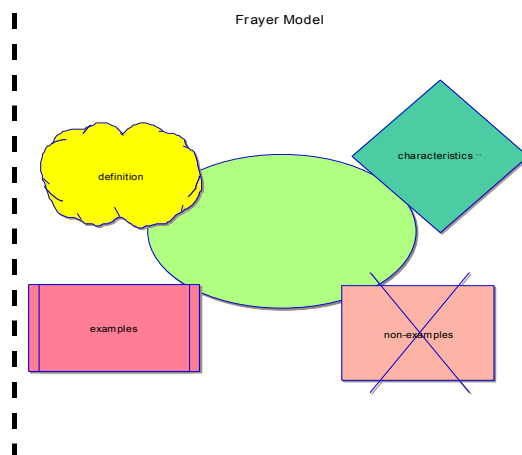
**Acceleration/Previewing Vocabulary:**

Frayer Model (see Lesson 1 Appendix for sample)) will be used to record information about the "terms" to know as we work through the lessons in the unit. It is a type of graphic organizer that is particularly useful for acquiring new, content-specific vocabulary. This one provides a central space for the "term" to know and four other spaces for its definition, characteristics, examples, nonexamples.

**See Attached completed Frayer Diagram**

**Activating Strategy II:**

To begin Part II of this lesson, choose 6 students, each of whom will receive a sentence strip with one of the 6 “terms to know” on his/her back. One student at a time will circulate among the rows of desks with classmates offering hints as to his/her defining characteristics. After the student has correctly guessed his/her term, s/he can return to his/her seat.

**Teaching Strategies:** (*Collaborative Pairs; Graphic Organizers, etc.*)

1. Teacher divides students into five “expert” groups (one term to know for each group) and gives each group a large Frayer Model on which to record their findings. Students will brainstorm what they think the word means before teacher gives students a dictionary and/or textbook and/or computer access to find the actual meaning of term to know.
2. Students report out the definitions for the term; teacher collects group-made Frayers to be used when each of the terms are the focus of an ensuing lesson. These will be added to the model Frayer that the teacher created with Inspiration! during this lesson.
3. End of Part I; return to Activating Strategy II (whether this is the end of a class period or a mid-point in a block.)
4. Teacher will distribute 3 hole-punched (to-be-kept-in-the-ELA-notebook) 2-sided papers with 3 Frayers per side for students to complete as the lessons progress, copying the definitions from the teacher’s sample, but completing the other 3 boxes from their own observations and inferences. The first of the six will feature “mood,” from the Part I lesson; the second will feature “tone,” etc.
5. Once each group has the definition for their term to know, one student from each group will record the definition on the teacher’s chart paper, the Inspiration! screen and/or board. Teacher then instructs all students to write the definition on their Frayer Diagrams.
6. Students will keep the Frayer Diagram as a learning log for this unit. The “Examples” box will be completed during Lessons Two through Five on the various texts. After students have completed the “Examples” and “non-examples” boxes, then they will use those examples to fill in the “Characteristics” boxes.

**Differentiation:**

- Students using color coded paper for each term to know
- Students receive a copy of the Frayer Diagram from teacher
- Students give teacher their Frayers or keep their Frayers
- More advanced students may complete some of the “Characteristics” before reading the examples
- Teacher completes one example and non-example (or similar) for appropriate students.
- Students will be offered the 6-Frayer Model papers with lines for writing or blanks for drawing.

\* Frayer models can be found on many websites including the following”

[www.justreadnow.com/strategies/frayer.htm](http://www.justreadnow.com/strategies/frayer.htm)

[wvde.state.wv.us/strategybank/FrayerModel.html](http://wvde.state.wv.us/strategybank/FrayerModel.html)[www.mindstepsinc.com/pub/never/Frayer\\_Model.pdf](http://www.mindstepsinc.com/pub/never/Frayer_Model.pdf)

[www.nde.state.ne.us/read/ProfessionalDevelopment/FrayerModel.pdf](http://www.nde.state.ne.us/read/ProfessionalDevelopment/FrayerModel.pdf)

[www.adlit.org](http://www.adlit.org) › [Classroom Strategies](#)



**Assignment/Extending Thinking:**

Students will create a Deck of Cards for each of the terms to know so that when students are at different levels of completion in their work they can review the terms to know by playing Go Fish, Memory, etc. The term to know will be on one side of the card, and depending on ability of students and/or class, the teacher can determine what is on the other side, i.e. Definitions, Characteristics, Examples, Relation to Author's Purpose, Pictures, Text, &/or combination (see Lesson 1 Appendix for sample)

**Summarizing Strategies: (*Learners Summarize & Answer Essential Question*)**

- Students can be assessed informally, as Every-Student-Response (ESR) with hand signals – After Activating Strategy II or after completing the definitions in their own Frayer Models. Write all six of the terms on the board, overhead or computer monitor, numbering them 1 through 6. Ask students to signal you with 1, 2, 3, 4, 5 fingers or their fist (for 6) to match the word they choose for the definition you read aloud. For an added challenge, you could use characteristics of each “term” as well as the definitions. Teachers can see, literally in a glance, how many of your students “get” the meaning of the terms and how many don't.

- Teachers apply the term mood to something they have just read (presumably literary piece) and a newspaper article from the day's paper and/or a political cartoon to reinforce mood. OR, show two book jackets and ask what mood the jacket creates for them (see Lesson 1 Appendix for sample)

## Lesson 1 Appendix A - Sample Vocabulary Frayer and Concept Definition Map

### FRAYER MODEL

Definition (in own words)

**Feelings**  
**Emotional response**

**Facts/Characteristics**

**Noun**  
**State of mind**

*MOOD*

Examples

**People** laugh at clowns because clowns' tricks make people laugh in a "good mood."  
**Teachers** get in a "bad mood" when students don't do their homework

Non-examples

**Robots** respond to commands without emotion.  
**Computers** are detached - unengaged/neutral; and puts them they show no affect or feelings

### CONCEPT DEFINITION MAP

Comparisons  
(compares to...)

Category

Properties  
(what is it like?)

*Attitudes*

Noun

A feeling one

*MOOD*

An emotional response

*Emotions*

Illustrations – what are some examples?

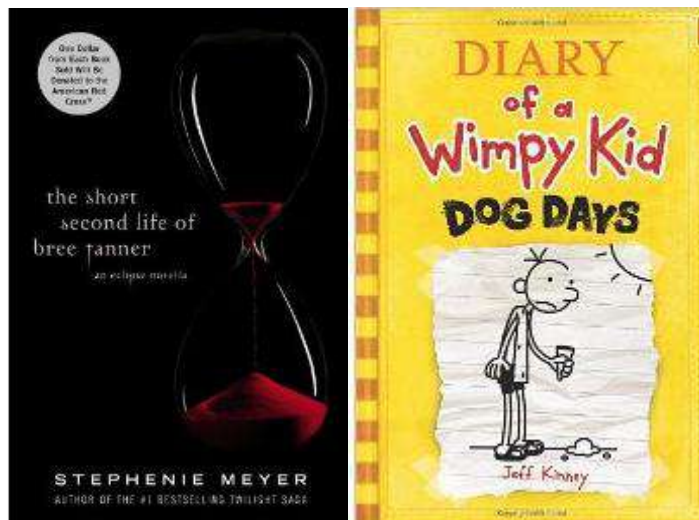
Too many snow days puts some people in a "bad" mood

Lots of snow days put some people – such as students – in a "terrific" mood

Watching movies such as "Marley and Me" can make people feel sentimental or sad

Concept definition mapping (Schwartz, 1988) is a strategy for teaching students the meaning of key concepts. Concept definition maps are graphic organizers that help students understand the essential attributes, qualities or characteristics of a concept. Students must describe what the concept is, make comparisons, tell what it is like (what properties it has) and cite examples of it. [www.pbcc.edu/x12609.xml](http://www.pbcc.edu/x12609.xml)



# Lesson 1 Appendix B - Sample book jackets (easily downloaded from variety of internet sources)




Could be an exit ticket: What moods do each of these books create in you, the viewer? Explain your choices. Then, next day teacher can (re)explain that **MOOD** is subjective (personal opinions and experience help determine how a person interprets “text”). **TONE** is more objective. For example, a picked-upon student may think the mood engendered by Wimpy Kid is depressed or anxious, while the bully might think it creates a funny mood.

.....

**Lesson 1 Appendix C** - Possible\* “playing” card prototypes [10 cards; would need more like 50 for a comprehensive review of concepts]

FRONT	BACK	FRONT	BACK
MOOD	Watching movies such as “Marley and Me” can make people feel sentimental or sad [example]	TONE	The author’s attitude toward the subject [definition]
MOOD	 [icon]	TONE	Sarcastic [example]
AUTHOR’S PURPOSE	To entertain [example/ category]	AUTHOR’S AUDIENCE	 (example: children)
PERSPECTIVE	Lawyer presenting a case for a defendant (example)	DICTION	Formal: “please be advised that...” (example)
POINT O VIEW	3 <sup>rd</sup> person omniscient [example/ ategory]	DICTION	Author’s word choices [definition]

Do not include on student copy

\*Ideally, a “full deck” would have **all** the terms paired with multiple examples, definitions, icons  (when appropriate) or pictures. To differentiate, control which cards struggling students have.

## LESSON PLAN TWO: MOOD & TONE WITH MAGAZINES

<p><b>Objectives:</b></p> <p><b>Students will know...</b></p> <p>The definition for terms in unit: mood, tone, author's purpose</p> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>Identify author's message in various texts</li> <li>Identify tone and mood in a given text</li> <li>Recognize facts and details to support how the author used mood and tone to fit his/her purpose/message</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What does the author want the reader to know, believe or do?</li> <li>How does mood contribute to or influence author's purpose?</li> <li>How does tone contribute to, reflect, or influence author's purpose?</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>Why is it important to understand how readers or viewers are influenced or manipulated by the author?</li> </ul>
<p><b>Activating Strategy:</b></p> <p>The teacher uses the cover of one magazine to activate knowledge of what students already know about that periodical. (It is recommended that you choose a magazine which you believe will capture the interest and attention of your students. <b>People</b> or <b>Sports Illustrated</b> is a good bet and your school library or a colleague is likely to have a copy if you do not.) The teacher leads students in a classroom discussion by asking students the following questions:</p> <ul style="list-style-type: none"> <li>Why might you buy this magazine (or not)?</li> <li>What on this cover pulls your focus? Why?</li> <li>If you needed to identify just one thing that the author or publisher of this magazine wanted you to know, believe or do, what would it be? Why?</li> </ul>	<p><b>Acceleration/Previewing Vocabulary:</b></p> <p><b>Frayer Diagram</b> – “mood” &amp; “tone”</p> <p>Teacher asks students to take out the Frayer Diagrams from previous lesson. Students will fill in the “Examples” and/or “Characteristics” boxes for “mood” and “tone.” Then teacher will lead students in a discussion of “How does the mood found here fit the Author’s Purpose? How does the tone used here fit the Author’s Purpose?”</p>
<p><b>Teaching Strategies:</b> (<i>Collaborative Pairs; Graphic Organizers, etc.</i>)</p> <ol style="list-style-type: none"> <li>Teachers will ask students to take out their Frayer Diagrams for the day’s lesson.</li> <li>The teacher will use cover of magazine from “Activating Strategy” to chunk the terms to know. The first term to model is mood.</li> <li>The teacher tells students the mood of that magazine cover and asks students why she/he may feel that way.</li> <li>The teacher distributes various magazines, one for every two students, then asks students to look at the cover of their magazine and in <i>collaborative pairs</i> students determine the mood (See Appendix for list of tone and mood words) found on their cover.</li> <li>Students look for and record examples and non-examples of mood on the cover to <i>Frayer</i></li> </ol>	

*Diagram.* The teacher circulates throughout the room to monitor students' understanding and provide support and clarification where needed.

- Repeat steps 1-5 for "tone." If this is a higher level class, teacher may model both terms at one time with the magazine cover and then have students find both with their magazine cover. If more scaffolding is required, a handout with "mood" and "tone" defining characteristics from the state ELA document can be used in concert with an organizer (See Appendix for Lesson 2) before turning your students' attention to a handout featuring one magazine cover with an explanatory table for them to use. (See Appendix for Lesson 2)
- 6. Assessment Prompt #1: Students will record their findings from the magazine cover on their Frayer Diagrams from Lesson One for "Mood" and "Tone."**
- 7. Ask for volunteers to share their responses for examples, non-examples and characteristics.
- 8. The teacher asks students to revisit the Frayer Diagrams and provide justification for their classifications.
- 9. Assessment Prompt #2: Using a different magazine of their own or the teacher's choice, students will complete a Summarizer examining the magazine cover for its mood and tone as it fits in with the publisher's main purpose.**
- 10. Then students need to find examples from the magazine (advertisements, articles, pictures, or table of contents) that demonstrate consistency with the mood and tone identified on the cover – or not.
- 11. This assessment can be differentiated by the teacher having students work independently for a higher level class and in collaborative pairs for those who continue to need scaffolding. For even more support, the handout found in the Appendix could be modified with a different cover for the assessment.

*Differentiation:*

- Teacher edits list of tone/mood words according to the needs of the class &/or individuals
- Teacher completes one example and non-example (or similar) for appropriate students.
- Magazines of varying difficulty can be pre-selected according to individual or group needs (see sample student work with worksheet 2-a)
- Worksheets can be scaffolded (see appendix 1 & 2 a-b for this lesson)

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**Assignment/Extending Thinking:**

- Frayer Model – Students could add to their graphic organizers for mood and tone based on features found within their magazine (advertisements, articles, pictures, table of contents). Or consider using a segment from a television "entertainment magazine."
- Within any magazine, there might be articles that have a different tone. Have students find such articles and think about how a single magazine can have cross purposes.
- Look for examples of tone in emails (See sample in Appendix for Lesson 2)

**Summarizing Strategies: (*Learners Summarize & Answer Essential Question*)\*\***

Students will complete in-class writing after teacher redistributes magazines to students. Students then need to write a paragraph (or a bulleted list) answering the following question about the front cover of the magazine. What does the publisher want the reader to know, understand, and do with this magazine? How do the mood and tone used fit with that purpose – or not? How do you know? OR, students can complete ONE of the summarizers in appendix (each has a different level of scaffolding)

**tone = speaker's attitude**

<b>POSITIVE TONE WORDS</b>		<b>NEUTRAL (+, -, or neutral)</b>	<b>NEGATIVE TONE WORDS</b>	
admiring	hilarious	commanding	ambiguous	hostile
adoring	hopeful	direct	ambivalent	impatient
affectionate	humorous	impartial	angry	incredulous
appreciative	interested	indirect	annoyed	indifferent
approving	introspective	meditative	antagonistic	indignant
bemused	jovial	objective	anxious	inflammatory
benevolent	joyful	questioning	apathetic	insecure
blithe	laudatory	speculative	apprehensive	insolent
calm	light	unambiguous	belligerent	irreverent
casual	lively	unconcerned	bewildered	melancholy
celebratory	mirthful	understated	biting	mischievous
cheerful	modest		bitter	miserable
comforting	nostalgic		blunt	mocking
comic	optimistic		bossy	mournful
compassionate	passionate		cold	nervous
complimentary	placid		conceited	ominous
conciliatory	playful		condescending	outraged
confident	poignant		confused	paranoid
contented	proud		contemptuous	pathetic
delightful	reassuring		curt	patronizing
earnest	reflective		cynical	pensive
ebullient	relaxed		demanding	pessimistic
ecstatic	respectful		depressed	pretentious
effusive	reverent		derogatory	resigned
elated	romantic		desolate	reticent
empathetic	sanguine		despairing	sarcastic
encouraging	scholarly		desperate	scornful
euphoric	self-assured		detached	self-deprecating
excited	sentimental		diabolic	selfish
exhilarated	serene		disappointed	serious
expectant	silly		disliking	severe
facetious	sprightly		disrespectful	sinister
fervent	straightforward		doubtful	skeptical
flippant	sympathetic		embarrassed	sly
forthright	tender		enraged	solemn
friendly	tranquil		evasive	somber
funny	whimsical		fearful	stern
gleeful	wistful		forceful	stolid
gushy	worshipful		foreboding	stressful
happy	zealous		frantic	strident
			frightened	suspicious
			frustrated	tense
			furious	threatening
			gloomy	tragic
			grave	uncertain
			greedy	uneasy
			grim	unfriendly
			harsh	unsympathetic
			haughty	upset
			hopeless	violent

## mood = emotional effect that the text creates for the audience

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### POSITIVE MOOD WORDS

amused	jubilant
awed	liberating
bouncy	light-hearted
calm	loving
cheerful	mellow
chipper	nostalgic
confident	optimistic
contemplative	passionate
content	peaceful
determined	playful
dignified	pleased
dreamy	refreshed
ecstatic	rejuvenated
empowered	relaxed
energetic	relieved
enlightened	satiated
enthralled	satisfied
excited	sentimental
exhilarated	silly
flirty	surprised
giddy	sympathetic
grateful	thankful
harmonious	thoughtful
hopeful	touched
hyper	trustful
idyllic	vivacious
joyous	warm
	welcoming

### NEGATIVE MOOD WORDS

aggravated	insidious
annoyed	intimidated
anxious	irate
apathetic	irritated
apprehensive	jealous
barren	lethargic
brooding	lonely
cold	melancholic
confining	merciless
confused	moody
cranky	morose
crushed	nauseated
cynical	nervous
depressed	nightmarish
desolate	numb
disappointed	overwhelmed
discontented	painful
distressed	pensive
drained	pessimistic
dreary	predatory
embarrassed	rejected
enraged	restless
envious	scared
exhausted	serious
fatalistic	sick
foreboding	somber
frustrated	stressed
futile	suspenseful
gloomy	tense
grumpy	terrifying
haunting	threatening
heartbroken	uncomfortable
hopeless	vengeful
hostile	violent
indifferent	worried
infuriated	

[http://s.spachman.tripod.com/SummerWork/tone\\_mood.doc](http://s.spachman.tripod.com/SummerWork/tone_mood.doc)



**Lesson 2 Appendix B - Summarizer (variations)**

Author's Purpose (1)  
Tone/Mood in magazines

What does the author want you to know/believe/do?

Magazine title \_\_\_\_\_

1. What do you see on the cover?

2. What do you make of what you see on the cover (i.e. What can you conclude or infer based upon what you see?)

3. What does the publisher of this magazine want you to know / believe / do?

How can you tell?

4. What tone is being used?

How can you tell?

5. What mood does this tone create in you?

How do you think it does that?

6. Do the mood and tone "fit" well with the intended purpose (what s/he wants you to know/believe/do)?

How can you tell?

7. Would you buy this magazine?

Why/not?

8. Would you read this magazine if it were laying right there and you were bored?

Why/not?

**Bonus:** Look through the rest of your magazine for more examples of the tone and mood that you identified as being present on the cover. List your discoveries here:

**Lesson 2 Appendix B****Author's Purpose (2-a)**  
**Tone/Mood in magazines**

Magazine title \_\_\_\_\_

1) **Author's purpose:** Based on the image(s) and text that you see on the cover of this magazine, what does the publisher want the reader to **know**, **believe** and/or **do** as a result of reading this periodical?

2) How do the **mood** and **tone** fit with that purpose – or not?

How can you tell?

3) Who do you think the targeted **audience** is for this magazine?

What do you see that leads you to conclude that?

Author's Purpose (2-B - scaffolded)  
tone/mood in magazines

Magazine title \_\_\_\_\_

1) **Author's Purpose:** After looking at the pictures and words on the cover, I know that  
the authors want the reader to know about \_\_\_\_\_;  
the authors want the reader to believe \_\_\_\_\_;  
the authors want the reader to do \_\_\_\_\_.  
[fill in at least **one** blanks]

2) The **mood** \_\_\_\_\_ DOES \_\_\_\_\_ DOES NOT fit the purpose.

I know this because \_\_\_\_\_

3) The audience for this magazine is probably \_\_\_\_\_.

I know this because \_\_\_\_\_

**Lesson 2 Appendix C – Possible sample (model or collaborative**



**Magazine Style/Features and Author's Purpose –**

Text Feature: The magazine cover : <i>People Magazine</i>	Author's (Editor's) Purpose: The editor makes choices so that readers will know/ believe/do what?	Text Clues: What words, pictures, etc. support your conclusion about the author's purpose?	Mood: What is the mood created by the words and pictures on the cover?	Tone: What is the editor's tone?
	<i>Purpose: To entertain (to amuse) the reader. Author/Editor wants readers to be entertained (also informed)</i>	<i>Pictures are of famous "pretty" people; words are dramatic - such as "struggles, dealing with...drama, romance." The words are teasing or tempting too such as "exclusive," "opens up" and "secrets." The colors are bright</i>	<i>The mood created is excited, anxious/curious</i>	<i>The tone of the magazine - Playful or enticing</i>

*\*Possible answers*

Would you buy this magazine? \_\_\_\_\_(yes) \_\_\_\_\_(no) \_\_\_\_\_(maybe)  
Why or why not?

Would you read this magazine if it were laying right there and you were bored?  
\_\_\_\_\_ (yes) \_\_\_\_\_ (no) \_\_\_\_\_ (maybe)  
Why or why not?

## Lesson 2 Appendix D [Compilation of varied student responses to similar magazine cover]

### Author's Purpose:

*"To entertain," "inform,"  
"persuade readers to buy  
magazine by amusing  
them"*

**Audience:** "teen and adult  
readers," "readers who  
like entertainment world"

**Tone:** *"playful,"  
"enticing"*

***People Magazine***

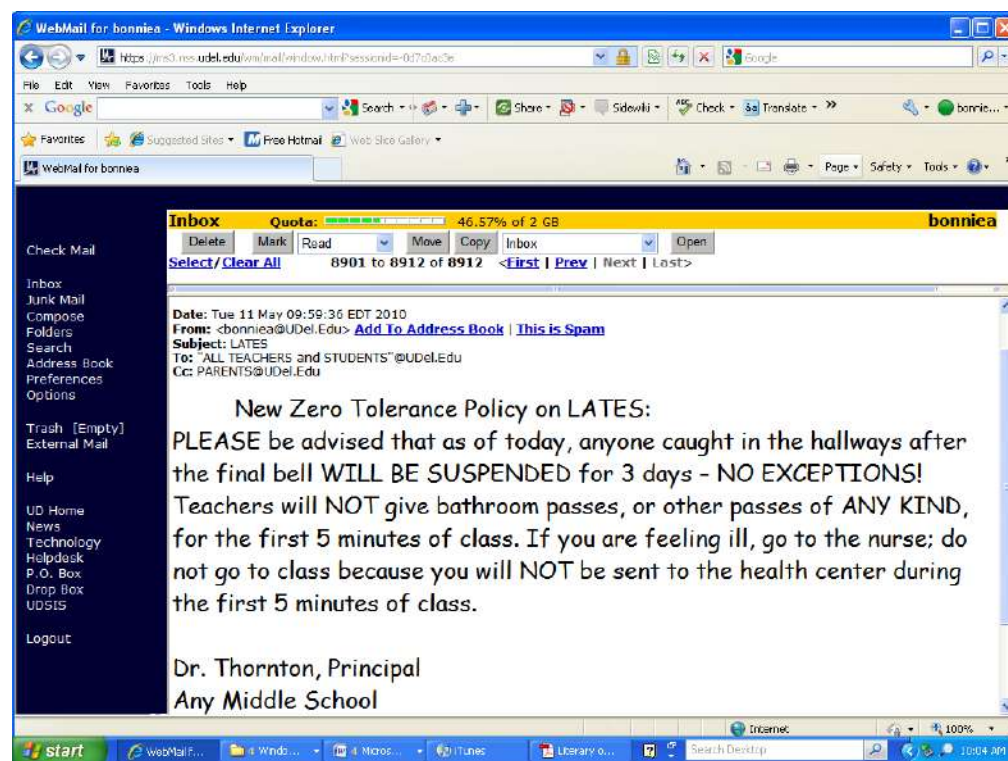
**Mood:** *"curious,"  
"excited"*

**Diction** (words that  
communicate tone,  
purpose and help set  
mood): ***"drama,"  
"secrets"***

This provides  
acceleration for  
next lesson on  
diction

## Lesson 2 Appendix E - Extension

Possible extension: Create an email that has lots of voice. Ask students to identify the voice and then ask what mood it creates in them. For example:



Tone: *threatening, intimidating*  
Probable Mood: *angry or frustrated*

Q: Author's Purpose: What does the writer of the email want readers to know, believe &/or do?

A: This writer of this email wants readers to follow the late policy. (S)He wants readers to understand the principal's power to enforce the rule, etc.

## Lesson 2 Appendix E - Extension

This is a sample only. Appropriate current and past covers for Time Magazine can be downloaded easily at <http://www.time.com/time/magazine/0,9263,7601100419,00.html>



Tone: *frenzied?*  
 Probable Mood:  
*overwhelmed, angry,*  
*frustrated, confused?*

Q: Author's Purpose: What do the editors of this magazine want readers to know, believe &/or do?

A: The editors of this magazine want readers to know about the health care legislation. They want readers to be informed about the new policies. They are playing on readers' anxiety by overwhelming them with images.



Lesson 2 Appendix E – Sample student Work for *Phi Delta Kappan Magazine*

# Author's Purpose

tone/mood in magazines

title Phi Delta Kappan -----

Based on the image(s) and text that you see on the cover of this magazine, what does the publisher want the reader to know, believe and/or do as a result of reading this periodical?

How can you tell?

Well the publisher does want to inform the reader for the second part of the title is Journal For Education. On the cover we see two big money signs on half of a globe, on the cover we see it will be talking about Making Tough Choices. Because of the money signs on globe the tough choices we could say mean choices about money most likely a government will have to make that effect the world shown by the money signs and globe. So the magazine wants to inform you what these will be about and how they may effect people. Also it says that there are reactions to what is happening written by other men which can help inform the reader also.

Who do you think the targeted audience is for this magazine? What do you see that leads you to conclude that?

The magazine is most likely trying to get an audience that cares about the money of the government and helping of the world. I say this from the article that it will be about and the money signs with the globe and the people who have made reactions about what the article is about.



## Lesson 2 Appendix F – Extension or FINAL unit review

### Tone/Mood and Pop Culture – “Pants on the Ground”

The original Pants on the Ground and Jimmy Fallon’s Neil Young impression of same can be downloaded from the Huffington Post’s website, courtesy of NBC (and no need to wrestle with YouTube). Note: show original first. There are many other “remixes,” including Bret Favre’s refrain in the Viking’s 2010 locker room.

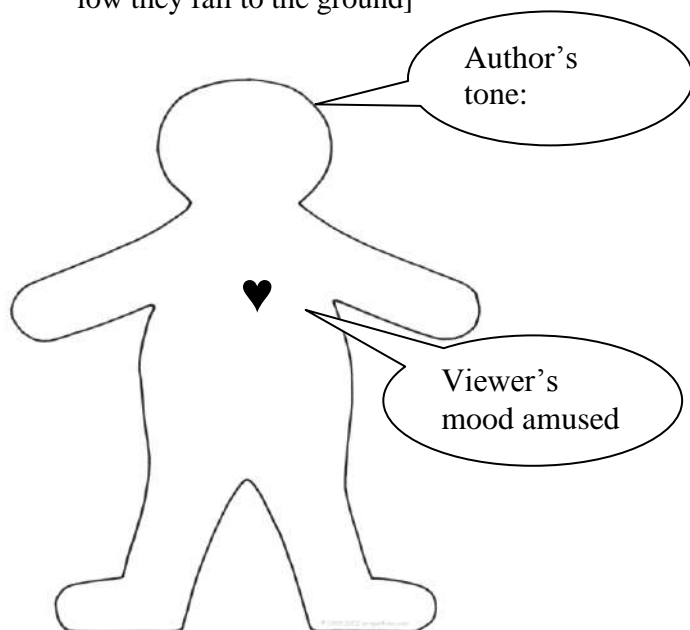
[http://www.huffingtonpost.com/2010/01/15/pants-on-the-ground-neil\\_n\\_424468.html](http://www.huffingtonpost.com/2010/01/15/pants-on-the-ground-neil_n_424468.html)

Pants on the Ground” - 62-year-old 'American Idol' contestant General Larry Platt

Pants on the ground  
 Pants on the ground  
 Lookin’ like a fool with you pants on the ground  
 Gold in your mouth  
 Hat turned sideways, pants hit the ground  
 Call yourself a cool cat looking like a fool  
 Walking down town with yo pants on the ground  
 get it up!!  
 HEY! got your pants off the ground  
 lookin like a fool, walkin talking  
 with you pants on the ground  
 get it up  
 hey get them pants off the ground  
 Lookin’ like a fool with you pants on the ground  
 Gold in your mouth  
 Hat turned sideways, pants hit the ground  
 Call yourself a cool cat looking like a fool  
 Lookin’ like a fool with you pants on the ground  
 (repeat)

What is the tone? [accusatory, contemptuous, ridiculing, mocking] How do you know? [“looking like a fool,” “Hey...”]

What is the mood? [amused, tickled] How do you know? [Lyrics create image of a very silly person with pants so low they fall to the ground]



#### Important Terms:

**Tone** in literature tells us how the author thinks about his or her subject. The author's style conveys the tone in literature. Tone is the author's attitude toward story and readers.

**Mood** is the effect of the writer's words on the reader. Mood is how the writer's words make us feel.

Lesson 2 Appendix F – Sample student work for YouTube video

### Author's Purpose Review

Identify the six tools we have studied that authors use to create purpose.  
Provide an example for each from the YouTube Video.

Tool Mood

He's mood is upset serious because want  
the people to pull up there pants I know  
because in the video... make song and when on tv.

Tool Audience

The Audience is the people who where they  
pull down low. I know this because in the  
video it is on the topic

Tool Tone

The tone is very loud because he wanted  
his topic to be hear I know this  
because in the video... he is yelling not singing.

Tool Diction

The diction is for fool who have there  
pants on the ground. I know this  
because... "with your pants on the ground".

Tool Point of View

The point of view is that the song was  
sending a message for kids to pull up there  
pants I know this because... He made a song.

Tool Perspective

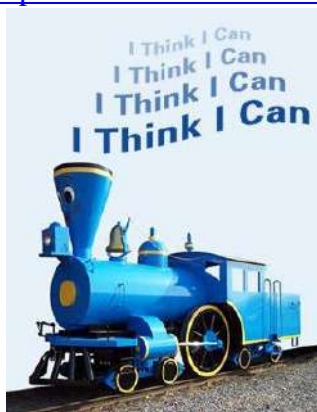
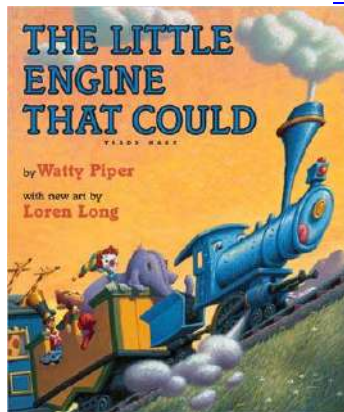
The perspective my opinion is  
that song was good. I know this because...  
it ask people to pull there pants up and  
now have them on the ground.

Tone/Mood – cartoons and picture books to introduce concept:



<http://list.cagle.com/etoon.aspx?cartoon=/news/2009Wolverton/images/1.jpeg>

To be used with classic children's book, *The Little Engine That Could* by Watty Piper . Complete text available for download at [http://www.childrensbooksonline.org/Little\\_Engine\\_that\\_Could/](http://www.childrensbooksonline.org/Little_Engine_that_Could/)



- Identify the tone of both the cartoon and the picture book. How do I know? How is the tone of the cartoon similar to and/or different from the tone of the picture book?
- Identify the mood of both the cartoon and the picture book. How do I know? How is the mood of the cartoon similar to and/or different from the mood of the picture book?

Possible Answers –

- Tone of cartoon: falsely or naively optimistic/confident. Words such as “in case” and “but” show the doubt. Obama’s expression does not signal confidence.
- Tone of picture book: optimistic/confident [from text]. Repeated mantra “I think I can, I think I can” mimics engine – plodding but sure. Personified train has smile on its face - showing confidence.
- Mood generated by cartoon: readers are doubtful and unconvinced
- Mood generated by picture book: confidence that trying hard can produce desired results.

### Source information:

<http://list.cagle.com/etoon.aspx?cartoon=/news/2009Wolverton/images/1.jpeg>

"Monte's work appears regularly in Mad Magazine - his editorial cartoon, The Wolvertoon, updates weekly - [Visit Monte](#) -- [E-Mail Monte](#), Visit an archive of the artist's most recent cartoons in the drop menu at the right. Click on the cartoon to e-mail it to a friend. [monte@wolvertoon.com](mailto:monte@wolvertoon.com)"

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*The Little Engine That Could* by Watty Piper . Complete text available for download at [http://www.childrensbooksonline.org/Little\\_Engine\\_that\\_Could/](http://www.childrensbooksonline.org/Little_Engine_that_Could/)

### Additional Resources:

There is a wonderful lesson plan on Tone/Mood at <http://www.brighthub.com/education/k-12/articles/12268.aspx>. It shows two Mary Poppins movie trailers: the first is the original, which can be found at YouTube (Type "Mary Poppins trailer" into the youtube search engine and click on [\(Original 1964\) Mary Poppins Theatrical Trailer](#)). The “re-envisioned” version can be found by searching YouTube: THE ORIGINAL Scary 'Mary Poppins' Recut Trailer. The differences, using the same music and characters, is amazing; it clearly illustrates differences in tone/mood

### ***LESSON PLAN THREE: AUDIENCE AND DICTION WITH BROCHURES***



<p><b>Objectives:</b></p> <p><b>Students will know...</b></p> <p>The definition for terms in unit: audience and diction</p> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>Identify author's message in various texts</li> <li>Identify and evaluate the effectiveness of the mood and tone found in a given text</li> <li>Recognize the intended audience as it pertains to the author's purpose</li> <li>Identify and evaluate the effectiveness of the author's use word choice (diction)</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What does the writer want the reader to know, believe, and do?</li> <li>How does diction (author's choice of words) contribute to or influence author's purpose?</li> <li>What other tools (mood and tone) does the author use to communicate or achieve purpose?</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>Why is it important to understand how readers or viewers are influenced or manipulated by the author?</li> </ul>
<p><b>Activating Strategy:</b></p> <p>The teacher asks students, "Have you ever been to the Wilmington Train Station or in a Visitors' Center on an Interstate or turnpike and seen the racks of brochures for places to go and things to do? Think about what draws your attention to those brochures and work with a partner to create an acrostic with the word "brochure" that describes characteristics of an attention-getting, effective brochure." (nb - It is assumed that students are familiar with acrostics. Teachers may assign students to pairs or allow them to choose their own.)</p> <p><b>Acrostics Activity: Spell the word "BROCHURE"</b></p> <p>Vertically on a sheet of paper distributed to students. Working in pairs, have them identify characteristics of an appealing brochure in words or phrases. For example, the "B" may stand for "brightly colored" or beautifully designed" or something else entirely.</p> <p><i>Differentiation:</i> Can complete as a whole class for additional teacher scaffolding.</p>	<p><b>Acceleration/Previewing Vocabulary:</b></p> <p>Frayer Diagrams – terms-to-know "audience" and "diction"</p> <p>Teacher asks students to take out the Frayer Diagrams from previous lesson on terms to know for this unit. Students will fill in the "Examples" and/or "Characteristics" boxes according to today's lesson on audience and diction. Then teacher will lead students in a discussion of "What does the intended audience have to do with Author's Purpose? What does diction have to do with Author's Purpose?"</p>
<p><b>Teaching Strategies:</b> (<i>Collaborative Pairs; Graphic Organizers, etc.</i>)</p> <ol style="list-style-type: none"> <li>To introduce the concept of diction as well as reviewing tone and mood, teacher will use a familiar text, e.g., a picture book. Dr. Seuss book <i>The Lorax</i> is one possibility (See Appendix for Lesson 3 for model using this text). At this point it is good to remind students that pictures and images are not part of diction, but that they often go hand-in-hand with diction and function in the same way as diction (shaping mood and tone, and helping author achieve his/her purpose)</li> <li>Teacher will ask students to take out their Frayer Diagrams for the day's lesson.</li> </ol>	

3. Teacher asks students to share why they chose those particular words or phrases for Acrostic, noticing and commenting upon the words that address “intended audience” and “diction.”
4. Teacher distributes a brochure on a local attraction that s/he thinks will be appealing to the students. (Brochures in quantities may be found at the Wilmington Train Station, the Plaza at the Delaware Memorial Bridge or downloaded from a variety of websites.). A brochure for StorybookLand, near Atlantic City, NJ, can be found in the Appendix, although scanned brochures lose much of the documents impact. Although students may not be interested in StorybookLand *per se*, it provides a clear model for teachers. A page from the Herr’s Snack Factory is also included. Teachers are encouraged to use these as samples but to find *local* brochures of interest to *their* students.
5. Teacher gives students a few minutes to look over brochures independently.
6. Then teacher models activity by using an example from the students’ lists. For instance, one of the student’s answers was “reader friendly.” Teacher reads a passage from his/her brochure and asks students to identify what is “reader friendly” about that passage.
7. Then the teacher relates that example to one of the terms to know from the Frayer Diagram. For example, students identified specific images, diagrams, features, words and/or phrases that were “reader friendly;” the words and phrases are examples of diction.
8. Teacher compiles a class list of characteristics on the board, overhead, monitor, or chart paper for students’ reference. This list would become the criteria for evaluating brochures.

#### Alternatives:

- Students either use the same brochure or a variety of brochures, easier to “read” or more complex, depending on the needs of the students.
  - At #4, students may use a list of guided questions to lead them through their perusal of the brochure. (See Appendix for ReadWriteThink lesson’s questions from the Brochure Investigation Sheet).
  - If students do not understand activity after the teacher models the first example, then teacher continues to model strategy with other characteristics (e.g. “Lots of you used ‘colorful’ in your acrostic. A colorful brochure might especially draw the attention of what age-group?”) until students demonstrate an understanding of material.
  - Use a less effective or engaging brochure as a second model (example and non-example).
9. **Assessment Prompt #1:** Student investigates a different brochure for examples of words or phrases from the class list. These examples will be recorded on their Frayer Diagram under the appropriate terms to know.
  10. Teacher leads a class discussion (or organizes a Fishbowl discussion) during which students review and reflect on their findings. Questions may include “Who is the targeted audience? What evidence leads you to that conclusion? What captures your attention in this brochure? Why? What does the author want to communicate to you with his/her words, choices of images, arrangement of text and images?” Teacher then reviews the brochure with the students to illustrate any terms that may not have been discussed with the whole class. Be sure that audience and author’s purpose have been defined and reviewed in order to prepare students for the Assignment/Extending Thinking.

#### Differentiation:

- Teacher will tailor the discussion questions based upon the interests and levels of sophistication of the students. With more advanced students, the discussion may be in small groups with the questions listed on paper; roles assigned; and reporting out of particular aspects of the work made as a closure to the day’s work. Less advanced students may require more leading

questions in chart form on paper for additional scaffolding.

- Create a two-columned chart with the odd-numbered questions in the left column and the even-numbered questions on the right: “Who is the intended audience? How can you tell? What words draw you in? Why? What images draw you in? Why? What mood would you say is created? What do you see leads you to that conclusion? What tone is the author taking? What do you see that leads you to that conclusion? What was the author’s purpose in creating this brochure? Why do you say that? How well does the author meet his or her purpose? Support your opinion with details from the brochure.”
  - To monitor students’ progress teacher can create a Frayer to do either or both of the following:
    - keep track of definitions, characteristics, and examples so far in lesson for comparison to students’ work (*see samples in Appendix*)
    - record students who may be struggling with the lesson terms to know
11. The Think-Pair-Share will be used before the **Assignment/Extending Thinking** to gauge students’ comprehension of audience and author’s purpose and may take place on the second or third day of the lesson.
  12. The teacher will distribute one brochure to each pair of students. Brochures from local venues of interest are best. Many can also be downloaded from the internet.
  13. With partners, students list characteristics of an effective brochure and/or complete their Frayer diagrams. Have them then evaluate the positive and not-so-positive things about the brochure before them. They can make a two-columned list of +s and Δs (“We like...” and “We would change...”) as they evaluate their brochure.
  14. A summarizing “Speed Chat” (random double-pairings or the far more organized Inner-Outer Circle described in the next lesson) may serve well here, so the teacher can gauge the groups’ readiness to move on to the Assignment/Extended Thinking activity.
  15. The teacher redistributes brochures one per student, for extending thinking activity [each student gets a brochure (s)he has not yet seen/worked with].

---

### **Assignment/Extending Thinking:**

After reading your brochure, pick one passage or section and change its intended audience (for example, if the brochure targets adults, revise a piece of it for teens – adding slang, etc., - or young children – making language more age appropriate, etc.). Then rewrite this one piece of the brochure with a different audience in mind. Read your piece aloud to your most recent partner and receive his/her feedback: “I like....” “I would change...”

### **Summarizing Strategies: (*Learners Summarize & Answer Essential Question*)**

**Quick Write** – “An effective brochure...” begins each student’s list. The student lists as many attributes as s/he can in one minute. When the teacher calls time, each student passes his/her paper to the student behind him/her, (last person in the row brings his/her paper to the first person; assuming students are seated in rows), reads what the previous student has written and adds his/her own, different attributes. The process continues until each student has received his/her own paper back.

## **Lesson 3 Appendix A**



Instruction: Reviewing Tone & Mood; Introducing Diction [Dr. Seuss' "fable" *The Lorax*, 1971, Random House]

Read aloud first 6 lines from this excerpt, verbally emphasizing words such as sad, backward glance, grim look (all in bold). Can project a copy on overhead, Elmo, or Smart Board.

**Say:** "On a piece of paper, write one word that summarizes how Dr. Seuss's words make you feel. ...Now, everyone hold up his/her paper." Read responses aloud. Most likely response would be "sad" or similar. Perhaps "angry" or "frustrated," but if you were to survey the class, the most likely response would be "sad." **Say:** "How a book, or a song, or a movie makes you – the reader or viewer – feel is MOOD. Most of you said hearing this section of *The Lorax* put you in a [sad or distressed, or whatever] mood. How does Dr. Seuss communicate this mood?" Elicit responses such as *He selects words that make the audience feel that way.* **Say,** "His words make the reader feel sad and angry and frustrated. He does this by establishing a TONE or ATTITUDE – how would we describe his TONE? What do his words tell us about his ATTITUDE? What IS Dr. Seuss' TONE or ATTITUDE in this book? Turn to a partner and write down 3 words that you think *might* express Seuss's TONE or ATTITUDE. ... Let's continue reading the rest of this excerpt." When finished, direct students to reconsider the 3 words, revising with their partners if they so choose. Collect all and record words on board. Most frequent words would [hopefully] be "warning," etc. Highlight most frequent [correct] words that could describe TONE. Ask students to identify the words in the text that show Seuss' tone/attitude. [see underlined words for examples]. Summarize: Authors communicate their TONE to readers by using **words** that will form a MOOD in the reader: Tone is in the authors' head; Mood is in the reader's heart. ...

The Lorax said nothing. Just gave me a glance...

just gave me a very **sad, sad backward glance...**

as he lifted himself by the seat of his pants.

And I'll never forget the **grim look** on his face  
when he heisted himself and took leave of this place,  
through a hole in the smog, without leaving a trace.//

And all that the Lorax left here in this mess  
was a small pike of rocks, with the one word...

"**UNLESS.**"

Whatever that meant, well, I just couldn't guess.

That was long, long ago.

But each day since that day

I've sat here and worried

and worried away.

Through the years, while my buildings

have fallen apart,

I've worried about it

with all of my heart.

"But now," says the Once-ler,

"Now that you're here,

the word of the Lorax seems perfectly clear.

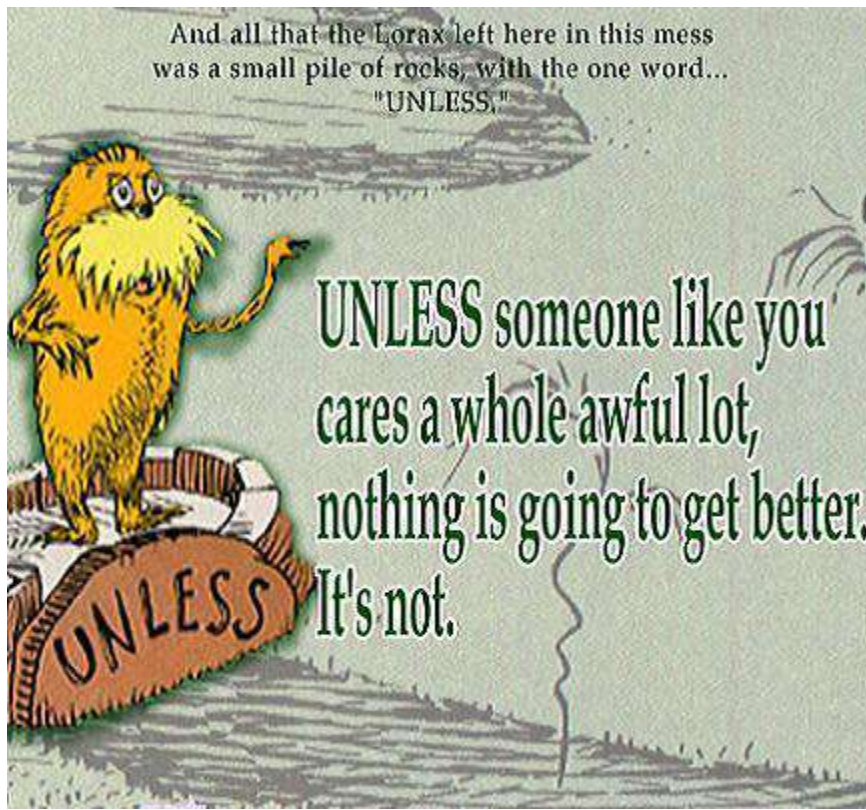
UNLESS someone like you

cares a whole awful lot,

nothing is going to get better....



**Extension:** It's not just words that communicate tone. Images and colors, etc. can reinforce tone/mood



How do the pictures and colors on this page reinforce Seuss' tone and help create a certain mood in the reader? [dreary colors, barren landscape, finger-pointing creature, large font (and repetition) for word "unless"]

**Extension:** This text can also be used with Lesson 5 as a literary text to use for point of view. The point of view is first person, with the unnamed speaker retelling his first meeting with the Once-ler who "reflect" on an incident that happened "long ago." We don't know what happened to the Lorax, and the Once-ler didn't "get" the Lorax's message until he retold the story to the narrator.

<http://www.saveseatlestreetrees.org/loraxstory.html>.

**Lesson 3 Appendix B – Brochure Investigation Sheet** (ReadWriteThink – revise for your class)

<http://www.readwritethink.org/classroom-resources/lesson-plans/brochures-writing-audience-purpose-1002.html>

Names \_\_\_\_\_

List of names of brochures your group reviewed:

1. What is/are the purpose(s) of brochures? What is the tone? What word choices and phrasings contribute to the tone?
2. What is the intended audience like? That is, what characteristics do they have?
3. What kind of content is found in brochures?
  - How does this kind of content fit with the purpose of a brochure?
  - How does this kind of content fit with the audience of a brochure?
4. How is the text organized in brochures?
  - How do these aspects of organization fit with the purpose of a brochure?
  - How do they fit with the audience?
5. What aspects of formatting do you notice? How do these connect to the purpose and audience characteristics?

Lesson 3 Appendix C

Speed Sharing

Questions:

- 1.
- 2.
- 3.
- 4.

Interviewee	Answers	Rank (1-10)

## Appendix Lesson 3 – Sample brochure MODEL



**Live Life with Flavor!**

**HERR'S snack**

**It's Fun, It's Nottingham**

**Live Life with Flavor – double meaning of flavor: taste and distinctive flair**

**Sub-titles – Alliteration (T's Tastiest. & F: "free, fun-filled, Family Fun) – grabs audience's interest**

[Schedule a Free Tour](#) | [Virtual Tours](#) | [Birthday Parties](#) | [Directions](#) | [Hours](#)



**Family Fun**

It's a free, fun-filled morning or afternoon of educational tidbits, technological wizardry, and tasty little morsels your family will savor for years to come.

**SCHEDULE YOUR FREE TOUR**

**SPECIAL EVENTS**

**DIRECTIONS**

**BIRTHDAY PARTIES**

**Tastiest Tour in Town**

There's no fake machinery or actors - it's the REAL factory, the REAL workers, and the REAL process Herr's® has perfected to make their products taste REALLY great. Our tour is a first hand learning experience that includes visual methods that's sure to impress children and adults alike. You'll never forget the little-known facts, like how a pretzel gets its brown color, or what makes a great chipping potato, and how tortilla chips get their seasoning.



**Food words descriptions throughout! Savor, flavor, morsels, seasoning tasty – make viewer hungry**



**Chipper's Theatre**

Before each tour we'll give you the inside scoop on the history of Herr's®. We'll also introduce you to the group of zany characters who will be your on-screen "tour guides" for the rest of your visit. It's just our way of giving each guest a warm Herr's® welcome.

**Educational**

Your class is sure to have an unforgettable and exciting experience at our factory tour. The personal guide and accompanying videos make it the perfect teaching tool for large groups.





### Appendix Lesson 3 – Sample brochure for modeling



### Tasty Snack Bar

Come for the tour and stay for lunch. You're going to have a hard time choosing from our fun menu of great tasting food. And you'll find that our lunchroom is large enough for your group.

### Unique Gifts

Once you've taken the information - packed tour, don't forget to check out the fun and useful souvenirs and quality merchandise available in our gift shop area. All of your favorite Herr's® products are available for purchase in the gift shop.



### Herr's® Snack Factory Tours hours of operation:

- Monday - Thursday 9 AM to 11 AM and 1 PM to 3 PM
- Fridays 9 AM to 11 AM  
(cannot guarantee production running on Friday)
- All tours take approximately one hour.
- When scheduling, please indicate the time of day (on the hour) you wish to take your tour.

For more information, please call

**1-800-63-SNACK**

(1-800-637-6225)

### Herr's® will be closed on the following holidays:

- |                  |                    |                |
|------------------|--------------------|----------------|
| • New Year's Day | • Memorial Day     | • Thanksgiving |
|                  | • Independence Day | • Christmas    |

Appendix Lesson 3 – Sample brochure – higher level

**Multiple audiences: “fun” words for younger kids (zany characters); technology for older kids (technological wizardry), hours of operation, etc. for adults; and FOOD references for EVERYONE**

[Schedule a Free Tour](#) | [Virtual Tours](#) | [Birthday Parties](#) | [Directions](#) | [Hours](#)

<b>Lesson 3 Appendix C – Evaluation sheet</b>
---

Who is the intended audience?	How can you tell?
What words draw you in?	Why?
What images draw you in?	Why?
What mood would you say is created?	What do you see that leads you to that conclusion?
What tone is the author taking?	What do you see that leads you to that conclusion?
What was the author's purpose in creating this brochure?	Why do you say that?
How well does the author meet that purpose?	Support your opinion with details from the brochure.

**LESSON PLAN FOUR: POINT-OF-VIEW AND PERSPECTIVE WITH EDITORIALS, BLOGS, SPEECHES OR OTHER PERSUASIVE TEXTS**

<p><b>Objectives:</b></p> <p><b>Students will know...</b></p> <p>The definitions for terms in unit: mood, tone, audience, diction, point-of-view (as it relates to 1st, 2nd, 3rd person), and perspective; author's purpose</p> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Identify author's message in various texts</li> <li>• Identify and evaluate the effectiveness of the mood and tone found in a given text</li> <li>• Identify and evaluate the effectiveness of the intended audience and word choice (diction) found in a given text</li> <li>• Recognize facts and details to support how point-of-view and perspective are used to fit the author's purpose/message</li> <li>• Evaluate the effectiveness of the use of all six dimensions (mood, tone, audience, diction, point-of-view, and perspective) in fitting the author's purpose from a piece of writing, with supports from the text</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What does the writer want the reader to know, understand, and do?</li> <li>• How does the point of view taken contribute to or influence the author's purpose?</li> <li>• How does the perspective taken contribute to or influence the author's purpose?</li> <li>• What other tools (mood, tone, intended audience, diction) does the author use to communicate or achieve purpose?</li> </ul>
<p><b>Activating Strategy:</b></p> <p><b>Word Splash:</b> Teacher instructs students to take out a piece of paper and write the word "Persuade" in the center. Then students are instructed to come up with as many words as possible to describe the word.</p> <p><i>Differentiation:</i></p> <ul style="list-style-type: none"> <li>• Teachers may elect to combine perspective as a part of point-of-view, or eliminate perspective and just use point-of-view</li> <li>• Independently - Students can write words on their own papers</li> <li>• Whole Class Sharing - Teacher can write the word on the board or an overhead, and then ask students to come up and write as many words as they can think of to describe the word.</li> <li>• If students are unfamiliar with point-of-view as it pertains to 1st, 2nd, 3<sup>rd</sup> person in expressive language, a focus lesson explaining it may be a necessary pre-activating strategy.</li> </ul>	<p><b>Acceleration/Previewing Vocabulary:</b></p> <p>Frayer Model – terms to know "point-of-view" and "perspective"</p> <p>Teacher asks students to take out the Frayer Diagrams from previous lesson on terms to know for this unit. Students will fill in the "Examples" and/or "Characteristics" boxes according to today's lesson on point-of-view and perspective. Then teacher will lead students in a discussion of "What does point-of-view have to do with Author's Purpose? What does perspective have to do with Author's Purpose?"</p>

**Teaching Strategies:**

1. Teachers will ask students to take out their Frayer Diagrams for the day's lesson.
2. Teachers will distribute newspapers, periodicals (i.e. *Out and About*, *55 Hours*, *Spark*, etc.), blogs, or speeches/articles written by students. (See Appendix, for two student-written critiques of social networking sites - MySpace, Twitter and Facebook - as published in a school newspaper). Teacher could also MODEL first with story or simple text - See Appendix for samples including Inquirer column and/or *The Lorax*
3. Teacher selects a particular persuasive passage (from above or other) for students to read. Teacher asks for volunteers to read aloud (Differentiation: teacher reads passage aloud and places emphasis on specific words and/or phrases or shows copy of passages on overhead with key words or phrases highlighted).
4. Teacher instructs students to get into collaborative pairs.
5. **Assessment Prompt:**
6. Teacher leads a whole group discussion of the one article:
  - a. "What is the argument being made?"
  - b. What does the writer want the reader to know, understand, and do?
  - c. What point of view is being taken?
  - d. How does the point of view taken contribute to or influence the author's purpose? How do I know? What's the proof?
  - e. What perspective does the writer take?
  - f. How does the perspective taken contribute to or influence the author's purpose? How do I know? What is the proof?
  - g. What other tools (mood, tone, intended audience, diction) does the author use to communicate or achieve purpose?
  - h. Why is it important to understand how readers or viewers are influenced or manipulated by the author?

(Differentiation: teacher organizes Fishbowl discussion group, notifying participants the night before if necessary so they can prepare)
7. Students read or listen to the teacher read the rest of the article. Students then identify the argument and think through how to rewrite the piece from the opposing perspective. (In the case of the social networking critiques, students could argue against the strong points of the particular site chosen or they could write in opposition to social networking sites in general.) For identifying the argument, students could turn and talk with a partner and discuss the author's argument.

**Differentiation:**

- Teacher leads students to Editorial section of newspaper or provides a copy of a persuasive piece.
- Students can create a graphic organizer (a list of the counterpoints to be made is probably the most sensible) in place of the writing or in addition to the talking.
- If time is an issue, then each collaborative pair can present their thinking to another pair.
- Teachers could come up with the persuasive piece to distribute. This way the teacher can also include an overhead for students. Students could also do a 20 word GIST activity of the opposing view.
  - Explanation of GIST: GIST is a reading strategy where students are asked to summarize a small passage into one sentence or a phrase. The purpose is for students



to remove the unnecessary information that distracts readers from understanding the central idea of the author's purpose.

- **GIST Activity:** First, students separate the text into smaller chunks (3-5 paragraphs each) & draw out 20 blanks. Next, read the first paragraph. Write a sentence summarizing the first paragraph using 20 or fewer blanks (one word per blank). Next, students read the second paragraph. With this paragraph, write a 20 word or less statement about the first & second paragraphs combined. Students repeat these steps until the entire text has been read and summarized.

### ----- **Assignment/Extending Thinking:**

Using their graphic organizer, students rewrite their selected passage from the opposing perspective.

### *Differentiation:*

- Students will create or complete a compare/contrast graphic organizer in place of the writing. (See Lesson Four Appendix for a sample chart.)
- If more work is deemed necessary for diction to be understood, based on informal assessment from the previous lesson, invite students to replace “weaker” words in one of the articles read with “stronger, more convincing” words.
- If students seem to be struggling with opposing perspectives, share the article on UnResolutions written by Lisa Scottoline as it appeared in her *Chick Wit* column in the Philadelphia Inquirer. She flips the perspective on New Years’ Resolutions into that of UnResolutions - making a list of those things that you already do and want to keep doing in the future. (See Lesson Four Appendix for model instruction.) She makes a compelling argument and gives the students a concept that is relatively easy for them to flip, creating their own lists of UnResolutions, perhaps even writing about them.

### **Summarizing Strategies: (*Learners Summarize & Answer Essential Question*)\*\***

#### **Inner/Outer Circle Summarizer**

1. Teacher instructs students to divide in half, one larger outer circle and one smaller inner circle. Each circle faces each other, conversationally close, and one of the circles should move first.
2. Teacher asks a question and then both partners will take 30 seconds to one minute to answer. When finished responding the same circle moves to the next partner.
3. Questions from today's lesson:
  - a. What are some words to describe persuasion (or tone, mood, diction, perspective, point-of-view, audience, or author's purpose)? Can be some words the author used persuasively or a definition of persuasive.
  - b. How did the writer convince you to understand, believe or do what s/he intended?...or not?
  - c. Why is it important to understand how readers are influenced or manipulated by an author?
4. **Exit Ticket:** Each student writes a suggestion or question they have from the lesson/review before they leave the classroom.

**Teacher Note:** From what has been found online, blogs are very biased and are good to use but the ones that students may be interested in are not always appropriate for school (Perez, TMZ, etc). TweenTribune.com may be a good source of articles; early adolescents are its target audience; it's available online and it's free.

Easier Arguments= Movie reviews, restaurant reviews, Out and About magazine

Medium Argument= Letters to the editor

Difficult Argument= Political Pieces (e.g., Fareed Zakaria's columns in *Washington Post* and *Newsweek [International]* and some editorials (generally these sources are difficult primarily because they require a lot of prior knowledge).

<b>Lesson 4 Appendix A</b>
----------------------------

## GIST Template

Name \_\_\_\_\_

Article Title \_\_\_\_\_

Article Source \_\_\_\_\_

**1. Read the article.**

**2. Fill out the 5Ws and H.**

Who:

What:

Where:

When:

Why:




How:

**3. Write a 20-word GIST.**

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

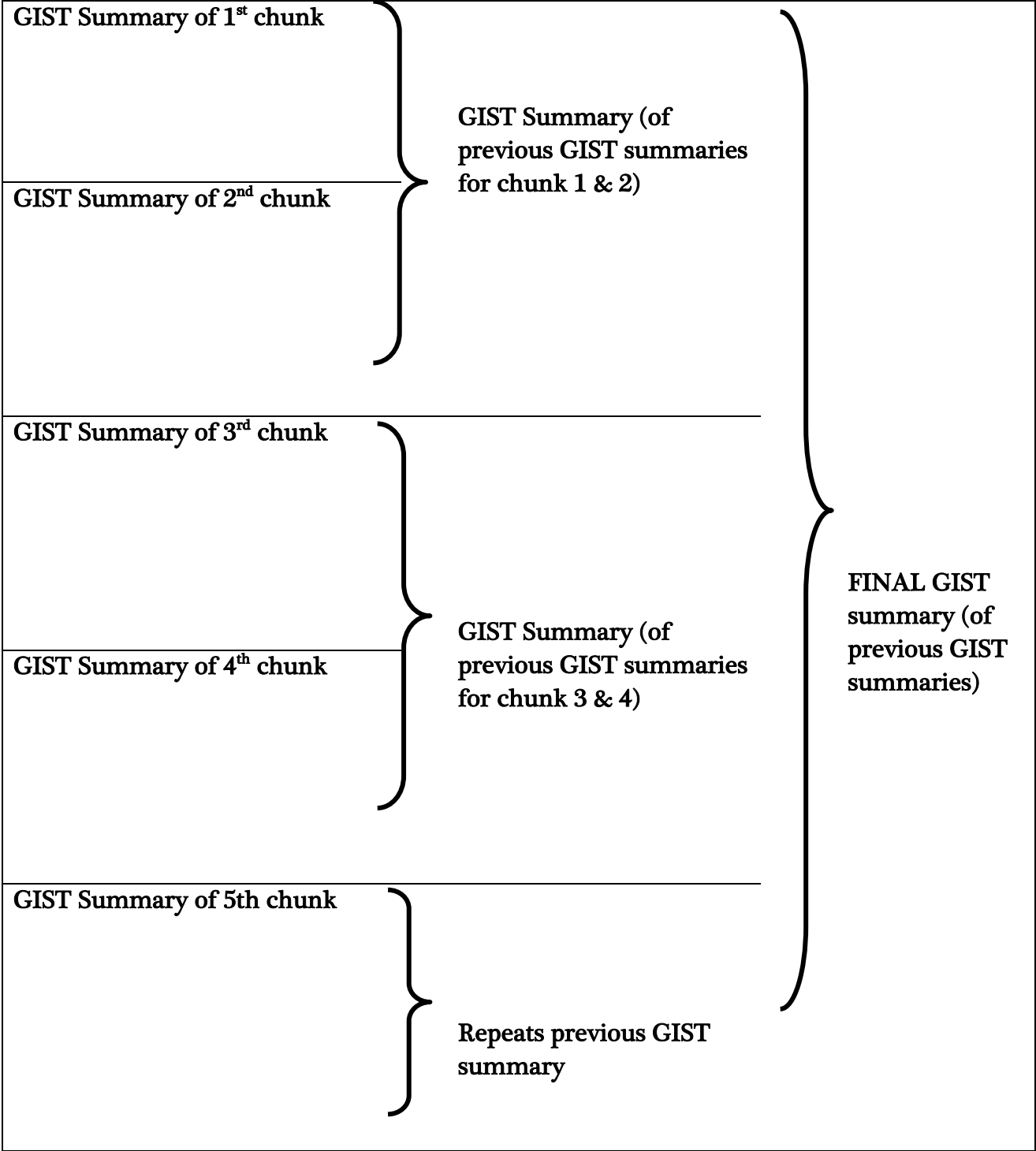
[Scaffolding: highlight key words in article critical for 5Ws & H statements]



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Lesson 4 Appendix A

Alternate *GIST* Template  
(modify “chunks” to fit text)



Lesson 4 Appendix B

**Extension differentiation** - In lieu of having students write in response to an article (etc.) taking the opposing side, have students complete graphic organizer comparing how the main points would be different (and what would be similar)

COMPARE/CONTRAST ORGANIZER

--	--

HOW ALIKE???

<hr/> <hr/> <hr/> <hr/> <hr/>
-------------------------------

HOW DIFFERENT???

	With Regard to	
	↔	
	↔	
	↔	
	↔	
	↔	

Significance of patterns and/or comparison (potential thesis): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson 4 Appendix C

### Teacher Model for diction and author choices to achieve purpose for target audience [Sample]

**Chick Wit: This New Year's, go positive**

Scottoline, Inquirer Columnist

Time for my second annual UnResolutions column. If you don't remember how this goes, I'm trying to change the way everybody in the world does things.

Now you know why I'm divorced. **Twice.**

**Here's what I mean.**

In the real world, everybody makes resolutions for the New Year, i.e., things they don't like about themselves and need to change. For example, I'm chubby, so I resolve not to eat chocolate cake.

**Impossible. Wrongheaded. Dumb.**

God wouldn't have invented chocolate cake if he didn't want us to eat it. Therefore, **ipso fatso**, resolutions are a waste of time.

And they're so negative. Why even make mental list of all the things you hate about yourself? Why start the New Year keeping all of your faults firmly in mind?

**I have a better idea.**

**Flip it.**

**Hence, the UnResolution.**

Think back to the things you've been doing this past year that make you happy and that you intend to keep doing. Come up with your own list of UnResolutions, and there's no limit on the number of great things you can think about yourself. In fact, I hope you have a long list of reasons for your own awesomeness. Anything counts, even if it sounds odd or weird. In fact, especially if it sounds odd or weird.

This isn't counting your blessings, exactly. It's more like counting your eccentricities. As you will see below, with mine.

UnResolution Number One: I resolve not to wash my hair. By way of background, I used to wash my hair every day, like the shampoo commercials say, but nowadays, I wash my hair once a week and national holidays. And you know what? It looks better. And not in that too-cool-for-school dirty-hair way, but just healthier. Shinier.

**Well, shinier, for sure.**

Bottom line, washing your hair everyday isn't great for hair as "highlighted" as mine, which is euphemistic for **bleached into blond obedience**. So I resolve to keep my hair dirty this year.

**Thus ensuring my single status.**

UnResolution Number Two. I resolve to keep watching the same movies over and over, because I love them. Now this is going to sound crazy, but I love to have movies on TV while I work, especially movies like *The Godfather*. I have seen *The Godfather* probably 145 times, yet I watch it every time cable shows a marathon. Bottom line, one of the great things about **living alone** is that no one is around to say, "You're not going watch *The Godfather* again, are you?"

Answer: **You're darn tootin'.** I'm going to watch it until I have it memorized and then some. And I'm going to love every minute.

And *The Godfather's* not alone. I'm talking *Donnie Brascoe*. *Mamma Mia*. *Something's Gotta Give*. *What About Bob?* *The Birdcage*. There are so many movies I love, and if they're on TV, I'm watching them. And I'm going to keep watching them, over and over, in 2010.

UnResolution Number Three: I resolve to keep my car too clean. I love my car, which now has over 100,000 miles. It's as white as a bar of Ivory soap, and I love how it looks when it's clean, so I get it cleaned a lot. This may be because all I have to do to clean it is sit on my butt and drive it through the car wash. If they had a House Wash, my house would be immaculate. But to stay on point, when my car is clean, I feel an unaccountable surge in self-esteem. A clean car means that I'm an organized person, even though, at some level, I know I'm really a disorganized person with a clean car. Still, I resolve to keep my car too clean, and not worry that it's becoming a sexual fetish.

UnResolution Number Four. We all know I love my two cats, Mimi and Vivi, and four dogs, Penny, Angie, Ruby the Undedicated Corgi, and Little Tony the Anatomically Incorrect Cavalier. They make me happy every day. I love to walk them, talk to them, and kiss them on the lips. Well, here's some breaking news: This Christmas, I added to the brood, a little female Cavalier puppy named Peach

**Surprise!**

And she's a peach. I know it sounds crazy and weird, but she's already making me happier, sleeping beside my laptop as I write this column.

**With the TV on, showing Donnie Brascoe.**

**Happy New Year!**

**Ideas** for Teacher to model in a think-aloud as (s)he searches and makes notes re: words/phrases that author achieve the purpose for the audience

***Bold and underlined: short, one-line paragraphs for emphasis***

***One word sentences for emphasis, adds to flippant, sarcastic tone.***

**Red – effective choices of words/phrases:**

- **ipso facto** Using Latin adds to flippant, sarcastic tone (fake “high brow”).
- **? Rhetorical questions** – draw the reader in by making him/her think how it applies to self
- **UnResolution** – made up word that is a contradiction ... makes reader think but adds humor adds to flippant, sarcastic tone (fake “high brow”).
- **Bleached into blond obedience** – little alliteration – catchy.
- **You're darn tootin'** – folksy/slang adds voice.
- **Thus...** humor adding to flippant, sarcastic tone (fake “high brow”).

Conclusions:

Author's **purpose**: primarily to entertain, but also to make readers think about NY resolutions

**Audience**: adults or teens who might seriously question the need for NY resolutions

**Tone**: flippant

**Mood**: humored, but also reflective

Teacher Notes: ANY similar newspaper column could work depending on students' interests and time of year. If using this column for instructional purposes, consider changing God to G\_\_ and change “sexual fetish” to “**sexual** fetish” or just “fetish.”

**Lesson 4 Appendix D:** Student persuasive articles written for Cab Calloway (Wilmington, DE) student publication. Teachers could use their own students' writing.

## Facebook

### By Shelby Roberts

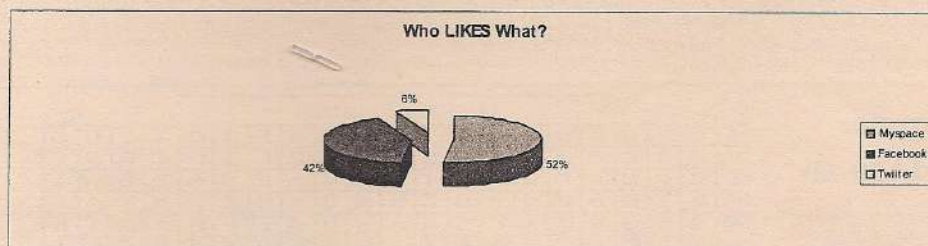
Facebook began as the brainchild of a Harvard University sophomore named Mark Zuckerberg. It started out as a version of "Hot or not" called Facemash. He was blogging about a girl to get his mind off of things. The site was quickly forwarded to many campus group list-servs, and it was shut down a few days later by Harvard administration. Zuckerberg was charged with breach of security, violating copyrights and violating individual privacy, but the charges were soon dropped. The next semester, Zuckerberg founded "The Facebook" on February 4, 2004. It was originally located at thefacebook.com. Within the first month, more than half of the undergraduate population at Harvard University registered on to this service. It grew very fast, even Apple Inc. and Microsoft became a member. On September 26, 2006 everyone 13 years of age and older with a valid e-mail address could join.

It's a simple sign up, and it's such a great website. You can connect with people all over the world; you can find people that you haven't heard from in a very long time, start new friendships, and keep up with celebrities. You can do so many things on this website. A popular feature is updating your status. This is simply telling people what's going on with you at the moment. You can private message people, you can chat with people on "their wall", you can comment and "like" other people's posts. There is also an endless list of applications that are available. You can take quizzes and post them. Another popular feature is posting pictures of you and your friends. There are also privacy settings to limit access to your posts.



My opinion; Facebook isn't just for teenagers and kids. It has become a website for all ages. Adults have facebook, as well as teachers, and even celebrities. It's unbelievable how Facebook has changed and intrigued people to join. I think that Facebook is fun, useful, and a great way to keep in touch with people. Many agree with me. It's a very useful site and can soon become very addicting. People are finding new ways to communicate everyday, and this happens to be a very easy and fun way. I, myself, have a Facebook and I love it. I sign in almost everyday and chat with my friends. It's not too hard to get used to either.


In conclusion, Facebook is a really great website. I absolutely love it. It can do so many things, and you can really have a lot of fun on it. There's always something to do and someone to talk to.





## Twitter

### By Nik Eastburn



Tweet Tweet! Twitter is one of the new social networking sites that is rapidly rising up to the top. If you haven't used any of its competitors' services (i.e. Facebook, MySpace), they all give you the ability to post status updates. Pretty much, short things like "going to the mall be back l8r," or "I want cereal." Twitter is mostly just that. Status updates. To send a "tweet" (what Twitter calls sending a message) you can either tweet from the website, from your cell phone via SMS, or even from your iPhone. (Just search "twitter" on the App Store and there are hundreds of apps available.) You get a limit of 140 characters (letters, numbers, symbols, etc.) to state what you're doing. You can get all your friends on Twitter, and you all can follow each other. By "following someone," you subscribe to their "tweets" and are kept aware of their postings. There are so many other things you can do with Twitter, but one of the most amazing things is how many times it's helped solve crimes, saved people's lives and given secret intelligence. For example, a college student was in Egypt on vacation, and his peers all used Twitter and knew where he was. Then, he got arrested for taking a photo of an ancient demonstration and was taken to jail. He was able to tweet "Arrested." to all his 48 followers.

They called UC Berkeley, the US Embassy and a number of press organizations on his behalf. He got released, but if it

hadn't been for Twitter he may not be free today. He is still tweeting, but now with 1028 followers. Even though there are many good things that come from Twitter, there are still many bad things too. You need to be careful what you post, especially something moving as fast as Twitter or Facebook. It can be really dangerous. For example, there was a guy that got a good job offer, and he was going to take it. Instead, he had to tweet, "man, (sic) got a great job that pays good bucks even though the work sucks." He lost the job... Twitter is a free service that I highly recommend signing up for. I always tweet to my 300 Followers. Just make sure you are careful about what you put up there (no last names, no street names, and phone numbers) and you will be fine!

As you know, many celebs such as Oprah, Aston Kutcher and even Britney Spears have recently signed up for Twitter. Many users, who have been using this service for a long time for many useful purposes, are getting irritated at this. So many Celebs are now signing up and posting tons of tweets. Do you know how much publicity Twitter getting from this? This has caused Twitter to become suddenly, and artificially trendy. Most users who are signing up now know how to use it, but they don't all understand how to use it properly. Anyone can now see their updates. Let's say Joe tweets: *Hey, I'm going to [insert a local place here]!* Now anyone who wants to can see that tweet and go to that place. The next thing you know, "Joe Somebody" is on the news because he's been reported missing. Now this is a little extreme, but it definitely has the chance of happening. With Twitter, we need to embrace the good with the bad, but I feel it is worth it.



## MySpace

By Samantha Swanson

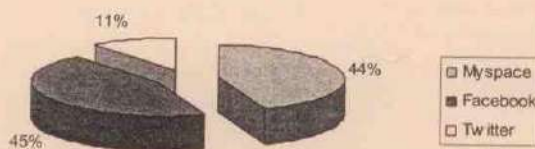
MySpace is a still-growing, international website where users can post profiles, blogs, pictures, music, and videos. It's the great way to interact with friends and meet new people. MySpace was invented by Tom Anderson. In 2006, MySpace was the most popular networking site in the U.S. until MySpace's main competitor, Facebook, went international.



I think MySpace is really fun. I can e-mail people, and most of the people that I e-mail respond to their MySpace account more or before they respond to other accounts on Yahoo! or Comcast. It's also nice being able to design your own layout, from who your friends are to everything to what you want people to know about you or who can see your profile. There are many ways to make your personal info a secret to anybody who's not one of your friends on MySpace. MySpace is also a great way for businesses to keep in contact with other employees when they're on a business trip or out sick.

For those of you who don't have a MySpace, you should get one. My opinion is that I love MySpace. My friends have Facebooks and Twitters, and I don't think they're nearly as fun as MySpace. Even though they have the same general features, such as being able to post pictures, music, videos and more, I like being able to design and control my own space.

Who HAS What?



As you can see, not a lot of people have Twitters, but more people have Facebook than MySpace. However, more people prefer MySpace over Facebook.

**Lesson 4 Appendix D**

Student persuasive articles in response to student publication

Period 1

**Counter Point Essay**

I dislike MySpace. Unlike other networking sites I find it to be unorganized, not as reliable, and has more opportunity to be vulgar. Other sites I feel have better forms of communication and expression. Detail below are the reasons I dislike MySpace.

MySpace feels unorganized to me because the tasks you have to perform to personalize your account or profile involve, other sites, computer programming language, and the ending products are jumbled and not labeled. In example, Facebook does not involve foreign or alien sites nor knowledge in the computer programming languages to personalize your profile.

MySpace is not as reliable as other social networking sites because instead of using proper names they use asinine, juvenile, and unpronounceable nicknames that make absolutely no sense when someone requests a friendship with you over MySpace you may turn them down because you cannot tell who they are depending on the quality of their profile picture. Also, if you have been sent a message from someone you are in contact with over MySpace, you never know if you actually have a message or not due to all of the advertisements on the skyscrapers on either side of the viewing window that often portray an "*In box of LOVE*" and fake messages that look, to some degree, like the icons that notify you that you have a message in your MySpace in box.

MySpace has a very large terminus when it comes to personalization that can lead to glitches in its "Parental Controls". MySpace can become very vulgar at some points at which some other social networking sites that I know of will restrict. To get into this periphery is a simple task and very easy to learn. MySpace has its limits to how strict it can be when it supplies so much liberation in the personalization department.

## Lesson Plan Five: Point-of-View and Perspective with Literary Text: Short Story, Poetry, Memoir or other Narrative Text

<p><b>Objectives:</b></p> <p><b>Students will know...</b></p> <p>The definitions for terms in unit: mood, tone, audience, diction, point-of-view (as it relates to 1st, 2nd, 3rd person), and perspective; author's purpose</p> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Identify author's message in various texts</li> <li>• Identify and evaluate the effectiveness of the mood and tone found in a given text</li> <li>• Identify and evaluate the effectiveness of the intended audience and word choice (diction) found in a given text</li> <li>• Evaluate the effectiveness of the use of all six dimensions (mood, tone, audience, diction, point-of-view, and perspective) in fitting the author's purpose from a piece of writing, with supports from the text</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What does the writer want the reader to know, understand, and do?</li> <li>• How does the point of view taken contribute to or influence the author's purpose?</li> <li>• How does the perspective taken contribute to or influence the author's purpose?</li> <li>• What other tools (mood, tone, intended audience, diction) does the author use to communicate or achieve purpose?</li> </ul>
<p><b>Activating Strategy:</b></p> <p>Teacher read-aloud of Jon Scieszka's "The True Story of the Three Little Pigs," which tells the familiar fairy tale in the first person point-of-view from the perspective of the poor, misunderstood Wolf, who merely had a bad cold and wanted to borrow a cup of sugar when things began to go awry; or of "Goldilocks and the Three Bears" from Roald Dahl's <i>Revolting Rhymes</i>, which uses third person perspective from a narrator unsympathetic to her plight. Dahl's "Red Riding Hood" and "Three Pigs" [which should be read in that order!] are now available (<b>see Lesson 5 Appendix for sample think-aloud protocol</b>) online at <a href="http://www.cupola.com/html/wordplay/redride1.htm">www.cupola.com/html/wordplay/redride1.htm</a> and <a href="http://www.cupola.com/html/wordplay/3pigs.htm">www.cupola.com/html/wordplay/3pigs.htm</a>.</p> <p>The teacher leads a whole-class discussion on the ways in which an unexpected shift in perspective can pull one's focus. S/he asks students what other aspects of the story engaged them as readers/listeners. (n.b. Be sure to capitalize on aspects of the six author's tools that have been the focus of this unit as they pop up in the discussion.) Brainstorm as a whole group or in smaller groups other familiar tales that could be told from another character's perspective.</p> <p>Differentiation: Advanced students could be invited to take a fairy tale, fracture it, shift its perspective, and write it in</p>	<p><b>Acceleration/Previewing Vocabulary:</b></p> <p>Frayer Model – terms to know "point-of-view" and "perspective" as applied to literary texts</p> <p>Teacher asks students to take out the Frayer Diagrams from previous lesson on terms-to-know for this unit. Students will fill in the "Examples" and/or "Characteristics" boxes according to today's lesson on point-of-view and perspective as it applies to literary texts. Then teacher will lead students in a discussion of "What does point-of-view have to do with Author's Purpose? What does perspective have to do with Author's Purpose?" while reading the suggested short stories.</p>

rhyme and meter, fashioned after Roald Dahl's poems. (n.b. This assumes that students are familiar with rhyme and meter and that this would be a treat to do.)

**Teaching Strategies:** (*Collaborative Pairs; Graphic Organizers, etc.*)

1. The teacher will ask students to take out their Frayer Diagrams for the day's lesson.
2. Review definitions for point of view/perspective as they apply to literary texts????
3. The teacher distributes copies of the selected text, for example, "When I Was Your Age," edited by Amy Ehrlich. This volume is a collection of personal narratives, all written from the first person point-of-view, drawn from the childhood or youth of the invited well-known authors. Another possibility is *Guys Read*, edited by Jon Scieszka (See *Guys Read* website for additional information- <http://www.guysread.com/>). Reading the introduction of either volume (aloud or independently, depending upon your students) will give students the necessary background information on the process of the book's creation and a notion of the content of the stories included. First model and then give students practice in small groups answering different text-specific questions such as –
  - How would the message (theme) be different if the story were told from \_\_\_\_\_'s [each group gets a different character's name] point of view?
  - How would the message (theme) be different if the story were told from the perspective of a \_\_\_\_\_ [e.g., a child's or a student's or a teacher's, etc.] perspective?
4. Share and discuss answers.
5. Note: Any literary text that is found in your anthology or district-endorsed materials will work in this lesson. Have your selection fit with your own curricular requirements. For example, a story that most students have had experience with is Langston Hughes' "Thank You M'am" (see **Appendix for Lesson 5** – public domain). The story can be re-told from the boy's perspective, with the blue suede shoes becoming the newest Nike sneaker, etc.]

*Differentiation:* Students can read the story/stories independently or the class can read it together or in pairs (teacher and/or students). Story may also be available via tape.

**Assessment Prompt #1:**

Students write or tell how the message (theme) for a story/poem/novel/movie or other literary work would be different if told from a different perspective &/or a different point of view (teacher choice depending on level of students).

**Summarizing Strategies:** (*Learners Summarize & Answer Essential Question*)

Most important quote/most important word/phrase: Student(s) choose the most important quote or the most important word/phrase (differentiation) from a literary work studied earlier in the year (novel/short story/poem). Defend the choice by explaining how the perspective & point of view in this excerpt contribute to its importance. [see student sample ]

**Assignment/Extending Thinking:****Slice of YOUR life: Earliest childhood memory prompt -**

Have students identify some of their own earliest childhood memories and think about why those are the memories that they recall the easiest. Students can then tell or write (narrative or dramatic form) or graphically represent (comic strip template with thought and dialogue bubbles, etc.) the story of this early childhood memory. Students explain/show **how** and **where** they utilized author's craft elements studied in this unit (consider requiring 5 of 6 tools – can differentiate according to students' needs).

**Slice of a [not your] life: Research of an historical figure prompt –**

Choose a relative or an historical figure and conduct enough research (interviews or print/electronic resources) to become familiar with *one* incident in that person's life that could become the basis for a narrative. Be sure to consider the author's tools when creating your story based on this one incident.

[See student sample from a top level student].

**Summarizing Strategies: (*Learners Summarize & Answer Essential Question*)**

**Use review tool (attached).** Each lesson in this unit has included a variety of materials and text types – cartoons, videos, printed text, electronic text, etc. Materials NOT used can be selected for this review. Tasks should ask students to analyze the author's use of ALL tools taught.

**OR, if students have just completed an appropriate literary work,** You have just finished a series of lessons on author's purpose and how it helps convey the overall message. Choose a quotation from the text that you believe best captures the author's message. Write an essay persuading your audience why this one quotation should be saved if the book were ever lost or destroyed. Focus your essay on the reasons that the quotation you've chosen is representative of the author's message. Be sure to use evidence from the text to support your argument (considering tone, diction, etc.).

<b>Lesson 5 Appendix A– Teaching Perspective/Point of view</b>
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## The Three Little Pigs

*from Revolting Rhymes*

*by Roald Dahl, 1982*

The animal I really dig,  
Above all others is the pig.  
Pigs are noble. Pigs are clever,  
Pigs are courteous. However,  
Now and then, to break this rule,  
One meets a pig who is a fool.  
What, for example, would you say,  
If strolling through the woods one day,  
Right there in front of you you saw  
A pig who'd built his house of STRAW?  
The Wolf who saw it licked his lips,  
And said, "That pig has had his chips."  
"Little pig, little pig, let me come in!"  
"No, no, by the hairs on my chinny-chin-chin!"  
"Then I'll huff and I'll puff and I'll blow your house in!"

The little pig began to pray,  
But Wolfie blew his house away.  
He shouted, "Bacon, pork and ham!  
Oh, what a lucky Wolf I am!"  
And though he ate the pig quite fast,  
He carefully kept the tail till last.  
Wolf wandered on, a trifle bloated.  
Surprise, surprise, for soon he noted  
Another little house for pigs,  
And this one had been built of TWIGS!

"Little pig, little pig, let me come in!"  
"No, no, by the hairs on my chinny-chin-chin!"  
"Then I'll huff and I'll puff and I'll blow your house in!"

The Wolf said, "Okay, here we go!"  
He then began to blow and blow.  
The little pig began to squeal.  
He cried, "Oh Wolf, you've had one meal!  
Why can't we talk and make a deal?  
The Wolf replied, "Not on your nelly!"  
And soon the pig was in his belly.

"Two juicy little pigs!" Wolf cried,  
"But still I'm not quite satisfied!  
I know how full my tummy's bulging,  
But oh, how I adore indulging."  
So creeping quietly as a mouse,  
The Wolf approached another house,  
A house which also had inside  
A little piggy trying to hide.  
"You'll not get me!" the Piggy cried.  
"I'll blow you down!" the Wolf replied.

"You'll need," Pig said, "a lot of puff,  
And I don't think you've got enough."  
Wolf huffed and puffed and blew and blew.  
The house stayed up as good as new.  
"If I can't blow it down," Wolf said,  
I'll have to blow it up instead.

I'll come back in the dead of night  
And blow it up with dynamite!"  
Pig cried, "You brute! I might have known!"  
Then, picking up the telephone,  
He dialed as quickly as he could  
The number of red Riding Hood.

"Hello," she said. "Who's speaking? Who?  
Oh, hello, Piggy, how d'you do?"  
Pig cried, "I need your help, Miss Hood!  
Oh help me, please! D'you think you could?"  
"I'll try of course," Miss Hood replied.  
"What's on your mind...?" "A Wolf!" Pig cried.  
"I know you've dealt with wolves before,  
And now I've got one at my door!"

"My darling Pig," she said, "my sweet,  
That's something really up my street.  
I've just begun to wash my hair.  
But when it's dry, I'll be right there."

A short while later, through the wood,  
Came striding brave Miss Riding Hood.  
The Wolf stood there, his eyes ablaze,  
And yellowish, like mayonnaise.  
His teeth were sharp, his gums were raw,  
And spit was dripping from his jaw.  
Once more the maiden's eyelid flickers.  
She draws the pistol from her knickers.  
Once more she hits the vital spot,  
And kills him with a single shot.  
Pig, peeping through the window, stood  
And yelled, "Well done, Miss Riding Hood!"

Ah, Piglet, you must never trust  
Young ladies from the upper crust.  
For now, Miss Riding Hood, one notes,  
Not only has two wolfskin coats,  
But when she goes from place to place,  
She has a PIGSKIN TRAVELING CASE.

Available: <http://oldpoetry.com/opoem/61676-Roald-Dahl-The-Three-Little-Pigs>

## Lesson 5 Appendix A – Teaching Perspective/Point of view

**Using Guided Release of Responsibility think-aloud to model reading for point of view/perspective\***

Text	[Sample] Teacher-think aloud
<p>The animal <b>I</b> really dig,  Above all others is the pig.  Pigs are noble. Pigs are clever,  Pigs are courteous. However,  Now and then, to break this rule,  One meets a pig who is a fool.  What, for example, would you say,  If strolling through the woods one day,  Right there in front of you you saw  A pig who'd built his house of STRAW?  The Wolf who saw it licked his lips,  And said, "That pig has had his chips."  "Little pig, little pig, let me come in!"  "No, no, by the hairs on my chinny-chin-chin!"  "Then I'll huff and I'll puff and I'll blow your house in!"</p> <p>The little pig began to pray,  But Wolfie blew his house away.  He shouted, "Bacon, pork and ham!  Oh, what a lucky Wolf I am!"  And though <b>he</b> ate the pig quite fast,  He carefully kept the tail till last.  Wolf wandered on, a trifle bloated.  Surprise, surprise, for soon he noted  Another little house for pigs,  And this one had been built of TWIGS!</p> <p>"Little pig, little pig, let me come in!"  "No, no, by the hairs on my chinny-chin-chin!"  "Then I'll huff and I'll puff and I'll blow your house in!"</p> <p>The Wolf said, "Okay, here we go!"  He then began to blow and blow.  The little pig began to squeal.  He cried, "Oh Wolf, you've had one meal!  Why can't we talk and make a deal?  The Wolf replied, "Not on your nelly!"  And soon the pig was in his belly.</p> <p>"Two juicy little pigs!" Wolf cried,  "But still I'm not quite satisfied!  I know how full my tummy's bulging,  But oh, how I adore indulging."  So creeping quietly as a mouse,  The Wolf approached another house,  A house which also had inside  A little piggy trying to hide.  "You'll not get me!" the Piggy cried.  "I'll blow you down!" the Wolf replied.  "You'll need," Pig said, "a lot of puff,</p>	<p>So I'm reading to discover point of view and perspective. I'll read first to identify <b>point of view</b> since that's the easiest, at least for me.</p> <p>EASY...the first line uses "I" so I know this is first person point of view. What do I know about 1<sup>st</sup> person POV? Well, I know that we're <i>only</i> going to hear about the events from <i>one</i> character's viewpoint. But who is that character? Maybe it's a pig, as in the original tale, because the 2<sup>nd</sup> and 3<sup>rd</sup> line talk about how awesome the pig is.</p> <p style="text-align: center;">[continue reading aloud]</p> <p>Hm-m-m-m, it doesn't seem to be a pig narrating, but it can't be a wolf either because here it says "the wolf who saw it..." and down here it refers to the wolf as "he."</p> <p style="text-align: center;">[continue reading aloud]</p> <p>So maybe the narrator is just an outside observer and not a character in the story at all. Nevertheless, we only get one person's viewpoint. We only know what the narrator or character wants us to know, what (s)he tells us.</p> <p>Okay, let's think about <b>perspective</b>...can anyone remind me of the difference between point of view and perspective?</p> <p>[solicit ideas from class; restate as correct answer]</p> <p>So, point of view is a label that describes who is actually speaking or narrating the story, and perspective includes the viewpoint and the attitude of the speaker or narrator. When 3 Little Pigs is told from the pig's perspective, the audience sympathizes with the pig, sees the pig as a ..? Yes, as a victim (accept similar). When the same story is told from the wolf's point of view, the audience sympathizes with the plight of the hungry, often-maligned or criticized pig. The audience sees the wolf as a ....? Yes, we see the wolf as the victim, or at least as a less-than-terrible creature. So, let's read on to see what perspective this narrator is communicating. [allow students to read through the bottom of this page and stop]</p>



And I don't think you've got enough."  
 Wolf huffed and puffed and blew and blew.  
 The house stayed up as good as new.  
 "If I can't blow it down," Wolf said,  
 I'll have to blow it up instead.  
 I'll come back in the dead of night  
 And blow it up with dynamite!"  
 Pig cried, "You brute! I might have known!"  
 Then, picking up the telephone,  
 He dialed as quickly as he could  
 The number of red Riding Hood.

"Hello," she said. "Who's speaking? Who?  
 Oh, hello, Piggy, how d'you do?"  
 Pig cried, "I need your help, Miss Hood!  
 Oh help me, please! D'you think you could?"  
 "I'll try of course," Miss Hood replied.  
 "What's on your mind...?" "A Wolf!" Pig cried.  
 "I know you've dealt with wolves before,  
 And now I've got one at my door!"

"My darling Pig," she said, "my sweet,  
 That's something really up my street.  
 I've just begun to wash my hair.  
 But when it's dry, I'll be right there."

A short while later, through the wood,  
 Came striding brave Miss Riding Hood.  
 The Wolf stood there, his eyes ablaze,  
 And yellowish, like mayonnaise.  
 His teeth were sharp, his gums were raw,  
 And spit was dripping from his jaw.  
 Once more the maiden's eyelid flickers.  
 She draws the pistol from her knickers.  
 Once more she hits the vital spot,  
 And kills him with a single shot.  
 Pig, peeping through the window, stood  
 And yelled, "Well done, Miss Riding Hood!"

Ah, Piglet, you must never trust  
 Young ladies from the upper crust.  
 For now, Miss Riding Hood, one notes,  
 Not only has two wolfskin coats,  
 But when she goes from place to place,  
 She has a PIGSKIN TRAVELING CASE.

### [guided practice]

Turn to your partner and see if you can agree on a perspective. [at this point in the story, students will think the perspective is pro-pig; anti-wolf]

Allow students to continue reading – in pairs or as individuals depending on class – till stop sign.



Did your assessment of the narrator's perspective hold? Okay, let's read the final stanza together [teacher reads aloud]

**The final stanza should be covered up or on a separate page until end.**

NOW what perspective is revealed to the audience? [both the wolf and the pigs are fools and Miss Riding Hood is the smart one]

\* Differentiation: Some teachers may opt to teach only point of view and include perspective within that definition.



## Lesson 5 Appendix B – Teaching Perspective/Point of view

### Thank You, M'am by Langston Hughes

[<http://www.americanliterature.com/Hughes/SS/ThankYouMam.html>]

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

After that the woman said, "Pick up my pocketbook, boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

The boy said, "I didn't aim to."

She said, "You a lie!"

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him.

"I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

"No'm," said the being dragged boy. "I just want you to turn me loose."

"Was I bothering you when I turned that corner?" asked the woman.

"No'm."

"But you put yourself in contact with me," said the woman. "If you think that that contact is not going to last awhile, you got another though coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half-nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose--at last. Roger looked at the door--looked at the woman--looked at the door--and went to the sink.

Let the water run until it gets warm," she said. "Here's a clean towel."

"You gonna take me to jail?" asked the boy, bending over the sink.

"Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe, you ain't been to your supper either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman, "I believe you're hungry--or been hungry--to try to snatch my pockekbook."

"I wanted a pair of blue suede shoes," said the boy.

"Well, you didn't have to snatch my pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could of asked me."

"M'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, run!

The woman was sitting on the day-bed. After a while she said, "I were young once and I wanted things I could not get."

There was another long pause. The boy's mouth opened. Then he frowned, but not knowing he frowned.

The woman said, "Um-hum! You thought I was going to say but, didn't you? You thought I was going to say, but I didn't snatch people's pocketbooks. Well, I wasn't going to say that." Pause. Silence. "I have done things, too, which I would not tell you, son—neither tell God, if he didn't already know. So you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable."

In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit on the far side of the room where he thought she could easily see him out of the corner other eye, if she wanted to. He did not trust the woman not to trust him. And he did not want to be mistrusted now.

"Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?"

"Don't believe I do," said the woman, "unless you just want sweet milk yourself. I was going to make cocoa out of this canned mild I got her."

"That will be fine," said the boy.

She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake.

"Eat some more, son," she said.

When they were finished eating she got up and said, "Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto my pocketbook nor nobody else's—because shoes come be devilish like that will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in."

She led him down the hall to the front door and opened it. "Goodnight!" Behave yourself, boy!" she said, looking out into the street.

The boy wanted to say something else other than "Thank you, m'am" to Mrs. Luella Bates Washington Jones, but he couldn't do so as he turned at the barren stoop and looked back at the large woman in the door. He barely managed to say "Thank you" before she shut the door. And he never saw her again.

**"Thank-You M'am" - potential answers**

**Author's purpose:** to teach a lesson, to persuade young people to be respectful (both are defensible)

**Audience range:** teen through adult

**Tone:** instructive

**Mood:** respectful

**Diction:** uses dialect

**Point of View:** omniscient

**Perspective:** observer - author reveals a bit about both boy and woman – but nothing specific. Leaves reader to speculate (what woman did that she wasn't proud of, what boy's background was)

**Lesson 5 Appendix C– Student’s response to “[Not-your-life] Memory”**

Period 3  
3/4/2010

My name is Whipple, I am a slave.

I love my master. I do. He is a good man. I would very well die for him, and might, what with the coming war. Most times he is good natured, and kind. He doesn't beat me like most. I am lucky to have him. But I still remember the times when I didn't have a master. When I was free.

It still doesn't make sense to me, after all these years. I was young and carefree.

A prince.

And now I am an object, a possession.

I am a slave.

My name was not always Whipple. It used to be Prince Caleb Quotem of Ambou, a good strong name.

I had an easy childhood as a prince: servants, nice clothes, and good food. That all ended at 10 years old.

My cousin Idi, who was 2 years older than me, was sent to America to study. Now he had come back for summer vacation, raving of the wonders of America of his boys' school in New England. Parents are such children sometimes. Of course they wanted the best for me, and made plans straight away to send me back in the fall.

I pleaded. I begged. It was no use; their wishes were set in stone.

Starry nights under lime trees and days in the giant blue ocean flew before our eyes, and suddenly it was September. My family stood together at Crow Port near the tip of my sweet Ambou, sticking out like peacocks in a chicken coop in the grungy fishermen part of town.

My parents stood, red eyed, wishing Idi and me best of luck.

"Be respectful!"

Period 3  
3/4/2010

"Be strong!"

"Don't be smart!"

"Tuck in your shirttails!"

The captain of the boat that would take us to America, Sir Roger Rauley, stepped off the boat with a big huff, mumbling about departing soon. We exchanged final kisses and boarded the unimpressive merchant ship, along with a few other children.

Sir Rauley was an Englishman, which gave him a predictable oddness, but this guy was just plain creepy. He stumbled through the musty ship in a drunken stupor, not bothering to address us. He was a trader by nature, toting a boat of ginger back to Portsmouth. Or so he had told my parents.

Upon entering the cabin, we saw this was quite far from the truth.

At least a hundred boys and girls, ages ranging from 6 to 14, were crammed into the tiny room. Idi had warned me of the less than favorable conditions but I'd expected my own cot at the least. We turned, confused, to Rauley asking him the meaning of this.

He struck us. Across the face, leaving ugly marks across our cheeks.

I had only been hit once, when I stole a sugar cane from the fields, but that had made sense. I had done something wrong.

What had I done then? Speak?

Sir Rauley flashed a chilling smirk, directed 2 armed guards to stand watch and strut out the door, mumbling. We attempted to derive an explanation from the two surly looking Brits, but they disregarded us, swatting us away.

Like flies.

Upon further inspection, we saw that lots of the children were in tears.

Now we were really troubled. What had we gotten ourselves in to? Would I ever see my parents again?

We tried to question some of the other children, but the ones who had come with us were as confused as we, and none of the other children spoke our language. After a while we gave up.

Period 3  
3/4/2010

We resolved to sit in a corner, playing with a dice Idi had found in his pocket, and wait for an explanation. An emaciated girl of about six years stumbled over to us, holding out her hands, mumbling something in French.

*"Nourriture"* she said looking up at us with giant chocolate eyes.

We stared back at her perplexed.

Idi, who knew a little French from school, replied, "Why don't you just ask Rauley?"

She stared back confused, then burst out in bales of sour laughter, stopping abruptly. Her face became very serious.

*"Navire négrier"* she whispered before turning to stumble weakly back to her corner.

Idi stared back at me, and started to cry. It troubled me, my strong older cousin, 12 at the time, sobbing.

I asked him to explain but he refused. He said nothing from then on. He would no longer play dice. We sat sullenly staring out the porthole window at the beautiful African sea. A flock of sea turtles surfaced. I swear there eyes were full of pity. That's when the realization hit. I had been sold to a slave ship.

Slavery. An unfamiliar word. I remembered hearing the adults speaking ones or twice of tribes or groups of people getting kidnapped and sold on to ships, but how could this have happened to us? Our parents had paid quit a bit for us to travel safely to our new school. What gave them the right to just take us like that?

A cold sweat broke out on my brow.

What was to become of me?

We were on that ship for roughly 3 weeks

It felt like 3 years.

12 children died on the trip. 6, in just the first week.

12 emaciated little bodies curled into balls. Cold unmoving. They were thrown overboard like spoiled food.

Looking back on our situation I am surprised more didn't die.

Period 3  
3/4/2010

He was gesturing to me.

Lordy Lou.

Coin was exchanged. My rope was cut.

"How are you, chap? William Whipple's the name. What's yours?"

I didn't answer stunned and confused.

"Never mind that, you're a Whipple now."

And so I was.

My name is Whipple, I am a slave.

Lesson 5 Appendix E - Review

**Note:** The sheet can be used as either Author’s Purpose Reviews &/or Pre-writing for Summative Task

Author’s Purpose Review

**Directions:** Identify the six tools we have studied that authors use to create purpose. Explain how that tool is used in \_\_\_\_\_

Tool\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tool\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tool\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tool\_\_\_\_\_

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\_\_\_\_\_

Tool\_\_\_\_\_

\_\_\_\_\_

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Tool\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Lesson 5 Appendix E – Review sheet, student</b>
--

**Differentiation:** Combine tone/mood and/or combine perspective with point of view. Can also scaffold review sheet by filling in some tools and/or examples.

**Note:** Sample student responses to review questions [using Obama Healthcare cartoon]:

**Tool:** Audience

I think the audience of this is citizens of America who care about politics and health care.

---

**Tool:** Diction

The phrase "I think I can" is words taken from the story "The Little Engine that Could and helps create a feeling of optimism because the country needs to believe.

---

**Tool:** Perspective

It is demonstrating that Barrack Obama is trying hard to pull healthcare together but it is hard. The perspective is for health care reform.

---

**Tool:** Point of view

The point of view is 1<sup>st</sup> person. I know this because in the picture, Obama repeats "I think I can" including "I" which refers to himself.

---

**Tool:** Tone

The tone is tiring [sic] and stressing because his eyes are squeezed shut and he has sweat shooting off his face. [this teacher included visual images as part of "diction."

**Tool:** Tone

The tone is wishful. I know this because the train is going up the hill (to pass the bill) but it keeps trying, like Obama

---



## Review and Summative Unit Assessment:

### SUMMATIVE TASK:

2. Trifold **brochure**: (can be cross-content assignment - Delaware 8th graders are required to create “Me brochures” for their required “Exploring Business” course). Students create a “me brochure” that tells/shows who they are.

Brochure must be accompanied by explanation (verbal or written) about how and where they utilized the author’s craft elements studied in this unit and why those choices are effective for the author’s purpose and audience.

3.

***\*Differentiation:*** choose 3 of 5 author’s tools, or 4 of 5, or all 5 of 5. Rubric can be a checklist and pre-writing sheet can help remind students what the author’s tools are and provide an example of each.

The following is the actual assignment for required Exploring Business course  
**[ELA reminders added]**

## Market Yourself With a Brochure

**WHAT:** 2-sided brochure about You, A Career Choice and how you Match

**DETAILS:** Use completed detailed paragraphs to fill in the brochure with a font size no bigger than 14. Use the website from the Career Workbook [online.onetcenter.org](http://online.onetcenter.org) or go into [careercruising.com/ssp](http://careercruising.com/ssp) to find your job information.

**SOME SUGGESTIONS YOU MIGHT USE:**

What is my learning style?.....	Career Compass book page 4
What are my strong skills?.....	Career Compass book page 5
What I like.....	Career Compass book pg 6-7
My Highest Work Values.....	Career Compass book pg 8-12
My personality(Holland Code).....	Career Compass book pg 14-15
My Short & Long Term Goals.....	Career Cruising
Hobbies, Clubs, Interests, Sport, Volunteering.....	Things you are involved in now
Personality Profile & How it matches the career choice.....	Career Compass book pg 44
All about Career.....	Cite sources used
Personal Interview.....	Interesting info about career

**MUST INCLUDE THE FOLLOWING:**

- Title panel and headings throughout
- All about career: job description, wages, education needed, job outlook
- At least 5 Pictures **(Relevant to the topic)**
- Why you are a good fit for this job and give examples
- Summary of your interests and skills based on information from book
- **Bibliography on back panel 3 Sources MLA FORMAT with Hanging Indent**

**IMPORTANT**

You will be showing and explain your brochure to the class  
 You need to use all six panels front and back of the brochure **Font no bigger than 14**  
 You need to put a bibliography on the back page **(MLA Format) 3 sources**  
 Add **relevant** graphics or photos throughout the brochure to make it interesting  
 Make sure it looks professional and well balanced with some white space all around

**DO NOT:**

Do not copy and paste information from the internet **I WILL GIVE YOU A ZERO**  
 Do not use a big giant font and only a few words  
 Brochure should be in white with touches of color **If I can't read it I can't grade it.**  
**NO dark backgrounds, this should look professional**

**REMINDER:** Be sure to use the author's tools you have studied: tone, mood, diction, perspective, and point of view to achieve your purpose for your intended audience

[Possible] **RUBRIC** for Final Product (brochure or teacher choice)

	<b>Exemplary (10 pts)</b>	<b>Acceptable (7 pts)</b>	<b>Inadequate (revise)</b>
<b>Author's Purpose</b>	Author's Purpose is clear (inform, persuade, entertain, although complex pieces can persuade in an entertaining fashion)	Author's purpose is mostly clear, but there may be minor inconsistencies or author's tools may not all support stated/implicit purpose	Author's purpose is not clear &/or author's tools do not support stated purpose
<b>Audience</b>	Audience range is clear and content is appropriate for audience (can be a span. For example, <i>Satrapni's Persepolis</i> targets adolescent readers but it is equally appealing to adults)	Audience range is mostly clear and content is mostly appropriate for audience. Minor lapses or inconsistencies do not interfere with overall effectiveness in achieving author's purpose.	Audience is unclear &/or content is not audience-appropriate.
<b>Diction</b>	Author's choices of words and phrases purposeful and selected to achieve author's purpose & intended audience	Author's choices of words and phrases generally support author's purpose & intended audience. Minor lapses or inconsistencies do not interfere with overall effectiveness in achieving author's purpose.	Diction is inconsistent or inappropriate for purpose.
<b>Tone</b>	Author's attitude toward the subject is clear and consistently present throughout piece and is appropriate for author's purpose & intended audience	Author's attitude toward the subject is generally clear and generally appropriate. Minor lapses or inconsistencies do not interfere with overall effectiveness in achieving author's purpose.	Author's attitude is inconsistent or inappropriate for purpose.
<b>Mood</b>	Author's creates an appropriate mood in reader that is consistent with tone, author's purpose & intended audience	Author's creates an overall appropriate mood in reader. Minor lapses or inconsistencies do not interfere with overall effectiveness in achieving author's purpose.	Author's fails to create an appropriate mood in reader.
<b>Point of View</b>	Point of view is consistent and purposefully selected to achieve desired effect for author's purpose & intended audience	Point of view is generally appropriate, but may be inconsistent. Any inconsistencies are minor and do not interfere with overall effectiveness in achieving author's purpose.	Point of view is confusing.
<b>Perspective</b>	Author's perspective is clear, consistent and purposefully selected to achieve desired effect for author's purpose & intended audience	Author's perspective is generally clear and purposeful. Minor inconsistencies do not interfere with overall effectiveness in achieving author's purpose.	Author's perspective is confusing or not evident.
	<b>Exemplary (15 pts)</b>	<b>Acceptable (10 pts)</b>	<b>Inadequate (revise)</b>
<b>Presentation</b>	Brochure (or other product) is effectively presented: well-written, free of careless errors, and neat (rehearsed, prepared, etc. as appropriate to chosen format). The product is appealing to the audience.	Brochure (or other product) is overall effective in its presentation: Minor errors do not distract the reader. The product is generally appealing to the audience.	Brochure (or other product) may be carelessly prepared, contain errors that would distract or repel readers. The product would not attract readers.
<b>Explanation</b>	Accompanying explanation (oral or written) makes clear the links between author's tools and intended results.	Accompanying clearly explains most of the choices made, or explanation is complete (addresses all choices) but general.	Explanation may be missing or inadequate
<b>TOTAL:</b> _____/100			

Note: This rubric is not in student-friendly language. Teachers could review the rubric and have students help create a student-friendly rubric that would guide them as they compose their products. Teachers may choose points in between the categories as appropriate.

**Final Assessment: Student Samples** (two regular education students – samples # 1 & 2 – and one student with IEP – sample #3)

Monthly Take-Home Pay: \$1,634.20

Gross Monthly Pay: \$5,120

## Salary

more.  
much, much  
in the field, and  
have experience  
and computers,  
and programs  
how to work de-



ating HTML and CSS, understanding is necessary. You need to understand the field (science, computer, biology, etc.). In addition, a lot of training is needed at least a two-year degree in biology. However, other companies are looking for people who have a psychology degree or a degree in this occupation, though most companies do not require education.

## Education

on the World Wide Web, design the website, and then we set it up. We use computer programs to design the website, and then we set it up. We use computer programs to design the website, and then we set it up. We use computer programs to design the website, and then we set it up.

files, just to control, websites, packs up and ideas, updates of website themes and layouts, thinks designers, and a web designer.

## What I Do



Top-Description: 34-08.00.00

www.visionaryweb.com/docs/Web-Developer-

Visionary Web Web 8 Oct. 2008. <http://

1000-04>

online: onetcenter.org/link/summary/12-

Web Developer Web 30 Sept. 2008. <http://

developer.asp>

description/intermediate-web-

www.visionaryweb.com/free-top-

Web Developer Web 2 Oct. 2008. <http://

source Network 2008.

Company: Wilmington; Delaware Career Re-

Delaware Department of Labor; Delaware Career

## Bibliography



## Web Design

Moving Forward in

REILLY WEGEE



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<TITLE>
<LINK REL
<HEAD>
<BODY>
</DOCTYPE

```



WEB



WEB



signed in the future.

and would love to work as a web designer even run a web designing business. Calloway School of the Arts. I have 9th grade and major in it at Cap I have been web designing since the

## My Experience

growing. needed. The job field is tional web designers will be 2006 and 2016. \$1,000 sqd- It is predicted that between

## Job Outlook

# Web Design

## Moving Forward In

believe that I am code is A (aesthetic). I Another letter in my els.

could lose custom- co-operative. You are not friendly or to their needs. If you to tailor the website former and be able

key part of the job. You need to talk with cus- web designer's, but I feel that being social is a The 2 (social) in my Holland code is not in the contrast, I am very curious and self-controlled. hes for I am not very athletic or frank, but in The R (realistic) was one of my lower catago- of the investigative traits.

am independent and scholarly, which are two code is not in mine, however I do feel that I The I (investigative) in the web designer's well-organized and very simplistic.

it first, a what an assignment requires. I am box. I have no problem staying inside the box, follower, and while my thinking goes out of the The C (conventional) matches. I'm a rule- slightly with a web designer's code of CR. With a Holland code of SC, it only matches

## Holland Code

times in design processes. work with our hands some- mission of HTML, and can clients' work with the info- web designer, because we work with our with people either. That matches to a information, and I don't mind working I prefer working with my hands and with

## What I Work With



client down.

never let the employer or business of my own and will befriend with a web design highest standards. I have ex- lesner can do the job to the images and designer, a visual

a web designer works with learning style is visual. Since credit for the work they do. My tly their own ideas, and also gets web designer gets to be creative, ence and recognition, fit because a need. My work values, independ- thing that a web designer would My Holland Code reflects every- ter.

who enjoy their job do it all the pet- said that people

every day, and it is coming to work thing. I'd enjoy volved in every- would be very in- I love this job and



## Why Me?

box of coded symbols. cause without it, all you have is a theme. It's very important, pe- sign and create the website, get to use my artistic skills to de- interest. Being a web designer, I'd code, it is listed as an important not in the web designer's Holland traits of being artistic. While A is independent, which are all pig original, creative, and also very

## Student explanation for Web Design brochure above:

For the brochure assignment in our Business class, we were surrounded by our friends, people who we could talk to without worry or constraints. But when we were actually creating the brochures and thinking of what would be appropriate to write, we had to extract ourselves from the environment around us and think of our audience: the business world. Everything, from mood, tone, diction, and point of view, changes with your audience.

So when we thought of the mood we wanted our brochures to take, we had to think: *What would a potential employer think?* We couldn't be too casual or fun, like we are with friends, because employers want to see your professionalism and learn of your dedication. With mood, you want the employer to feel impressed and informed, and also welcomed by your attitude. While I am not sure what mood these things would fit into, I prefer to refer to it as, "happily informed." I accomplished this in my brochure by adding no extra "fluff," just the stuff they should know, and bringing some of my personality into it.

I chose the first person point of view because using "I" helps the employer feel as if they know you and have learned about you in the few words they were given. The more a potential employer knows about a candidate, the more they stick out in their minds.

As for diction, there are no kindergarten words here! When you use the right amount of larger words, – not too much, not too little – it makes you seem intelligent. Too many large words may make a job candidate seem as if they copied the dictionary!

Approachability. Respect for authority. Knowledge. These are the three main things that you should convey in your tone. You cannot be too overbearing, cannot disrespect them, must be friendly, and must demonstrate your knowledge. Accomplishing this is hard, but with the right arrangement of words, you'll do just fine.

## Student Sample #2

age. It is in demand. The outlook is good. It is going to grow faster than average.

# Outlook



σπορυγῶν.

States Attorney, and discuss with the Public Defender, the forensic psychologists work the offender is sane or insane, the system. You determine if to understand the criminal justice in court. They also have committed crime. They have to might be the motivation for a the law. They figure out what the law. They figure out what forensic psychologists are with

Psychological

career\_baths\forensic\career08.htm>.

www.wcnba.edu/\_acqemwics\sch\_cas.b2a\

Forensic Psychology. Web. 2 Oct. 2009. <<http://www.sagepub.com>>

en.wikipedia.org/wiki/psychology.

Psychology Web 5 Oct 2008 <http://

brospectus\cjsbtrcl-01.bqt>.

<<http://scienceofpsychology.com/>  
 Science of Psychology. Web. 1 Oct. 2009.

3031.05410pΣouG&gt;

[online.onccenter.org/link/summary/19-0](http://online.onccenter.org/link/summary/19-0)

Clinical Psychology: Web 30 Sep 2008 <url>

3031'05#10pΣouc&gt;'

online.onetcenter.org/link/summary/1d-

Clinical Psychopharmacol. Ther. 30 Sept. 2000; 24(1):1-11

summary\10-3031.05>".

Schulz, 2000). <<http://\online.oncogcenter.org\link>

Зинина, Роберт Леонидович. *Мир*. 50

Resource Network, 2000).

Combs: Wilmington; Delaware Canal.

Delaware Department of Labor, Delaware Career

Worke  
City



Period 1

Elisabeth Zwarg

PSYCHOLOGIST  
FORENSIC





money I can be making. Yearly is \$100,000. That is a lot of \$25,000. The advanced wage the median annual wage is \$30,120. And

## Salary

thing. first I learn from going hands on visually, and kinesthetic means that I learn from seeing something way, etc. A visual learner means it will help me study the righting style will benefit me because learner. Being aware of my learning I am a visual and kinesthetic

## Learning style

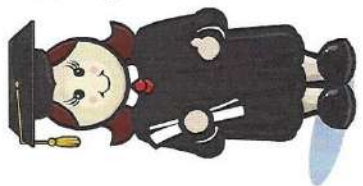
right. them is well again and justice is that I can to ensure that the best and I will make sure I do the best this job because I'm intelligent their lives right. I'm also good for and I want to help them make my dream job. I care about people understand people's feelings. It's I'm good for this job because I

## Why I'm good for the job

else. skills' and that I'm responsible to other's job are honest. Good thinking skills. My marketplace skills for son with personal skills' and sub-broker would most likely want a better work on goals better. An understanding instead of hand writing things can improve organizational skills' personal skills and adaptability skills. I skills. I need more work in organizational skills' thinking skills' and personal skills. My three skill areas are learning

## Skills

of those too. and I will properly need one or JD. A JD is a law degree, the jobs also require and MD I will get my PhD. Some of master, a degree. I could, and The education needed is a

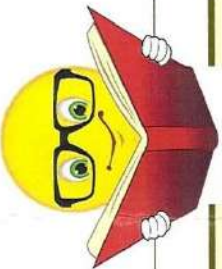


## Education needed

skills' my vision, Holland code' and career choices for me and I can pick based upon my learning style' because now I know where mostly the right careers are knowledge will help me make a good career choice I am and Public Safety' and Health Science. This career clusters that I am interested are Human Services' and recognition. My Holland code is SAV. The three skills. My two most important vision are relationships also learned that one of my strongest skills is learning. I have learned that I am a kinesthetic learner. I own, which I like, even more perfect for me. and help make justice. It makes normal psychology more intense. I would get to be in court and with criminal psychology, and the forensic subject seems to make it I think the subject is really interesting. I like then idea

## Personal interest

## Forensic Psychologist





## Student Sample # 3

who is a trained person in that area  
special treatment through physical therapy  
a 100%. I will be helping them by giving  
support or if they need the help to be up to  
them to be back to a 100% once they have  
I would be helping people and helping  
Upon My career.

working in the same job.  
I have master degree by my fifth year.

Education

24,300

\$25.11 Hourly

Salary:

\$8,000 in the USV

In ten years there will be estimated at:



what cast you need after surgery.  
need to get at least most rotation back in  
physical therapy. (b.t) is what you would  
also interesting at the Christian care center.  
I plan to get there by going to school and  
My Goals



September 20, 2000

Lord, Evelyn, Personal Interview

summary 20-1 23 00>

online onecenter.org/jmk

2000 <http>

Physical Therapy: Web 2a Web

Resource Network 2000

Delaware Care

Compass Wilmington:

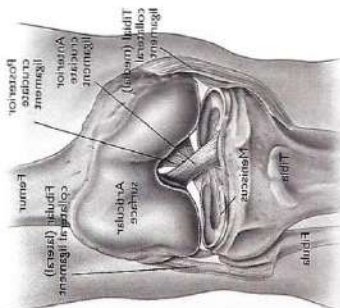
Delaware Care

Delaware Department of Labor

Work Card

Jason Rydzon

THERAPY  
PHYSICAL



pieter, in my job as a promotion  
which might lead to something  
can see that I'm helping them  
help' and my boss walks by - they  
it me is by it a co-worker needs  
workers learning style might bene-  
And an example of knowing a co-  
to go



in a  
would  
learn-  
of  
them.  
An example  
they ever need help I could help  
friends learning style because it  
biography be important to know my  
my co-workers and boss. It would  
me listen and cooperate better with  
can benefit me because it can help  
Being aware of my learning style  
things just rather than seeing them  
help me because I like learning  
and/or learner. I think it would  
my personal learning style is an

## SKILLS

### MY LEARNING STYLE AND

working with people in groups:  
one thing to work on and that is  
sympathy. And I would only need  
do accept and I follow the rules or  
there to  
I can I will  
others  
this would  
Some ex-  
their prop-  
do. I can work with people and get  
so I will pack them up on what they  
substant the other people's decisions  
one of the things I am good at. I do  
do work with people very well it is  
I do respect the ideas of others. I also



interested in my job.  
ing with hands and will keep me in-  
I would like it because I love work-  
for my  
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because I like working with my  
and keeps me interested in the job  
like it the best because it is great fun  
my hands than anything I could do. I  
people beason. I like working with  
hands on beason than information.  
This helped me realize I'm a more



### My Work Values

first pick.  
I prefer  
hands on  
since I am  
would like  
The thing  
because I like working with my  
and keeps me interested in the job  
like it the best because it is great fun  
my hands than anything I could do. I  
people beason. I like working with  
hands on beason than information.  
This helped me realize I'm a more

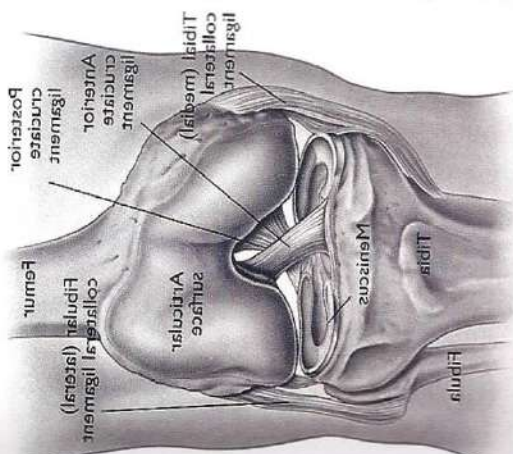
### What I Like

make it to be a Masters in B.A.  
Literally stay with a company and  
to have my degree in physical

### My Group

stands for Social Entrepreneur  
My Holland code S.E.C. which

### My Holland Code



## Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

### **Unit Title: The Challenge of Heroism**

(Adapted from <http://pdfuri.com/unit-1-the-challenge-of-heroism-the-giver>)

**Designed by: Stephanie Donofry for Innovative Schools and**

**District: THOMAS EDISON CHARTER SCHOOL**

**Content Area: English Language Arts**

**Grade Level(s): 8th**

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### **Summary of Unit**

This unit introduces the Challenge theme by examining heroes: in our personal lives, in literary works, and in the world at large. Students are introduced to the archetype of the hero's journey, and view various examples of heroes through that archetypal lens. After exploring heroism, students examine the challenges of society through texts in which individuals take great risks to do what they think is right. The Giver ranks high on the list of adolescents' all-time favorite novels, not only because of Lois Lowry's engaging storytelling, but also because this novel gives young people some challenging issues to contemplate. Many students can identify with the conflict between the desire to fit in and the wish to remain true to one's self. Two features of The Giver merit particular attention: the concept of utopia and the archetypal hero's journey. Students will work in literature circles to explore these concepts.

### Stage 1 – Desired Results

What students will know, do, and understand

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### **Delaware Content Standards- (Common Core Standards)**

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **CC8RL1**

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **CC8RL2**

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. **CC8RL3**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **CC8RL4**

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. **CC8RL5**

Write arguments to support claims with clear reasons and relevant evidence. **CC8W1**

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **CC8W1a**
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **CC8W1b**
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **CC8W1c**
- d. Establish and maintain a formal style. **CC8W1d**
- e. Provide a concluding statement or section that follows from and supports the argument presented. **CC8W1e**

**CC8W1e**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **CC8W3**

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **CC8W3a**
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **CC8W3b**
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. **CC8W3c**
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **CC8W3d**
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events. **CC8W3e**

**CC8W3e**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **CC8W4**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly. **CC8SL1**

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **CC8SL1a**
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. **CC8SL1b**
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. **CC8SL1c**
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. **CC8SL1d**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC8L5**

- a. Interpret figures of speech (e.g. verbal irony, puns) in context. **CC8L5a**
- b. Use the relationship between particular words to better understand each of the words. **CC8L5b**
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*). **CC8L5c**

**Big Idea(s)**

Archetype  
 Definition Essay  
 Compare/Contrast  
 Imagery  
 Theme  
 Nonprint text  
 Diction

**Unit Enduring Understanding(s)**

The journey of the hero in all its various forms is the basis of many plots.

Writers communicate to inform, to persuade, or to inform.

Good writers draw upon and blend a variety of genres and resources in order to create the strongest text possible.

An archetype is an original model or pattern from which later copies are made.

**Unit Essential Questions(s)**

What defines a hero?

How do visual images enhance or create meaning?

**Knowledge and Skills****Students will know...**

Apply knowledge of heroism developed through a variety of texts and personal experience.  
 Construct a controlling thesis statement that provides an original definition of heroism.  
 Use direct quotations from a variety of sources to support the thesis and elaborate upon ideas.  
 Organize ideas into a multi-paragraph definition essay (introduction, body paragraphs, and conclusion).  
 Use transitions to connect ideas within paragraphs and between paragraphs.  
 Use language appropriate for an academic audience.  
 Apply structural and literary elements of the graphic novel genre.  
 Illustrate the connection between Jonas's heroic journey and the hero's journey archetype.  
 Use framing and angle techniques to communicate ideas and to create variety and interest.  
 Use color and visual detail to create tone and to communicate ideas.  
 Create dialogue that reveals the steps in the hero's journey archetype.  
 Select and embed quotations from *The Giver* to support the connection to the hero's journey.  
 Write reflective text explaining choices made in creation of graphic novel.

**Students will be able to...**

To define various traits and types of heroes through multiple genre and texts.  
 To identify concrete examples of the hero's journey.  
 To recognize how an author create tone.  
 To use compare/contrast organizational structure in writing.  
 To examine a graphic novel  
 Compare the graphic novel form to prose  
 Analyzing the characteristics of a graphic novel

## Stage 2 – Assessment Evidence

### Suggested Performance/Transfer Task

#### Writing a Definition Essay

SUGGESTED LEARNING STRATEGIES: Drafting, Graphic Organizer, Revising, Brainstorming

Assessment  
continued

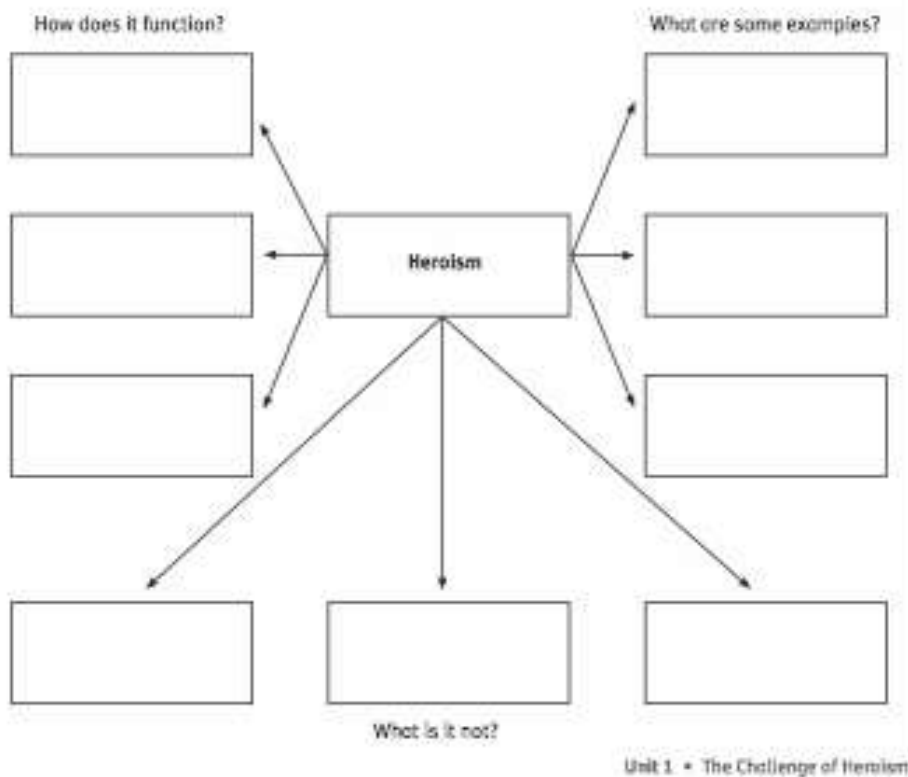
#### Assignment

Your assignment is to write a multi-paragraph essay that defines your concept of heroism. You will use various strategies of definition (definition by function, example, and negation) to explain your unique opinion on the concept.

#### Steps

##### Prewriting/Planning

1. Revisit your responses to the Essential Question: What defines a hero? You may ask yourself, "To what extent or to what degree can a person or an action be heroic?"
2. Next, categorize your ideas on the graphic organizer by the strategies of definition, and brainstorm details that will support your ideas. Details may come from texts (fiction, nonfiction, film), your own experiences, and historical or current events.





**Drafting**

3. Introduce your ideas by providing a hook, context, and a thesis (your ideas should move from general to specific). One way to draw your reader into the essay is to use a quotation related to the concept. To contextualize your thesis, you might discuss commonly held beliefs about heroism that do not match your definition. This allows you to point out the weaknesses in those definitions in comparison to yours.
4. Use a variety of definition strategies to define heroism as you draft the body paragraphs of your essay. Consider organizing each paragraph around a different strategy. Remember:
  - Paragraphs using the **function** strategy demonstrate how heroism functions or operates in the real world.
  - Paragraphs using the **example** strategy use examples to help the reader understand your definition. These examples often come from texts.
  - Paragraphs using the **negation** strategy explain what something is by showing what it is not. Using negation helps to contrast your definition with others' definitions.
5. Draft a conclusion that leaves the reader with a final impression about your definition. The conclusion of a definition essay often ends by focusing on the question: "So what?" It encourages the reader to accept the definition you presented.

**Revising**

6. After you have written an initial draft of your essay, go back to your thesis. Does your definition reflect your unique opinion? Is your thesis clearly stated in the introduction of your essay?
7. Continue to revise your essay to make sure you have effectively used various strategies of definition. Using more than one strategy of definition allows you to use a wide range of examples. Can your reader relate to your examples? Do you use enough examples to help the reader understand your unique point of view?
8. Consider the sequence of your body paragraphs. You may want to rearrange them for greater impact.
9. Consult the Scoring Guide to ensure that you have met specific criteria.

**Editing for Publication**

10. Carefully edit your final draft for punctuation and language conventions.

**Rubric(s)**

## SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
<b>Ideas</b>	The concept of heroism is uniquely and clearly defined. Three strategies of definition are skillfully employed (definition by function, example, and negation). A variety of relevant details from text, personal experience, and/or historical or current events richly enhance the writer's definition. All commentary convincingly develops the thesis.	The concept of heroism is adequately defined. Two strategies of definition are employed (definition by function, example, or negation). Relevant details from text, personal experience, and/or historical or current events are used to support the writer's definition. Most commentary develops the thesis.	The concept of heroism is minimally defined. One strategy of definition is employed (definition by function, example, or negation). Relevant details from text, personal experience, and/or historical or current society may be present, but they may not be concrete enough to give a full understanding of the concept. Commentary does not develop the thesis or may be missing.
<b>Organization</b>	The writer skillfully structures the essay with an engaging introduction containing an insightful thesis, well-developed body paragraphs, and a powerful conclusion.	The writer structures the essay with an introduction containing a clear thesis, developed body paragraphs, and a thoughtful conclusion.	The organization of the essay is confusing and the essay may be missing one or more of the following: an introduction with a thesis, developed body paragraphs, or an adequate conclusion.
<b>Use of Language</b>	Writing is smooth, skillful, and coherent throughout the essay. Diction is sophisticated and appropriate for an academic essay.	Writing is smooth and coherent throughout most of the essay. Diction is appropriate for an academic essay.	Writing is incoherent throughout the essay. Diction is repetitive, vague, or inappropriate for an academic essay.
<b>Conventions</b>	Writing is virtually error-free. The writer uses proper punctuation and capitalization to smoothly embed quotations into text.	Writing is generally error-free. The writer uses proper punctuation and capitalization to embed quotations into text.	Writing contains errors that distract from meaning. At times, the writer attempts proper punctuation and capitalization to incorporate quotations into text.

Scoring Criteria	Exemplary	Proficient	Emerging
<b>Evidence of Writing Process</b>	There is extensive evidence that the essay reflects the various stages of the writing process.	There is evidence that the essay reflects stages of the writing process.	There is little or no evidence that the essay has undergone stages of the writing process.
<b>Additional Criteria</b>			



## Visualizing an Event in Jonas's Journey

Assess

SUGGESTED LEARNING STRATEGIES: Drafting, Visualizing

### Assignment

Your assignment is to work with a partner to create a visual representation, in the form of a graphic novel, illustrating Jonas's journey in relationship to the hero's journey archetype. You will also write a reflective text analyzing how Jonas's journey fits into the archetypal pattern of the hero's journey and explaining the choices you made in creating the text. You will present your text to the class.

### Steps

#### Planning

1. Review samples of graphic novels/comic books you have read in class, that you have brought to class, or that have been provided by your teacher. Review the structural and literary elements of this genre. You might wish to list them in a graphic organizer.

#### Creating

2. Connect Jonas's journey to the hero's journey archetype. You may or may not use all the steps in a stage of the hero's journey, but you should use at least two steps from each stage.
3. Create a sequence of illustrations for Jonas's journey that consists of approximately 6–8 scenes or panels (one panel per step). Make sure that your graphics accurately represent the steps in the archetypal pattern of the hero's journey. Purposefully use a variety of framing and angle techniques to create variety and interest in your text, and choose color and detail that support your purpose.
4. Create at least one dialogue balloon in each panel to further establish the connection to the hero's journey. Include relevant and accurate quotations from the novel that reflect insights about the journey. You may also incorporate quotations from the novel as narrative.
5. Create a title for your story.
6. Write a reflective text to accompany your graphic novel. This reflection should explain the relationship of Jonas's journey to the hero's journey archetype in a way that demonstrates your thorough understanding of the concept. You should also reflect on the color, detail, and framing and angle techniques you used to create your graphic novel. Explain how these choices illustrate your ideas about Jonas as an archetypal hero.
7. Consult the Scoring Guide to ensure that you have met specific criteria.

#### Presenting

8. Present your graphic novel to the class, using ideas from your reflective text to explain your interpretation of Jonas as an archetypal hero.

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
<b>Graphic Novel</b>	The text vividly demonstrates seven or more steps in the hero's journey. The product contains visually compelling panels that incorporate skillful use of color, detailed images with effective framing and angle techniques, and dialogue balloons with at least three direct quotations from the novel to clearly represent steps in the hero's journey.	The text demonstrates at least six steps in the hero's journey. The product contains visually appealing panels that incorporate thoughtful use of color, images with purposeful framing and/or angle techniques, and dialogue balloons with at least two direct quotations from the novel to clearly represent steps in the hero's journey.	The text demonstrates five or fewer steps in the hero's journey. The visual images and dialogue balloons are incomplete, inaccurate, and/or inappropriate and may not directly represent the steps in the hero's journey.
<b>Reflective Text</b>	The written explanation shows an insightful understanding of how Jonas fits the archetypal pattern of the hero's journey and provides a perceptive and detailed explanation of the color, detail, and framing/angle techniques used.	The written explanation shows a clear understanding of how Jonas fits the archetypal pattern of the hero's journey and provides an adequate explanation of the color, detail, and framing/angle techniques used.	The written explanation shows a limited understanding of how Jonas fits the archetypal pattern of the hero's journey and provides an inadequate explanation of the color, detail, and framing/angle techniques used.
<b>Presentation</b>	The oral presentation is clear, engaging, and insightful. It shows extensive evidence of collaboration and planning.	The oral presentation is clear and thoughtful. It shows evidence of collaboration and planning.	The oral presentation is disorganized and unclear. It lacks collaboration and planning.

### Other Evidence

QuickWrite: What do you see as the most significant challenges facing the world, this country, and your community.

Students have had some practice writing thematic statements that can be used as thesis statements.

Ask the class to create a statement about Homer's challenges and his reactions to challenges.

Write a poem about facing challenges, paying particular attention to the use of stanzas and line breaks. They might use October Sky or their own experiences as inspiration.

Exit tickets

Summarize

Paraphrase major ideas;

Free writes; creating questions about a text

Oral responses

Think-pair-share

Class discussions

### Student Self-Assessment and Reflection

- During each session students will be self-assessing and reflecting in their literature circles. They are responsible for a role and will need to hold themselves and each other accountable for this work.

### Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

#### Key learning events needed to achieve unit goals

##### Introducing *The Giver*

- Ask students to write down vivid memories they have from childhood. The memories should be in complete sentences but should be in list form. Have the students categorize each memory based on the emotion they associate with the memory- excitement, sadness, loneliness, ect. Have a conversation as to whether or not they would chose to forget some of these memories- why? Which ones? And how would the loss of this memory affect them today?
- Introduce the word utopia- what does this mean? Ask students what they would consider a utopia? Now, realistically, how could a utopian society work? What elements would need to be controlled? Could it ever exist with human nature the way it is and individual wills?
  - Make a list of the elements of a 'perfect' society. Display this in the room for future reference.
  - Discuss that an archetype is an original model or pattern form from which later copies are made. This society might be an archetype for others in that area- or maybe not!
- Introduce the idea of literature circles. Assign groups and roles. You may choose to have students keep their role for the duration of the book; however, you might want to have students switch roles periodically. Assign groups using all, or some, of the roles listed below. Give students their role and the explanation and answer any questions they may have about these roles.
  - Roles-
    - Connector: Your job is to find connections between the book and the outside world. This means connecting what you read with your own life, to what happens at school or in the community, to similar events at other times and places, or to other people or problems. Once you have shared your connection to this section of the book, each member of your group will also relat their own connection to the book, although they may refer to a different passage.
    - Vocabulary Enricher: Your job is the look for a few important words in your reading. If you find words that are puzzling or unfamiliar, mark them down on this page while you are reading. Later, you can look them up in a dictionary and write down their definitions. You may also find words in the reading that are significant to the story. Mark these words too, and be ready to pint them out to the group. When your circle meets, help members find and discuss the words.
    - Discussion Director: Your job is to write a list of questions that your group might want to discuss about this part of the book. The best questions will come from your own thoughts, feelings, and ideas about

this section of the book. You also need to write your own answers to these questions.

- **Literary Luminary:** Your job is to choose a paragraph or sentences from the book to discuss with your group. Your purpose is to help other students by spotlighting something interesting, powerful, funny, puzzling, or important from the text. You can read parts aloud yourself, or ask another group member to read them. Include your reasons for picking the paragraphs or sections you did. Please record the page number and paragraph.
- **Summarizer:** Your job is to prepare a summary of the reading. Don't tell the whole story just focus on the important parts. The other members of your group are counting on you to give them a quick statement that tells about the story (the summary), and key points.
- **Illustrator:** Your job is to draw some kind of picture related to what you read in your section. It can be a sketch, cartoon, diagram, or stick figure scene. It can be about something you read, something that the reading reminded you about, or an element of the story( plot, character, setting).

(Adapted from ABCTeach.com)

### Lesson 1

- Have students read chapters 1-2 independently while working on their literature circle role.
- Give the literature circles time to meet and discuss their roles. Because this is their first experience in these groups they may need some guidance from the teacher and this may take some modeling on the part of the teacher. Try being the Discussion Director to model how to help the group function.
- After the groups have met, engage students in a conversation about the community Jonas lives in. What have they learned about the community in the first chapters? Why does Jonas's family share their feelings every night? What is the role of the loud speakers? Why is the aircraft a problem- we have airplanes fly over our houses all the time. What is going to happen in December? Why is Jonas excited for this?
  - This conversation will, most likely, lead itself to the students finding questions are unanswered. Make a list of unanswered questions and display it in the room for future reference. Add to the list each day as questions arise, or are answered.
- Explore the author's purpose. Ask students to discuss where Lois Lowry would have gotten information from in order to design this community. Where did he draw his knowledge from?
  - Express the importance of multiple sources when writing

### Lesson 2

- Have students read chapters 3-4 independently while working on their literature circle role.
- Give the literature circles time to meet and discuss their roles. The groups shouldn't need as much guidance to function today, however, be available as needed.
- After the groups have met, engage students in a conversation about the community Jonas lives in. What did Lily notice about Gabriel? (funny eyes). And when she notices this she is being inappropriate because their society does not call attention to how people are different; how is this different than our society? How does this tie into having a controlled society and archetype. Why do Jonas's parents discourage Lily from wanting to be a birthmother? How is the assignment of

jobs different than in our society? Would you like being assigned a career? What types of pressure would you feel *right now* if you were on the verge of being assigned?

- Also discuss and focus on what we are learning about Jonas. How does he seem different from others in his community? What is happening with the apple?
- Ask the Connectors to each share what connections they made in this passage.
- Add questions, and answers, to the list created on the first day.
- Have the students look at how dialogue is used in this book. How does it add to the story? How is it formatted?

### **Lesson 3**

- Have students read chapters 5-6 independently while working on their literature circle role.
- Give the literature circles time to meet and discuss their roles. The groups shouldn't need as much guidance to function today, however, be available as needed.
- After the groups have met, engage students in a conversation about what we have learned today. What are stirrings? What does the community do to repress them? Have you ever had a time that you tried to repress a feeling or memory? How did you do it?
  - If students did not understand the 'stirrings' explain it Explain that their society does not want people to have strong emotions and so they take the pill each day to stop the feelings. No one has sexual feelings due to the pill as well.
- How would strong feelings and desires affect the community's ability to be uniform? Why is the author giving us so much information about feelings?
- Ask the Summarizers to each share what they wrote about the reading today.
- Add questions, and answers, to the list created on the first day.
- As a class, do a venn diagram to compare and contrast the structure of this text and that of one you have read recently. Discuss how the structure of text contributes to the style and meaning of the story.

### **Lesson 4**

- Have students read chapters 7-9 independently while working on their literature circle role.
- Give the literature circles time to meet and discuss their roles. The groups shouldn't need as much guidance to function today, however, be available as needed.
- After the groups have met, engage students in a conversation about what we have learned today. How is the organization of the children different than how we do it in school? What did Jonas learn about the last Receiver? What do we know about Jonas's job of Receiver? What is your reaction to what we have learned? Does his new job seem like something he wants to do, why or why not? What connection do we learn about Jonas's eyes?
- Ask the Discussion Director to share some of the questions and conversations from today's group meeting.
- Add questions, and answers, to the list created on the first day.
- Review the idea of imagery. How is imagery used in this story? Because the characters don't see color or have memories how has Lois Lowry made imagery a part of this book? Ask the illustrators from each group share how the lack of color and difference has played a role in their job as illustrator.

### **Lesson 5**

- Have students read chapters 10-11 independently while working on their literature circle role.
- Give the literature circles time to meet and discuss their roles. The groups shouldn't need as much guidance to function today, however, be available as needed.

- After the groups have met, engage students in a conversation about what we have learned today. What has Jonas learned today? Continue conversation based around students' observations and questions.
- Ask the Vocabulary Enricher to share some of the vocabulary they have found in the past few chapters.
- Add questions, and answers, to the list created on the first day.

\*You may want to change roles after today's lesson, however, if they are working nicely you can keep them.

### **Lesson 6**

- Have students read chapters 12-13 independently while working on their literature circle role.
- Give the literature circles time to meet and discuss their roles. The groups shouldn't need as much guidance to function today, however, be available as needed.
- After the groups have met, engage students in a conversation about what we have read today. What have we learned about memories? What has the Giver given to Jonas? How has the color red been significant in the story so far? Continue conversation based on student questions and observations.
- Ask the Literary Luminary members to discuss some of the readings they have picked from the recent chapters.
- Add questions, and answers, to the list created on the first day.

### **Lesson 7**

- Have students read chapters 14-16 independently while working on their literature circle role.
- Give the literature circles time to meet and discuss their roles. The groups shouldn't need as much guidance to function today, however, be available as needed.
- After the groups have met, have the Illustrators share what they have drawn for this chapter.
- Instead of having a group discussion, ask the students to go back to their groups and come up with discussion questions for the class. Ask each group to share a question and guide the discussion accordingly.
- Add questions, and answers, to the list created on the first day.

### **Lesson 8**

- Have students read chapters 17-18 independently while working on their literature circle role.
- Give the literature circles time to meet and discuss their roles. The groups shouldn't need as much guidance to function today, however, be available as needed..
- After the groups have met, engage students in a conversation about what we have read today. Who is Rosemary? What happened to her? How has this affected Jonas's job as Receiver? How is Jonas feeling about the role of Receiver so far?
- Ask students to define the word hero. Who has been a hero in this story so far?
- Add questions, and answers, to the list created on the first day.

### **Lesson 9**

- Have students read chapters 19-20 independently while working on their literature circle role.
- Give the literature circles time to meet and discuss their roles. The groups shouldn't need as much guidance to function today, however, be available as needed..
- After the groups have met, engage students in a conversation about what we have read today. What has Jonas learned about 'release?' What is Jonas planning? How will affect his community?

How will this affect the utopian society? What does this say about him as a person? Will this make him a hero?

- Add questions, and answers, to the list created on the first day.

### **Lesson 10**

- Have students read chapters 21-23 independently while working on their literature circle role.
- Give the literature circles time to meet and discuss their roles. The groups shouldn't need as much guidance to function today, however, be available as needed.
- Ask students to write an argument for or against Jonas's decision to leave. Was he a hero? Because the book does not give too much information about what happens after he leaves students will have to speculate and draw conclusions based on what they've learned about the community from the text. Use this to assess the students' writing.

### Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links)
- Help in identifying and correcting student misunderstandings and weaknesses
- <http://pdfuri.com/unit-1-the-challenge-of-heroism-the-giver>

### Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.
- Students can be paired in literature groups based on ability or need for support.
- The roles in the literature circle can be assigned based on ability and expectations

### Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.
  - This unit discusses and focuses on culture. Students are consistently asked to compare the culture in the book to that of their own. They will spend time contemplating a ‘utopia’ and comparing that to how they live their lives.

### Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8<sup>th</sup> Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).

### Content Connections

Content Standards integrated within instructional strategies