

Frelinghuysen Township School District



English Language Arts Curriculum

Reading

Frelinghuysen Township School District English Language Arts Reading Curriculum

Frelinghuysen Township School District Mission Statement

Frelinghuysen Township School District is a small and caring community. Its mission is:

- To provide all students a superior individualized education
- To create strategic partnerships with parents and the community to meet students' needs
- To provide a compassionate, safe and supportive environment
- To support innovative practices by effectively leveraging technology
- To develop confident students who will be productive, contributing members of a constantly changing global society

Curricular Overview

The English Language Arts Curriculum was created for Frelinghuysen School District using resources from past curriculum, the New Jersey Student Learning Standards and an analysis of the needs of our students.

The curriculum is based on the Understanding by Design (UbD) philosophy which emphasizes using a backwards design that uses goals to drive the learning plan. This ensures that instruction is focused and driven by specific learning outcomes. Units are organized into themes and learning goals, with pacing guides and suggested resources for teachers to use to guide daily instruction. The ELA curriculum is organized into reading and writing units.

Frelinghuysen Township School seeks to provide our students with a well-rounded curriculum supported by best practices in education to guide our students throughout their entire educational journey. This curriculum was created with the intention of keeping with our mission of developing productive students through a superior, individualized education that effectively leverages technology in a safe and supportive school community.

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ELA Reading and Writing Pacing Guide

Grade Level	Pacing	Reading	Writing	Grammar, Phonics and Word Work
Kindergarten	6 weeks	Launching Reading Workshop	How Writer's Work	Orton-Gillingham Schoolwide Fundamentals Grammar Unit
	6-8 weeks	Fiction	List and Label	
	6-8 weeks	Non-fiction	Personal Narrative	
	6-8 weeks	Poetry	How To	
	4 weeks		FUNctional Writing	
Grade 1	6-8 weeks	Launching Reading Workshop	How Writer's Work	Orton-Gillingham Schoolwide Fundamentals Grammar Unit
	6-8 weeks	Nonfiction	Nonfiction	
	6-8 weeks	Fiction	Fiction Book Review	
	6-8 weeks	Poetry	Personal Narrative	
Grade 2	6-8 weeks	Launching Reading Workshop	How Writer's Work	Orton-Gillingham Schoolwide Fundamentals Grammar Unit
	6-8 weeks	Fiction	Personal Narrative	
	6-8 weeks	Nonfiction	Gail Gibbons Author Study	
	6-8 weeks	Poetry	Letter Writing	
Grade 3	6-8 weeks	Launching Reading Workshop	How Writer's Work	Orton-Gillingham Schoolwide Fundamentals Grammar Unit Spelling City
	6-8 weeks	Fiction	Patricia Polacco Author Study	
	6-8 weeks	Nonfiction	Nonfiction	
	6-8 weeks	Poetry	Biography	
Grade 4	6-8 weeks	Launching Reading Workshop	How Writer's Work	Orton-Gillingham Schoolwide Fundamentals Grammar Unit Spelling City
	6-8 weeks	Fiction	Cynthia Rylant Author Study	
	6-8 weeks	Nonfiction	Nonfiction	
	6-8 weeks	Poetry	Feature Article with Editorial	
Grade 5	6-8 weeks	Launching Reading Workshop	How Writer's Work	Orton-Gillingham Schoolwide Fundamentals Grammar Unit
	6-8 weeks	Fiction	Biography	
	6-8 weeks	Nonfiction	Essay	
	6-8 weeks	Poetry	Memoir	
Grade 6	6-8 weeks	Launching Reading Workshop	How Writer's Work	Orton-Gillingham Schoolwide Fundamentals Grammar Unit Vocabulary Workshop
	6-8 weeks	Fiction	Argumentative Essay	
	6-8 weeks	Nonfiction	Feature Article	
	6-8 weeks	Poetry	Personal Narrative	

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Kindergarten

Unit 1: Launching

DESIRED RESULTS

Standards

<p>New Jersey Student Learning Standards</p> <p>RL.K.1: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RL.K.2: With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4: Ask and answer questions about unknown words in a text.</p> <p>RL.K.5: Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.</p> <p>RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.1: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RI.K.2: With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.5: Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>SL.K.1: Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.</p> <p>SL.K.3: Ask and answer questions in order to seek</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity</p>
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<p>help, get information, or clarify something that is not understood.</p> <p>SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>RF.K.1: Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words</p> <p>RF.K.4: Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p>	
Learning Outcomes	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● A reading community ● The difference between a letter and a word ● Words make up lines ● The expectations, routines, and structures 	<p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● What does it mean to be part of a community that values listening, sharing, learning, and reading? ● What is the difference between letters and words?

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<p>in a reading workshop</p> <ul style="list-style-type: none"> ● Sweeping is used in reading ● Reading identities ● Pictures help us read stories ● Different types of genres ● High frequency words are in text ● Books can be read independently, through shared read aloud, or interactive ● Pictures tell a story ● Letters form words ● Commas, periods and exclamation points ● The rituals, routines, and procedures that support conversation ● Beat and rhymes are helpful when reading a text ● The appropriate text for a reader ● Certain books interest certain readers ● It is important to handle, store, return, and care for books ● Readers workshop and how it runs ● Images help us visualize the words and make the story more memorable ● Know how to follow the content of a book across a page ● Know how to recommend books to others 	<ul style="list-style-type: none"> ● How many letters in a word? ● How many words in a line? ● What are the expectations, routines, and structures for reading workshop? ● How do we read words in a book? ● What is sweeping? ● What are our reading identities? ● How do pictures help you figure out the words on the page and understand the text? ● What genres are available to you as readers? ● What does the word “The” look like in print? ● How are books read? ● How do pictures tell a story? ● How do combinations of letters form words? ● What are commas, periods, and exclamation points? What do they look like? ● What are the rituals, routines, and procedures that support conversation during reading? ● How can the beat and rhyme in a text be used when reading? ● What are appropriate texts to select? ● What types of books interest you? ● How do you handle, store, return, and care for a book they read and have in class? ● How does reader’s workshop run smoothly? ● How are images used to visualize and engage a reader in a text? ● How do you follow the content of a book across the page? ● How can you recommend books to others?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments

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<ul style="list-style-type: none"> ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series ● I-ready Assessments 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments
LEARNING PLAN	
Pacing Guide: 6-8 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> ● Complete Interactive Read-Alouds and Shared reading Lessons 1 – 12 in Reading Fundamentals Series by Schoolwide <ul style="list-style-type: none"> ○ Good Readers Listen, Share, Read – How good readers act during readers workshop ○ Counting words and finding spaces with the Itsy Bitsy Spider ○ Listening and Thinking During Reading Workshop ○ Direction, Match , Sweep ○ Who Am I as a Reader? ○ Exploring the World of Books ○ The Words we Know ○ Making Meaning ○ What’s that Mark? ○ Collaborative Conversation ○ Rereading Like a Storyteller ○ Word Tile Activity – Itsy Bitsy Spider ○ Book Favorites – learning about books we like and do not like ○ Reading the Pictures in a book ○ Comparing Fiction vs Nonfiction with a t-chart ○ Splat - Sight word identification ● Complete Mini-Lessons 1-6 in Reading Fundamentals Series by Schoolwide <ul style="list-style-type: none"> ○ Choosing a new book ○ Taking Care of our books ○ Curable Interruptions ○ Making the Text Memorable ○ Connecting the Pages ○ Buzzing About Books 	
Integrated Accommodations and Modifications	
<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models ● Assistive technology ● Extended time ● Preferred/flexible seating 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) ● Games ● Assistive technology ● Problem solving strategies

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<ul style="list-style-type: none"> ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping ● Games ● Kinesthetic Activity ● Role Play 	<ul style="list-style-type: none"> ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies ● Accelerated learning ● Independent study
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Connections

<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● (ELA, Math, Science, Social Studies) ● Technology ● Character education ● Career Education 	<p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication ● Collaborative learning ● Productivity ● Real-world applications
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Instructional and Supplemental Materials

<ul style="list-style-type: none"> ● Websites <ul style="list-style-type: none"> ○ https://www.getepic.com/app/ ○ https://www.raz-plus.com/ ● Materials <ul style="list-style-type: none"> ○ Chart paper ○ Markers ○ highlighter ○ Pointers ○ Index Cards ○ Schoolwide worksheets: ○ Good Reader Listen...Share...Read poster ○ Paying Attention to Words and Spaces worksheet ○ Itsy Bitsy Spider – Word Tile Activity sheet ○ Book Favorites Questionnaire ○ Who Am I as a Reader? Worksheet ○ Features of Fictions and Nonfiction poster ○ Concepts about print checklist ○ What’s That Mark? Poster ○ We Can Talk About Books ○ Read It Again! ○ Choosing a Book – poster ○ Lights, Camera, Action! ○ Connecting Words – poster ○ Buzz About a Book - poster ● Books/Texts <ul style="list-style-type: none"> ○ Apples – Gail Gibbons ○ Read! Read! Read! – Amy Ludwig VanDerwater ○ How Rocket Learned to Read – Tad Hill ○ The Itsy Bitsy Spider

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- My Big Book – Dale Cross Purvis
- Catch the Moon: An Action Rhyme – Jeanna Kaufmann
- We’re Going on a Book Hunt – Pat Miller
- But Excuse Me That Is My Book – Lauren Child
- Wild About Books – Judy Sierra
- Changes: A Child’s First Poetry Collection – Charlotte Zolotow

Leveled Texts

- Advanced: Raz- kids: Allie and Ollie (Level C) – Katherine Page
- Intermediate: Raz-kids: All Kinds of Faces (Level A) – Annette Carruthers
- Beginner: Raz-kids: Go, Go, Go (Level aa) – Brian Roberts

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Kindergarten

Unit 2: Fiction	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>RL.K.1: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RL.K.2: With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5: Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.</p> <p>RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>SL.K.1: Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.</p> <p>SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p>

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

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

RF.K.4: Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.

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

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

Learning Outcomes

Students will understand...

- They will be able to discuss, define, and distinguish difference between fiction stories that are realistic and/or fantasy.
- Familiar tales have characters settings and main events
- Pictures and words help move stories along and develop character and plot.
- Traditional tales have an antagonist
- Tales have a conflict and resolution in a story
- Characters encounters problems and work towards solutions
- Characters feeling and traits by thinking about what’s happening in the story, looking at the3 illustrations, and listening to what the characters do and say
- Characters often learn lessons when they face a problem
- Illustrations help a reader make predictions about what will happen
- Background knowledge and textual evidence help readers make predictions
- The language structure can help you anticipate events in a text
- Making connections helps them identify with the text, remember important

Students will be able to answer...

- What is the difference between realistic fiction and fantasy fiction?
- What are the story elements in a traditional tale?
- How do pictures move stories along and develop character and plot?
- Who is the antagonist in a traditional tale?
- What is the conflict or resolution in a traditional tale?
- How are characters similar and different in two tales?
- How the character feels and the characters actions and emotions through the story using illustrations?
- How do characters face and solve problems?
- What is the theme or lesson learned at the end of a story?
- What are the key details in a story?
- How do the illustrations help tell the story?
- What do you predict will happen in the story?
- How does a repeating phrase or language pattern help you predict the events in a story?

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<p>information and enhance the understanding</p> <ul style="list-style-type: none"> ● Readers generate questions as they read to deepen their understanding ● Text signals, dialogue, and mood help enhance the meaning of a story ● The illustrations help the reader learn about the characters physical traits and personality ● Readers infer what the characters might say and think by considering what’s happening in the story and into the characters shoes ● Identify relevant and useful information ● Retelling stories will help them become more effective readers and communicators ● Performing stories and writing reviews allows readers to share their favorite stories 	<ul style="list-style-type: none"> ● How can making personal connections help you understand the texts? ● What questions did I have while reading the story? ● How do the end punctuations and other text signals help to expressively reread the text? ● What are the characters traits? ● How you can infer a characters thoughts and dialogue by studying the illustrations and making connections to their own lives? ● What are the key points in a text? ● How can you retell what is important in a story? ● How can you share and write about your favorite stories?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series ● I-ready Assessments 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments

LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

- Complete Interactive Read-Alouds and Shared reading Lessons 1 – 8 in Reading Fundamentals Series by Schoolwide
 - Fiction: Real or Fantasy?

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- Retelling a Familiar Tale: Common Structure and Story Elements
- Sequencing Activity
- Retelling a story Activity
- Rereading a Familiar Tale: A Closer Look at Character
- Traditional Tales: Problems and Solutions
- Compare and Contrast Two Traditional Tales
- Venn Diagram: Compare and Contrast Activity
- Animals Can Talk: Characters With a Strong Voice
- Problem Solved – Lesson Learned
- Pictures Tell a Story
- Complete Mini-Lessons 1-10 in Reading Fundamentals Series by Schoolwide
 - Ready to Read Fiction
 - Say It Again
 - Making Meaningful Connections
 - Get Curious
 - Read With Expression
 - Characters Inside and Out
 - Step Inside the Character’s Shoes
 - Remembering Important Details
 - Retelling Stories with Meaning Celebrating Our Favorite Stories

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Websites
 - <https://www.getepic.com/app/>

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- <https://www.raz-plus.com/>
- Materials
 - Chart Paper
 - Markers
 - Crayons
 - Pointer
 - Sticky Notes
 - Dry Erase Boards
 - Dry Erase Markers
 - Popsicle Sticks
 - Scissors
 - Parent letter
 - Real or Fantasy graphic organizer
 - Sequencing Activity Worksheet
 - Retelling a story Activity Worksheet
 - Venn Diagram: Compare and Contrast Activity Worksheet
 - How does the Character Feel Chart
 - Feelings Chart
 - Story Map Worksheet
 - Storytelling Words That Show a Sequence of Events Chart
 - Making Good Predictions Worksheet
 - Making Connections Activity Worksheet
 - What are you wondering Activity Sheet
 - Text Signals Chart
 - Characters Inside and Out Chart
 - Say It! Think It! Speech Bubbles sheet
 - Blank Story Map Activity Sheet
 - Retelling A Story Chart
 - Retell Checklist
 - The Kindergarten Times Book Review Activity Sheet
- Books/Texts
 - “Could Be Worse!” – James Stevenson
 - Goldilocks and the Three Bears – James Marshall
 - The Adventures of Spot: Water Was Falling – Marileta Robinson
 - The Three Billy Goats Gruff – Paul Galdone
 - I Broke My Trunk! – Mo Willems
 - A Balloon for Isabel – Deborah Underwood
 - Wave – Suzy Lee
 - Where is Little Bear’s Hat? – Eileen Spinelli
 - What Do You Think? – Art by Lisa Chauncy Guida
 - Waking Farmer Fred – Eileen Spinelli
 - Camping at Grandma’s Eileen Spinelli
 - The Adventures of Spot – Marileata Robinson

Leveled Texts

- Advanced: Raz-Kids – Future Flowers (Level D) – Karen Mackler
- Intermediate: Raz-Kids - After School (Level B) – Elizabeth Jane Pustilnik
- Beginner: Raz-Kids – The Movie (level aa) – Eddie Evans

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Kindergarten

Unit 3: Nonfiction	
DESIRED RESULTS	
Standards	
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with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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

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

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

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

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

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

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

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

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

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

RF.K.4: Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.

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

W.K.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

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topic.

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

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

Learning Outcomes

Students will understand...

- The structures and features of nonfiction texts
- Strategies before, during, and after reading can enhance comprehensions
- Self-monitoring skills and strategies can determine the meaning of important vocabulary
- Strategies to use when approaching unfamiliar words
- Big ideas and supporting details in a texts
- Nonfiction texts
- Titles, photos, and content help readers clear up misconceptions and learn new information
- Graphic sources and text features help readers locate important information on a topic
- Table of Contents
- Photos help present information in a text
- Biographies teach readers important events, dates, and information about a person's life
- Questions help clarify and deepen their understanding of a text
- Key details support a main topic
- Background knowledge and thinking about the topics helps readers understand the topic
- Background knowledge can help readers make connections with the information they read
- Visual images help deepen their understanding of new topics
- Readers need to stop, think, and react to the information to remember and share it

Students will be able to answer....

- What does a nonfiction book include?
- How does your background knowledge help enhance your understanding of topics in nonfiction texts?
- How do graphic sources and text features help you understand and locate information about a topic?
- How do the details found in photos support the information that is presented in a text?
- How the nonfiction genre of biographies shares important information about a person's life?
- What questions from the text would help you clarify and deepen your understanding?
- How can you use illustrations, think about the topic you are reading, conventions of print and visualizing to understand the meaning of unfamiliar words?
- What are the key details that support the big idea in a text?
- How can you preview a book to help you recall what you already know and make predictions about what you will read?
- What connections can you make to the topics you explore in nonfiction text?
- How can you use your background knowledge and five senses along with the illustrations and words from the book to help you visualize?
- What news facts did you learn from the text?
- What new information did you learn or how did it change the way you think about

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<ul style="list-style-type: none"> ● Readers revise their thinking about the topics they read to enhance their schemas and clear up misconceptions ● Context clues will help them figure out the meaning of new words ● Text features help them locate specific and/or important information in nonfiction books ● Table of Contents and index and help readers locate specific information ● Information located at the back of the text can help you further explore the topic you are reading about ● Fun facts help expand their knowledge and understanding about different topics ● Nonfiction writers can combine elements of a story with important facts to convey information about their topics 	<p>a topic?</p> <ul style="list-style-type: none"> ● How can you figure out new words by using text features in a book? ● What is the table of Contents and index to help you locate specific information? ● How do maps, references, and additional resources help guide readers as they learn about a new topic? ● How do nonfiction writers provide fun facts and how do they help the readers understand the new topic? ● How do nonfiction writers combine elements of a story with facts to convey new information?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series ● I-ready Assessments 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments

LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

<ul style="list-style-type: none"> ● Complete Interactive Read-Alouds and Shared reading Lessons 1 – 8 in Reading Fundamentals Series by Schoolwide <ul style="list-style-type: none"> ○ Exploring Nonfiction ○ What We Think We Know...What We Want to Learn ○ Features That Help Us
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- Photos and Words Work Together
- Getting To Know You
- Questions and Answers
- Let's Learn New Words
- What's the Big Idea?
- Complete Mini-Lessons 1-10 in Reading Fundamentals Series by Schoolwide
 - Getting Ready for Reading Nonfiction
 - Making Connections
 - Making Pictures Come to Life
 - Stop..Think...React
 - Oops! I Used to Think...But Now I Know
 - Discovering the Meaning of Words
 - Searching for Information
 - Learning as Much as We Can
 - The "Fun" in Fun Facts
 - Stories Can Share Facts, Too!

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Websites
 - <https://www.getepic.com/app/>
 - <https://www.raz-plus.com/>
- Materials
 - Chart Paper
 - Pointers

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- Makers
- Nonfiction: Read All About it Chart
- Parent Letter
- Thinking about Nonfiction Activity Worksheet
- Ways that Nonfiction Books Teach Chart and Activity Sheet
- Get the Picture Chart
- What is a Biography? Chart
- Dream Big Activity Sheet
- Wonder and Think Chart
- Don't Let a New Word Get Away Chart
- How to Discover the Big Idea Chart
- Before I Read Nonfiction Chart
- Making Connections Chart
- Make a Moving Picture in your mind Chart
- Stop, Think, React, Share Chart
- Monitoring Our Thinking Chart
- Topic Words – Discovering What They Mean Chart
- Discovering New Words Activity Worksheet
- Features That Help Us Chart
- Feature Hunt Activity Worksheet
- Hunting for More Information Activity Worksheet
- Fun Facts Graphic Chart
- Comparing and Contrasting Nonfiction and Literary Nonfiction Chart
- Books/Texts
 - Kari's First Day – Charnan Simon
 - Healthy Habits – Rebecca Weber
 - How Big is a Giraffe? – Zootles
 - An Animal Community – Booble Kalman
 - Glow: Animals with Their Own Night-Lights – W.H. Beck
 - Me...Jane – Patrick McDonnell
 - I See a Kookaburra! Discovering Animal Habitats Around the World – Steve Jenkins and Robin Page
 - From Tail to Trunk – Zootles
 - What We Wear: Dressing Up Around the World – Elise Hofer Derstine and Cynthia Pon Maya Ajmera

Leveled Texts

- Advanced: Raz-Kids – Bats Day and Night (Level d) – Becca Hughes
- Intermediate: Raz-Kids – Animal Coverings (Level b) – Kira Freed
- Beginner: Raz-Kids – Big (level aa) – Cheryl Ryan

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Kindergarten

Unit 4: Poetry	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>RL.K.1: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RL.K.5: Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.</p> <p>RL.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>RF.K.1: Demonstrate understanding of the organization and basic features of print.</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity</p>

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

RF.K.4: Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.

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

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

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

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

Learning Outcomes

Students will understand....

- Poetry
- Background Knowledge helps a reader think about what the poem might be about
- Readers explore the genre of poetry by paying attention to the structure, look, and sound of writing
- Readers use text features of poetry to help them read a poem the way the poet intended for it to sound
- Poets use rhythm, beat, and rhyme in their poems
- Readers can hear and identify rhyming words in poems
- Rhyming words can help them read, remember, and recognize patterns in words
- Poets include repetition and onomatopoeia in their poems in order to enhance meaning, emphasize important

Students will be able to answer....

- What is Poetry?
- How does your background knowledge help you predict what the poem might be about?
- How is poetry read differently than other books?
- How do features in poetry relate to the feeling or mood of a poem?
- How do line breaks, white spaces, bold print, and use of all capital letters, punctuation, and repetition help a reader read a poem the way it was intended to sound?
- How do poets enhance meaning, evoke a certain mood, and help us remember how to read the words and make the poem pleasing to the ear?
- How did the patterns and rhyming sounds in words from a shared poem help you predict what words come next in the

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words, create sensory images, and make their poems pleasing to the ears of their readers?

- Readers can hear, read, and identify onomatopoeia and repetition in poetry
- Poets include alliteration in their poems in order to describe something artfully, play with words, and give their poems musicality
- Readers connect with and appreciate the lullabies of their cultures and childhoods
- Poets create images, sounds, and feelings with words
- Readers bring these words to life inside their minds by visualizing
- Readers pause and picture what a poem is about to help them understand the images or story the poet is sharing
- Readers notice when poets take ordinary objects and use language and special words to make them sound and appear extraordinary
- Strategies can help them figure out the meaning of unknown words
- Readers use literary devices to help them read with fluency and attend to meaning
- Readers use their background knowledge as they read to help deepen their understanding of new texts
- Readers ask questions and use their background knowledge, sensory images, and wonderings to uncover themes and deeper meanings in poetry.
- Readers celebrate poetry by performing poems with energetic gestures and with enthusiastic expression
- The organization and basic features of print
- Personal schema and textual evidence can help make predictions and connections
- Asking questions helps clarify thinking and deepen understanding
- Rhythm, rhyme, and patterns

poem?

- How do poets make poems pleasing to the ear and create images for their readers?
- What is onomatopoeia?
- How do onomatopoeias and repetition in poems help readers read with expression?
- What is alliteration?
- What are lullabies?
- What do lullabies help children do?
- What are ways to gain deeper meanings of the poems they read?
- How do your background knowledge and the words help you create mental images?
- How do poets make ordinary objects seem extraordinary?
- How can you use monitoring strategies to help understand new and unfamiliar words?
- What do poets use in order to help them understand meaning and read with expression?
- How can your background knowledge help you make connections as you read poems?
- How does your personal experiences and questions you wonder about help you discover the messages and big ideas found in poems?
- How does acting out poems enhance your understanding and appreciation of the genre of poetry?

ASSESSMENT

Frelinghuysen Township School District English Language Arts Reading Curriculum

Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series ● I-ready Assessments 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments
LEARNING PLAN	
Pacing Guide: 6-8 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> ● Complete Interactive Read-Alouds and Shared reading Lessons 1 – 12 in Reading Fundamentals Series by Schoolwide <ul style="list-style-type: none"> ○ Let’s Explore Poetry ○ Getting Ready ○ Let’s Explore Poetry Some More ○ The Look of Poetry ○ Do You Hear What I Hear? ○ We’ve Got the Beat ○ Sound, Sound, All Around ○ The Sounds We Read ○ It’s All About Alliteration ○ Sounds That Soothe Us ○ Do You See What I See? ○ Close Your Eyes and You Will See ● Complete Mini-Lessons 1-6 in Reading Fundamentals Series by Schoolwide <ul style="list-style-type: none"> ○ Simply Extraordinary ○ Let’s Figure It Out ○ The Helpful Devices We Use When Reading Poems ○ Making Connections ○ Meaningful Connections ○ Meaningful Messages ○ Act It Out! 	
Integrated Accommodations and Modifications	
Special Education, ELL and 504	Gifted and Talented

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<ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models ● Assistive technology ● Extended time ● Preferred/flexible seating ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping ● Games ● Kinesthetic Activity ● Role Play 	<ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) ● Games ● Assistive technology ● Problem solving strategies ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies ● Accelerated learning ● Independent study
Connections	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● (ELA, Math, Science, Social Studies) ● Technology ● Character education ● Career Education 	<p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication ● Collaborative learning ● Productivity ● Real-world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> ● Websites <ul style="list-style-type: none"> ○ https://www.getepic.com/app/ ○ https://www.raz-plus.com/ ● Materials <ul style="list-style-type: none"> ○ Chart Paper ○ Pointers ○ Markers ○ Highlighter Tape ○ Wikki Stix ○ Pencils ○ Crayons ○ What do Readers Do When Getting Ready To Read Poetry? Chart ○ What We Notice About Poetry? ○ All About Alliteration Chart ○ Visualizing: Making a Mental Movie Chart ○ Stop & Sketch Assessment What Do You Activity Worksheet ○ Words That Leap Activity Worksheet ○ How Readers Figure out Unfamiliar Words Chart ○ How We Change Our Voices Chart ○ Discovering Meaningful Messages Chart ● Books/Texts <ul style="list-style-type: none"> ○ Dirt on My Shirt: Selected Poems – Jeff Foxworthy ○ Read-Along Rhymes for the Very Young – Jack Prelutsky ○ A Stick is an Excellent Thing: Poems Celebrating Outdoor Play – Marilyn Singer 	

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- Lullaby – Georgia Heard
- Eagle Flight – Georgia Heard
- Song of the Dolphin – Georgia Heard
- Shout! Little Poems that Roar – Brod Bagert
- Switching on the Moon: A Very First Book of Bedtime Poems – Jane Yolen And Andrew Fusek Peters
- Name That Dog! Puppy Poems From A to Z – Peggy Archer
- When I was a Grown-up and Other Poems – Nicole Hansen
- Eagle Flight – Georgia Heard

Leveled Texts

- Advanced: Raz-Kids – Snow (Level e) – Cheryl Ryan
- Intermediate: Little Miss Muffet
- Beginner: Letter Aa Poem

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Grade 1

Unit 1: Launching	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards Reading Standards for Literature Key Ideas and Details</p> <p>RL.1.1: Ask and answer questions about key details in a text.</p> <p>RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3: Describe characters, settings, and major event(s) in a story, using key details. Craft and Structure</p> <p>RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.6: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Integration of Knowledge and Ideas</p> <p>RL.1.7: Refer to pictures, illustrations, and details in a story to describe characters, setting, or events.</p> <p>RL.1.9: Compare and contrast the adventures and experiences of characters in stories. Range of Reading and Level of Text Complexity</p> <p>RL.1.10: With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. Reading Standards for Informational Text Key Ideas and Details</p> <p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.2: Identify the main topic and retell key details of a text. Craft and Structure RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. Integration of Knowledge and Ideas</p> <p>RI.1.7: Use pictures, illustrations, and details in a text to describe its key ideas. Range of Reading and Level of Text Complexity</p> <p>RI.1.10: With prompting and support, read informational texts at grade level text complexity</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity</p>

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or above.

Speaking and Listening Comprehension and Collaboration

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

SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.

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

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

SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

Language Standards Vocabulary Acquisition and Knowledge

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

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

L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Foundational Skills Print Concepts

RF.1.1: Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten Phonological Awareness

RF.1.2: Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Writing Standards Production and Distribution of

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<p>Writing W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>	
Learning Outcomes	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● Develop an understanding of themselves as readers ● Learn to self-select appropriate texts ● Set goals for themselves as readers ● Learn the expectations and routines for actively participating in a reading community ● Participate in collaborative conversations about texts ● Follow agreed-upon rules for discussions ● Identify the central or big idea of a text ● Ask and answer questions to clarify understanding of a topic under discussion ● Recognize the similarities and differences among genres and sub-genres, including fiction, poetry, and nonfiction ● Develop habits of mind for engaging with a variety of texts ● Learn how to apply self-monitoring skills ● Determine the meaning of challenging vocabulary words and phrases in a text ● Ask and answer questions in order to demonstrate an understanding of the key details in a text ● Identify and use various text features and structures to locate and understand key information in a text ● Express their opinions about the books they listen to and read 	<p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● Who is a reader? ● How can I self-select texts? ● How can I set reader goals? ● What are the expectations and routines for active participants in a reading community? ● What is needed to participate in a discussion about a text? ● What is a central or big idea? ● How can I ask/answer questions to clarify understanding of a topic? ● What are the similarities and differences among genres and sub genres? ● How can I develop habits of mind for engaging with a variety of texts? ● How can I apply self-monitoring skills? ● How can I determine the meaning of challenging vocabulary and phrases in a text? ● How can I ask and answer questions in order to understand key details? ● How can I identify and use text features to locate key information? ● How can I express opinions?
ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments

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<ul style="list-style-type: none"> ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series ● I-ready Assessments 	<ul style="list-style-type: none"> ● Portfolios

LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

- Complete Interactive Read-Alouds and Shared Reading Lessons 1 – 12 in Reading Fundamentals Series by Schoolwide
 - Building a Community of Readers
 - The Parts of a Book
 - Introducing Reading Workshop
 - The Best Place to Read
 - Conversations and partnerships
 - Featuring Fiction
 - Born to Read
 - Building on Fiction
 - Readers Can Do Anything!
 - Poetry Moves Us
 - Learning New Words
 - What’s the Scoop?
- Complete Mini-Lessons 1-6 in Reading Fundamentals Series by Schoolwide
 - Let’s Choose Carefully
 - Digging Deeper to Discover Genre
 - Let’s Think About It!
 - Read, Retell, and Remember
 - Getting Stronger
 - A Balanced Reading Diet

Integrated Accommodations and Modifications

<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models ● Assistive technology ● Extended time ● Preferred/flexible seating ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) ● Games ● Assistive technology ● Problem solving strategies ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies
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Frelinghuysen Township School District English Language Arts Reading Curriculum

<ul style="list-style-type: none"> ● Games ● Kinesthetic Activity ● Role Play 	<ul style="list-style-type: none"> ● Accelerated learning ● Independent study
Connections	
Interdisciplinary Connections <ul style="list-style-type: none"> ● (ELA, Math, Science, Social Studies) ● Technology ● Character education ● Career Education 	21st Century Skills and Career Education <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication ● Collaborative learning ● Productivity ● Real-world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> ● Reading Fundamentals: Launching ● Schoolwide Fundamental Web Resources fundamentals.schoolwide.com ● Websites <ul style="list-style-type: none"> ○ https://www.getepic.com/app/ ○ https://www.raz-plus.com/ ● Materials <ul style="list-style-type: none"> ○ Chart paper ○ Markers ○ highlighter ○ Pointers ○ Index Cards ○ Schoolwide activity sheets/charts/diagrams ● Books/Texts <ul style="list-style-type: none"> ○ The Best Place to Read – Debbie Betram and Susan Bloom ○ Born to Read – Judy Sierra ○ Ice Cream-The Full Scoop – Gail Gibbons ○ Library Mouse: A World to Explore ○ Miss Smith’s Incredible Storybook – Michael Garland ○ Red Sings From Treetops – Joyce Sidman 	
Leveled Texts	
<ul style="list-style-type: none"> ● Advanced: Raz- kids: If I Were in Charge (Level J) ● Intermediate: Raz-kids: Getting Ready for School (Level E) ● Beginner: Raz-kids: My Teacher (Level C) 	

Frelinghuysen Township School District English Language Arts Reading Curriculum

Grade 1

Unit 2: NonFiction	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards Reading Standards for Literature Key Ideas and Details</p> <p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.2: Identify the main topic and retell key details of a text.</p> <p>RI.1.3: Describe characters, settings, and major event(s) in a story, using key details. Craft and Structure</p> <p>RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>RI.1.7: Use pictures, illustrations, and details in a text to describe its key ideas.</p> <p>RI.1.8: Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p> <p>RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10: With prompting and support, read informational texts at grade level text complexity or above.</p> <p>Speaking and Listening Comprehension and Collaboration</p> <p>SL.1.1: Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p>

Frelinghuysen Township School District

English Language Arts Reading Curriculum

SL.1.6: Produce complete sentences when appropriate to task and situation.
 Language Standards Vocabulary Acquisition and Knowledge

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

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

L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

Writing Standards Production and Distribution of Writing

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

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

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

Learning Outcomes

Students will ...

- Understand the structures and features of nonfiction texts
- Use strategies before, during, and after reading to enhance comprehension of texts
- Apply self-monitoring skills and strategies to determine the meaning of important vocabulary
- Ask questions to help clarify thinking and deepen understanding
- Use fix-up strategies when coming upon unfamiliar words

Students will be able to answer....

- What are the structures and features of nonfiction texts?
- What are nonfiction text features and how can they be used to locate, understand, and analyze information?
- What are the skills/strategies needed to read nonfiction pieces? (patience, time, stop-read-reread)
- What are nonfiction text structures and how can they help readers?
- What is chronological structure and how is it useful when reading biographies?

Frelinghuysen Township School District

English Language Arts Reading Curriculum

<ul style="list-style-type: none"> ● Identify big ideas and supporting details within texts ● Synthesize information presented within and across nonfiction texts ● Recognize the “expert” and “literary” voices found in the genre and subgenres of nonfiction ● Deepen their understanding of author’s purpose as it relates to the nonfiction genre 	<ul style="list-style-type: none"> ● What is needed to monitor for meaning? ● What are fix up strategies and how do they help/ensure understanding? ● What is the writer’s purpose? ● How can I enhance my understanding of big ideas? ● What is a table of contents? ● What is the importance of captions and labels? ● How can I determine the meaning of unknown words? ● What is needed to activate prior knowledge and make connections? ● What are the question words to help clarify and understand information? ● What is comparing and contrasting? ● What is sequential structure? ● What are time lines? ● Why authors include additional facts and information in the back of their books? ● What is author’s message?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series ● I-ready Assessments 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments/checklists

LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

Frelinghuysen Township School District

English Language Arts Reading Curriculum

- Complete Interactive Read-Aloud and Shared reading Lessons 1 – 8 in Reading Fundamentals Series by Schoolwide
 - Exploring Nonfiction
 - Focusing on Features
 - Notable Noticings
 - Structures Support Readers
 - Important People, Places, and Things
 - I Don't Know This Word....
 - Purposeful Purpose
 - Readers Notice Words, Ask Questions, and Gather Evidence
- Complete Mini-Lessons 1-10 in Reading Fundamentals Series by Schoolwide
 - How the Table of Contents Helps Us
 - Captions and Labels
 - We Can Figure It Out!
 - Making Connections
 - Curious Questions
 - Let's Take another Look at Literary Nonfiction
 - The Circle of Life
 - Time Lines Talk and Tell
 - Check It Out!
 - I Get It!

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Reading Fundamentals: Nonfiction

Frelinghuysen Township School District

English Language Arts Reading Curriculum

- Schoolwide Fundamentals Web Resources fundamentals.schoolwide.com
- Websites
 - <https://www.getepic.com/app/>
 - <https://www.raz-plus.com/>
- Materials
 - Chart Paper
 - Markers
 - Crayons
 - Pointer
 - Sticky Notes
 - Dry Erase Boards
 - Dry Erase Markers
 - Popsicle Sticks
 - Scissors
 - Parent letter
 - Schoolwide activity sheets/charts/diagrams
- Books/Texts
 - Are You a Butterfly? – Judy Allen
 - Atlantic – G. Brian Karas
 - Dr. Seuss – Charlotte Guillain
 - Grow Your Own Sandwich – John Malam
 - Living or Nonliving? – Kelli Hicks
 - A Rainforest Habitat – Molly Aloian and Bobbie Kalman

Leveled Texts

- Advanced: Raz-Kids – Firefighters (Level J)
- Intermediate: Raz-Kids - Ants, Ants, More Ants (Level G)
- Beginner: Raz-Kids – Animal Coverings (Level B)

Frelinghuysen Township School District English Language Arts Reading Curriculum

Grade 1

Unit 3: Fiction	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>RL.1.1: Ask and answer questions about key details in a text.</p> <p>RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3: Describe characters, settings, and major event(s) in a story, using key details Craft and Structure</p> <p>RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.6: Identify who is telling the story at various points in a text</p> <p>RL.1.7: Refer to pictures, illustrations, and details in a story to describe characters, setting, or events.</p> <p>RL.1.9: Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10: With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>SL.1.1: Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>	<p>Technology Standards</p> <p>(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p>

Frelinghuysen Township School District

English Language Arts Reading Curriculum

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

L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

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

Phonics and Word Recognition

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

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

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

Learning Outcomes

Students will

- Explain differences between fiction books that are realistic versus fantasy
- Recognize different types and structures of fiction (fantasy, traditional tales, and realistic)
- Identify common story elements and key details in fictional texts (characters, setting, problem, and solution)
- Understand the narrative structure of fiction (beginning, middle, and end)
- Retell familiar stories using story structure and key details
- Compare and contrast two familiar tales
- Use personal schema and textual evidence to make predictions and connections
- Infer characters' traits and feelings using personal schema and textual evidence
- Ask questions to help clarify thinking and deepen understanding
- Use strategies before, during, and after reading to enhance comprehension of

Students will be able to answer...

- What is the difference between realistic fiction and fantasy?
- What are the different structures and types of fiction?
- What are story elements and key details and how are they identified?
- What is narrative structure?
- How can story structure and key details be used to retell a story?
- What does it mean to compare and contrast?
- What is personal schema and textual evidence and how can that be used to make predictions and connections?
- How can using personal schema and textual evidence be used to infer characters' traits and feelings?
- How can asking questions can deepen understanding and clarify thinking?
- What strategies are needed to enhance understanding of text?

Frelinghuysen Township School District

English Language Arts Reading Curriculum

<p>texts</p> <ul style="list-style-type: none"> ● Apply self-monitoring skills and strategies to determine the meaning of important vocabulary ● Identify big ideas and supporting details within texts ● Synthesize information presented within and across fiction texts ● Use illustrations in a story to describe its characters, settings, and events ● Deepen their understanding of author’s purpose as it relates to the fiction genre ● Read expressively 	<ul style="list-style-type: none"> ● What are self-monitoring skills? ● What is the difference between a big idea and a supporting detail? ● What is synthesizing? ● What/who are the characters, settings, and events in a story? ● What is author’s purpose? ● What tools are needed to read expressively?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series ● I-ready Assessments 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments/checklists

LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

- Complete Interactive Read-Aloud and Shared Reading Lessons 1 – 8 in Reading Fundamentals Series by Schoolwide
 - The Look and Sound of Stories
 - Traditional Tales: Common Language and Elements
 - A Favorite Fable Retold in Pictures
 - Familiar Stories: What Do You Remember?
 - A Different Twist on a Familiar Tale
 - Fantasy Fiction: These Animals Talk!
 - Analyzing And Connecting to Characters
 - Realistic Fiction: It Could Happen to You

Frelinghuysen Township School District English Language Arts Reading Curriculum

- Complete Mini-Lessons 1-10 in Reading Fundamentals Series by Schoolwide
 - Thoughtful Reading
 - Make a Movie in your Mind
 - It's All in the Questions
 - Maintaining Meaning
 - Reading With Expression
 - Fictional Characters: What Makes Characters Tick?
 - What Matters Most?
 - Retelling Stories With Meaning
 - Written Retellings
 - Sharing the Message

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Reading Fundamentals Fiction
- Schoolwide Fundamentals Web Resources fundamentals.schoolwide.com
- Websites
 - <https://www.getepic.com/app/>
 - <https://www.raz-plus.com/>
- Materials
 - Chart Paper
 - Pointers
 - Makers
 - Nonfiction: Read All About it Chart
 - Parent Letter

Frelinghuysen Township School District English Language Arts Reading Curriculum

- Schoolwide activity sheets/charts
- Books/Texts
 - The Three Little Daisies – Jan Brett
 - Blackout – John Rocco
 - The Lion and the Mouse – Jerry Pinkney
 - The Mighiest – Keiko Kasza
 - Poppleton – Cynthia Rylant
 - The Three Little Pigs –James Marshall

Leveled Texts

- Advanced: Raz-Kids – Ratty Rats (Level K)
- Intermediate: Raz-Kids –The Queen Ant’s Birthday (Level G)
- Beginner: Raz-Kids – Do Not Eat That (Level D)

Frelinghuysen Township School District English Language Arts Reading Curriculum

Grade 1

Unit 4: Poetry	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>RL.1.1: Ask and answer questions about key details in a text.</p> <p>RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3: Describe characters, settings, and major event(s) in a story, using key details.</p> <p>Craft and Structure</p> <p>RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>Integration of Knowledge and Ideas</p> <p>RL.1.7: Refer to pictures, illustrations, and details in a story to describe characters, setting, or events.</p> <p>RL.1.9: Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10: With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.2: Identify the main topic and retell key details of a text.</p> <p>SL.1.1: Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.</p> <p>SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6: Produce complete sentences when appropriate to task and situation.</p>	<p>Technology Standards</p> <p>(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p>

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English Language Arts Reading Curriculum

<p>L.1.1: Observe conventions of grammar and usage when writing or speaking.</p> <p>L.1.2: Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).</p> <p>RF.1.1: Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>Phonics and Word Recognition</p> <p>RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>	
Learning Outcomes	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● Discover the richness of the genre of poetry ● Interpret a variety of poems ● Demonstrate understanding of the organization and basic features of print ● Use personal schema and textual evidence to make predictions and connections ● Ask questions to help clarify thinking and deepen understanding ● Use strategies before, during, and after reading to enhance comprehension of poetry ● Apply self-monitoring skills and strategies to determine the meaning of important vocabulary ● Listen for rhythm, rhyme, and patterns ● Continue to work on fluency ● Apply self-monitoring skills ● Analyze poems for a variety of literary 	<p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> ● What is poetry? ● How can I interpret a poem? ● How are poems organized? ● What are the basic features of a poem? ● How can personal schema and textual evidence be used to make predictions and connections? ● How can asking questions clarify thinking and deepen understanding? ● What strategies can be used before, during, and after reading to enhance understanding? ● What are self-monitoring skills and strategies and how can they be used to determine the meaning of important vocabulary? ● What is rhythm, rhyme, and patterns? ● What are literary elements in a poem and how are they analyzed?

Frelinghuysen Township School District

English Language Arts Reading Curriculum

<p>elements, including elements of structure, figurative language, and other crafting techniques</p> <ul style="list-style-type: none"> ● Deepen their understanding of author’s purpose as it relates to the genre ● Interpret words and phrases as they are used in a poem in order to notice and/or discuss how these words and phrases shape meaning and enhance tone ● Recognize qualities that enhance poetry, such as shared observations of the world, messages that are revealed, and opportunities to infer purpose and inspiration ● Uncover themes and big ideas within and across poems through synthesizing thoughts and ideas 	<ul style="list-style-type: none"> ● What is author’s purpose? ● How words and phrases in a poem be interpreted? ● What qualities enhance poetry? ● What are themes and big ideas?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series ● I-ready Assessments 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments/checklists

LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

- Complete Interactive Read-Aloud and Shared reading Lessons 1 – 12 in Reading Fundamentals Series by Schoolwide
 - The Possibility of Poetry
 - Why Do Poems look the Way they Do?
 - It’s Time to Rhyme
 - More Rhyming Time!

Frelinghuysen Township School District

English Language Arts Reading Curriculum

- It's All About the Sound!
- Fun With Sound-Onomatopoeia!
- Poems Make Pictures in Our Minds
- When I Close My Eyes...
- What's the Big Idea?
- Investigating Inspiration
- Discovering Mood and Feeling
- Exploring Emotions
- Complete Mini-Lessons 1-6 in Reading Fundamentals Series by Schoolwide
 - The "Extra" in Extraordinary
 - Extra, Extra, Read all About It
 - Wait a Minute! What's Going On Here?
 - Features That Add Meaning
 - Thinking and Wondering About Themes
 - Comparing and Contrasting Poems

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Reading Fundamentals Poetry
- Schoolwide Fundamentals Web Resources fundamentals.schoolwide.com
- Websites
 - <https://www.getepic.com/app/>
 - <https://www.raz-plus.com/>
- Materials
 - Chart Paper

Frelinghuysen Township School District English Language Arts Reading Curriculum

- Pointers
- Markers
- Highlighter Tape
- Wikki Stix
- Pencils
- Crayons
- Schoolwide activity sheets/charts
- Books/Texts
 - The Bill Martin Jr. Big Book of Poetry – Bill Martin Jr.
 - Did you See What I Saw? Poems About School – Kay Winters
 - Good Books, Good Times! – Lee Bennett Hopkins
 - In the Wild – David Elliot
 - One Big Rain: Poems for Rainy Days – Rita Gray
 - Our Big Home: An Earth Poem – Linda Glaser
 - “Dragonfly”, “Fireflies”, Oak Tree” – Georgia Heard

Leveled Texts

- Advanced: Raz-Kids – I’d Like to Be (Level K)
- Intermediate: Raz-Kids – The Chase (Level G)
- Beginner: Raz-Kids – The Meaning of Numbers (Level E)

Frelinghuysen Township School District English Language Arts Reading Curriculum

Grade 2

Unit 1: Launching	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details. Craft and Structure</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>New Jersey Student Learning Standards for English Language Arts</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use collective nouns (e.g., group). B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). C. Use reflexive pronouns (e.g., myself, ourselves). D. Form and use the past tense of frequently occurring irregular verbs</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity productivity increase collaboration and communicate effectively.</p>

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English Language Arts Reading Curriculum

(e.g., sat, hid, told). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Compare formal and informal uses of English.

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

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

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Learning Outcomes

Students will understand...

- An understanding of themselves as readers
- To self-select appropriate texts
- Setting goals for themselves as readers
- The expectations and routines for actively participating in a reading community.
- The agreed-upon rules for discussions about texts.
- The main topic or central message of a text.
- How to ask and answer questions to clarify understanding of a topic under discussion.
- The differences among books that entertain, inform, persuade, drawing on a wide range of text types, including fiction, poetry, and nonfiction.
- Readers develop habits of mind for engaging with a variety of texts.
- How to apply self-monitoring skills.
- The meaning of challenging vocabulary words and phrases in a text.
- How to ask and answer questions to demonstrate

Students will be able to answer...

- Who am I as a reader?
- What are appropriate texts I can select by myself?
- How do I set goals for myself as a reader?
- The expectations and routines for actively participating in a reading community.
- How do readers participate in collaborative conversations about texts?
- Why is it important to follow the agreed-upon rules for discussions?
- What is the main topic or central message of a text?
- How do readers ask and answer questions to clarify understanding of a topic under discussion?
- What are the characteristics of a book that informs?
- What are the characteristics of a book that persuade?
- What are the characteristics

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English Language Arts Reading Curriculum

<p>understanding of the details in a text.</p> <ul style="list-style-type: none"> • How to identify and use various text features to locate key information in a text. 	<p>of a book that entertains?</p> <ul style="list-style-type: none"> • How do readers develop habits of mind for engaging with a variety of texts? • What are self-monitoring skills? • How do readers identify challenging vocabulary words and phrases in a text and determine their meaning? • How do readers ask and answer questions to demonstrate understanding of the key details in a text? • How do readers identify and use various text features to locate key information in a text?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	<ul style="list-style-type: none"> • Weekly Tests/Balanced Tests • Unit Assessments • Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series • I-ready Assessments 	<ul style="list-style-type: none"> • Portfolio • Performance assessments

LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

Frelinghuysen Township School District

English Language Arts Reading Curriculum

- Complete Interactive Read-Alouds and Mini-Lessons in the Reading Fundamentals Series by Schoolwide
 - “What Is Reading Workshop?”
 - “Discovering and Sharing Our Reading Lives”
 - “Exploring Books and Growing as Readers”
 - “Readers Build Good Reading Habits”
 - “Readers Monitor and Check for Understanding”
 - “Making Movies in Our Minds”
 - “Take Note”
 - “Let’s Talk About It”
 - “Responding To Our Reading”
 - “Growing As Readers”
 - “Retelling Stories in our Own Words”
 - “Getting and Sharing Ideas”
 - “Building Habits of Mind”
 - “Let’s Read Carefully”
 - “Seeing the Movie in My Mind”
 - “Reading Like a Poet”
 - “What’s the Big Idea?”
 - “Reading To Learn!”

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Frelinghuysen Township School District English Language Arts Reading Curriculum

Instructional and Supplemental Materials

- Websites
 - <https://www.raz-plus.com/>
 - <https://www.getepic.com/>
 -
- Materials
 - Reader's Notebook
 - Chart Paper
 - Index cards
 - Markers
 - sticky notes
 - Books/Texts
 - Hungry, Hungry Sharks - Joanna Cole
 - Interrupting Chicken - David Ezra Stein
 - King of the Playground - Phyllis Reynolds Naylor
 - Miss Brooks Loves Books (and I don't) - Barbara Bottner
 - Nasty Bugs - Lee Bennet Hopkins
 - A Story for Bear - Dennis Haseley
 - The Bunny's Wish - Kathy Riley
 - Chicka-Dee-Dee-Dee! - Charman Simon from Zootles: Backyard Birds
 - Frog Serenade - Georgia Heard
 - My Horse and I - Georgia Heard
 - Listen - Lucinda L.
 - Little Porcupine is Different - Shirley Kyle
 - Nutty For Peanuts - Karen Smith
 - Ruby-throated Hummingbird from Zootle:s Backyard Birds
 - Stop the Hungry Giant Fish - Pam Calvert
 - Turtle Temperature - from Zootles: Turtles

Leveled Texts

- Advanced: Andy in the Arctic (level P) by Francis Morgan
- Intermediate: The Animal Shelter (level K) by Francis Morgan
- Beginner: Joey's Stop Sign (level J) by Maribeth Boelts

Frelinghuysen Township School District English Language Arts Reading Curriculum

Grade 2

Unit 2: Fiction	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>New Jersey Student Learning Standards for English Language Arts</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity, increase collaboration and communicate effectively.</p>

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

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

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

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use collective nouns (e.g., group). B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). C. Use reflexive pronouns (e.g., myself, ourselves). D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Compare formal and informal uses of English.

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

happy that makes me happy).

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Learning Outcomes

Students will understand...

- Different types and structures of fiction including fantasy, traditional tales, and realistic fiction.
- Common story elements and key details in fiction texts including characters, setting, plot, conflict, and resolution.
- The narrative and chronological structure of fiction.
- A dramatic play is read differently from a narrative

Students will be able to answer...

- What are different types and structures of fiction?
- What are common story elements and key details in fiction texts?
- What is a narrative?
- What is the chronological

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English Language Arts Reading Curriculum

<p>fiction text.</p> <ul style="list-style-type: none"> • retelling stories using story structure elements and key details determine the central message or theme. • How to compare and contrast two or more versions of the same story. • Using schema and textual evidence helps make predictions and connections. • How to infer characters’ traits and feelings using personal schema and textual evidence. • Differences in the points of view of characters. • Asking questions help clarify thinking and deepen understanding. • Using literary language creates mental images or helps visualize what is taking place in the text. • The meaning of nonliteral or figurative language as it is used in a text. • How to identify the author’s tone and their emotional response to a text. 	<p>structure of a fiction text?</p> <ul style="list-style-type: none"> • How is a dramatic play read differently from a narrative fiction text? • What is the central message or theme? • How does retelling a story using story structure elements and key details help determine the central message or theme? • How do readers compare and contrast two or more versions of the same story? • How does schema help make predictions and connections? • How does using schema help infer characters’ traits and feelings? • How does textual evidence help the reader infer characters’ traits and feelings? • What are the differences in points of view of characters? • How does asking questions help clarify thinking and deepen understanding? • How does literary language create mental images or help visualize what is taking place in the text? • What is figurative language? • What is the meaning of figurative language as it is used in a text? • What is tone? • How does the reader identify the author’s tone?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers 	<ul style="list-style-type: none"> • Weekly Tests/Balanced Tests • Unit Assessments • Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks

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English Language Arts Reading Curriculum

<ul style="list-style-type: none"> • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	<ul style="list-style-type: none"> • Projects • Choice Boards • Benchmark Assessments
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Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series • I-ready Assessments 	<ul style="list-style-type: none"> • Portfolio • Performance assessments

LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

<ul style="list-style-type: none"> • Complete Interactive Read-Alouds and Mini Lessons in Reading Fundamentals Series by Schoolwide <ul style="list-style-type: none"> ○ Exploring the Wonders of Fiction ○ Understanding the Narrative Structure of Fiction ○ A Closer Look at Folktale Elements ○ Visualizing: Bringing the Text To Life ○ What is the Theme or Author’s Message? ○ Knowing Your Characters ○ Connecting Across Texts ○ Solving the Problem ○ Characters Face Challenges: Lessons Learned ○ Characters May Change ○ What Does It Mean? ○ Reading Response: Making Connections ○ Setting a Tone: How Do You Feel? ○ Characters’ Point of View ○ Dialogue Moves the Story Along ○ How to Read a Play or Drama ○ Reading Closely as the Plot Unfolds ○ Painting a Picture with Literary Language

Integrated Accommodations and Modifications

<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> • Repeat/modify directions • Visual models • Assistive technology • Extended time • Preferred/flexible seating • Differentiated activities (centers) 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Flexible grouping • Differentiated activities (centers) • Games • Assistive technology • Problem solving strategies
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English Language Arts Reading Curriculum

<ul style="list-style-type: none"> • Shortened assignments • Sensory integration activities • Flexible grouping • Games • Kinesthetic Activity • Role Play 	<ul style="list-style-type: none"> • Tiered choice activities • Kinesthetic Activities • Role Play • Critical thinking strategies • Accelerated learning • Independent study
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Connections

<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • (ELA, Math, Science, Social Studies) • Technology • Character education • Career Education 	<p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real-world applications
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Instructional and Supplemental Materials

<ul style="list-style-type: none"> • Websites <ul style="list-style-type: none"> ○ https://www.raz-plus.com/ ○ https://www.getepic.com/ • Materials <ul style="list-style-type: none"> ○ Reader’s Notebook ○ Chart Paper ○ Index cards ○ Markers ○ sticky notes ○ Worksheets: <ul style="list-style-type: none"> ○ “Exploring Fiction” ○ Types of Fiction” ○ Story Structure” ○ “Elements of Folktales” ○ “A Movie in my Mind” ○ “Let’s Infer” ○ “Common Themes in traditional Literature” ○ “Getting to Know the Character” ○ “Let’s Compare” ○ “Moving Back and Forth in Time!” ○ “A Hero’s Journey” ○ “Did the Character Change?” ○ “I Think It Means...” ○ “Connect to the Text” ○ “Words to Describe Tone and Mood” ○ “Recognizing Different Points of View” ○ “The Functions of Dialogue” ○ “Comparing Narrative Fiction Texts and Drama Scripts”

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English Language Arts Reading Curriculum

- “Drama Vocabulary”
 - “Questions Lead to Predictions”
 - “Figurative Language in Our Reading”
 - “Common Figurative Language Expressions”
 - Books/Texts
 - Little Red Riding Hood: A Newfangled Prairie Tale - Lisa Campbell Ernst
 - A Sick Day for Amos McGee - Philip C. Stead
 - Super - Completely and Totally the Messiest - Judith Viorst
 - Tony’s Bread - Tomie dePaola
 - The Ugly Duckling - adapted by Jerry Pinkney
 - The Wolf’s Story: What Really Happened to Little Red Riding Hood - Toby Forward
 - Abigail, Enough! - Wendi Silvano from *Highlights Magazine*
 - Imogene’s Egg - Eve Bunting from *Ladybug Magazine*
 - The Leaky Robot - Rebecca Kraft Rector from *Highlights Magazine*
 - The Lost Sock - Jeffrey B. Fuerst from *Highlights Magazine*
 - The Most Valuable Treasure: A Noerwegian Folktale retold by T.V. Padma from *Highlights Magazine*
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- Advanced: Raz Kids: The Fishing Derby (Level M) by Dolores Kleinholz
 - Intermediate: Raz Kids: The Animal Bridge (Level L) by Marcie Aboff
 - Beginner: Raz Kids: The Disappearing Moon (Level J) by Dori H. Butler

Frelinghuysen Township School District English Language Arts Reading Curriculum

Grade 2

Unit 3: Nonfiction	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>New Jersey Student Learning Standards for English Language Arts</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use collective nouns (e.g., group). B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). C. Use reflexive pronouns (e.g., myself, ourselves). D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Compare formal and informal uses of English.</p> <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity, increase collaboration and communicate effectively.</p>

Frelinghuysen Township School District

English Language Arts Reading Curriculum

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

Learning Outcomes

Students will understand...

- A variety of types of reference and literary nonfiction.
- Genre, text structure, and text features support understanding of nonfiction texts.
- Using comprehension strategies before, during and after reading deepens understanding.
- Employing a repertoire of strategies and self-monitoring skills aid in figuring out unfamiliar vocabulary while reading.
- Textual evidence supports thinking about nonfiction reading in both conversation and writing.
- How to infer an author’s purpose or viewpoint.
- Summarizing and synthesizing information to determine important ideas.
- How to analyze the impact of the author’s language choices on the meaning and tone of the text.
- How to analyze and evaluate arguments presented in nonfiction texts.
- Readers compare and synthesize information across texts and various formats?
- Readers determine and pursue meaningful goals for enhancing the reading of nonfiction.

Students will be able to answer....

- What are different types of reference and literary nonfiction?
- How does genre, text structure, and text features support understanding of nonfiction texts?
- How does using comprehension strategies before, during and after reading deepen comprehension?
- How does using a repertoire of strategies and self-monitoring aid in figuring out unfamiliar vocabulary while reading?
- What is textual evidence?
- How do readers use textual evidence to support thinking about nonfiction reading in conversation and writing?
- How do readers infer an author’s purpose or viewpoint?
- How do readers summarize and synthesize information to determine important ideas?
- How does the author’s language choices impact the meaning and tone of the text?
- How do readers analyze and evaluate arguments presented in nonfiction

Frelinghuysen Township School District English Language Arts Reading Curriculum

	<p>texts?</p> <ul style="list-style-type: none"> • How do readers compare and synthesize information across texts and various formats? • How do readers pursue meaningful goals for enhancing the reading of nonfiction?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	<ul style="list-style-type: none"> • Weekly Tests/Balanced Tests • Unit Assessments • Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series • I-ready Assessments 	<ul style="list-style-type: none"> • Portfolio • Performance assessments

LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

- Complete Interactive Read-Alouds and Mini Lessons in Reading Fundamentals Series by Schoolwide
 - “Getting to Know Nonfiction”
 - “Look at Those Features”
 - “Take Your Time”
 - “Organize IT!”
 - “Organization is the Key”
 - “Be a Word Detective
 - “What’s the Purpose?”
 - “I Understand and I Feel...”

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English Language Arts Reading Curriculum

- “Exploring Literary Nonfiction”
- “Exploring Types of Nonfiction - Biography”
- What Can We Learn From Text Features?”
- For Example...”
- “Compare This!”
- “All In Time”
- “What’s the Problem?”
- Cause and Effect”
- This Word Means...”
- “What Was Their Purpose?”

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Websites
 - <https://www.raz-plus.com/>
 - <https://www.getepic.com/>
- Materials
 - Reader’s Notebook
 - Chart Paper
 - Index cards
 - Markers
 - sticky notes

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- Worksheets:
 - “Can You Find It?”
 - “Nonfiction Text Features”
 - “Preview, Skim and Scan”
 - “K-W-L Chart”
 - “Help Me Organize It”
 - “Description Text Structure”
 - “Compare/Contrast Text Structure”
 - “Chronological Text Structure”
 - “Being Word Detectives”
 - “What Does It Mean?”
 - “What’s the Purpose?”
 - “Questions to Ask About the Text”
 - “What Do I Know? - How Do I Feel?”
 - “Facts and Fancy Words”
 - “A Reporter’s Notebook”
 - “Comparison Text Structure Matrix Organizer”
 - “Comparison Text Structure - Venn Diagram”
 - Common Nonfiction Text Structures”
 - “Chronological Text Structure”
 - “Problem/Solution Text Structure”
 - “Cause and Effect Text Structure”
 - “I Think It Means...”
 - “What’s the Purpose?”
 - Books/Texts
 - Are You A Grasshopper? - Judy Allen
 - Follow the Dream: The Story of Christopher Columbus - Peter Sis
 - Look Out For Turtles - Melvin Berger
 - Pop! The Invention of Bubble Gum- Meghan McCarty
 - Tell me Tree: All About Trees for Kids - Gail Gibbons
 - Animals That Help - Karen Smith and Carey Moore
 - Are You Going Green? Karen Smith and Carey Moore
 - Hang Tough - Alice Bluegrass
 - A Long Journey - Rachel Young from *Zootles Turtles*
 - M&M’s - Karen Smith and Carey Moore
 - Queen of the Waves - Ed Coombs
 - A Turtle Tot’s Tale - Donna Latham from *Zootles Turtles*
 - Types of Turtles - John Bonnett Wexo from *Zootles Turtles*
 - What’s For Lunch? - John Bonnett Wexo from *Zootles Turtles*
 - What’s In Your Backyard? - John Bonnett Wexo from *Zootles Turtles*
- Advanced: Raz Kids: Beyond The Five Senses (Level N) by John Rouselle
 - Intermediate: Raz Kids: Deep In the Ocean (Level L) by Natalie Rompella
 - Beginner: Raz Kids: Animal Skeletons (Level J) by Kira Freed

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Grade 2

Unit 4: Poetry	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text</p> <p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the</p>	<p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity, increase collaboration and communicate effectively.</p>

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topics and texts under discussion.

New Jersey Student Learning Standards for English Language Arts

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

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

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

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use collective nouns (e.g., group). B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). C. Use reflexive pronouns (e.g., myself, ourselves). D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including

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using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

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

Learning Outcomes

Students will understand...

- The features of poetry including white space, noticing shape, layout and other distinguishing structural elements associated with the genre of poetry.
- How poetry is organized into lines and/or stanzas and varied layouts that affects the meaning and sound of a poem.
- Readers use words in a poem to create pictures in their minds.
- Pictures in the reader's minds aid in understanding poetry.
- Finding the poet's inspiration helps readers understand the message the poet is sharing with the readers.
- Strategies that help the reader learn unfamiliar words are rereading, paying attention to familiar words and using text features to unlock understanding.
- Strategies such as rereading, making connections and looking at illustrations help the reader understand the content of a poem.
- The author's purpose of a poem and how it is intended to be read.
- How to determine the rhyme scheme of poems to understand unknown words.
- How to determine the rhyme scheme of poems to read with fluency and rhythm.
- Using schema helps make sense of poems.
- The feeling a poem conveys by using clues, structure, and various literary devices.
- The rhythm, words and phrases of a poem creates meaning.

Students will be able to answer....

- What are the features of poetry?
- What are the structural elements of poetry?
- What are lines and stanzas in poetry?
- Why is poetry organized into lines and/or stanzas?
- How does the varied layout of poetry affect the meaning and sound of a poem?
- Why do poets use words to paint pictures in the readers' minds?
- How do pictures in the readers' mind help aid in understanding the poem?
- What is the poet's inspiration for writing poetry?
- How does finding the poet's inspiration aid in helping readers understand the message the poet is sharing?
- What are strategies to help the reader learn unfamiliar words in a poem?
- What strategies help the reader better understand

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- Images enhance and clarify the words in a poem and lead to deeper understanding.
- Reading aloud and repeated readings heighten the understanding of a poem.
- Reactions to poetry such as drawings, movements, and/or performances capture the heart of a poem.

the content of a poem?

- What is the author's purpose of a poem and how does the author intend for the poem to be read?
- What is rhyme scheme and how does it help the reader understand unknown words?
- How does rhyme scheme help the reader read with fluency and rhythm?
- How do readers use schema to make sense of words in context?
- What clues, structures and literary devices help convey the feeling of a poem?
- How do rhythm, words and phrases create meaning in a poem?
- How do images enhance the meaning of a poem?
- How does the reader enhance the meaning of a poem in order for a deeper understanding?
- What are some reactions to poetry that help capture the heart of poetry?

ASSESSMENT

Formative

- Exit Slips
- Journals
- Oral reading
- Graphic Organizers
- Class discussion
- Response to reading
- Interactive online games

Summative

- Weekly Tests/Balanced Tests
- Unit Assessments
- Alternate Assessments
 - Performance Tasks
 - Projects
 - Choice Boards

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<ul style="list-style-type: none"> • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	<ul style="list-style-type: none"> • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series • I-ready Assessments 	<ul style="list-style-type: none"> • Portfolio • Performance assessments

LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

- Complete Interactive Read-Alouds and Mini Lessons in Reading Fundamentals Series by Schoolwide
 - “What Do You See?”
 - “How Do We Read Poetry?”
 - “Using Our Minds to Read and Understand”
 - “Why They Write”
 - “Is That What You Mean?”
 - “Go Back!”
 - “Getting Closer!”
 - “A Pair of Poems”
 - “Getting Closer”
 - “A Pair of Poems”
 - “Rhyme Time”
 - “Using What I Know”
 - “What I See and Know”
 - “I Can Feel It”
 - “I Got Rhythm”
 - “Read It All”
 - “I Can See It”
 - “What A Collection!”
 - “Read It Aloud!”
 - “How Do I Feel?”

Integrated Accommodations and Modifications

Special Education, ELL and 504 <ul style="list-style-type: none"> • Repeat/modify directions • Visual models • Assistive technology • Extended time • Preferred/flexible seating • Differentiated activities (centers) • Shortened assignments 	Gifted and Talented <ul style="list-style-type: none"> • Flexible grouping • Differentiated activities (centers) • Games • Assistive technology • Problem solving strategies • Tiered choice activities
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<ul style="list-style-type: none"> • Sensory integration activities • Flexible grouping • Games • Kinesthetic Activity • Role Play 	<ul style="list-style-type: none"> • Kinesthetic Activities • Role Play • Critical thinking strategies • Accelerated learning • Independent study
Connections	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • (ELA, Math, Science, Social Studies) • Technology • Character education • Career Education 	<p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real-world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> • Websites <ul style="list-style-type: none"> ○ https://www.raz-plus.com/ ○ https://www.getepic.com/ • Materials <ul style="list-style-type: none"> ○ Reader’s Notebook ○ Chart Paper ○ Index cards ○ Markers ○ sticky notes ○ Worksheets: <ul style="list-style-type: none"> ○ “Visualizing” ○ “Making Connections to Grow Ideas” ○ “Illustrations Help Readers...” ○ “Monitor Meaning” ○ “Rhyme Time Rules” ○ “Playing With Sound” ○ “A Pair of Poems” ○ “Response to Literature” ○ “Important Vocabulary” ○ “Levels of Comprehension” ○ “Clues to Use to Identify the Big Idea” ○ “Learning New Words” ○ “What We Notice About Poems” ○ Books/Texts <ul style="list-style-type: none"> ○ <u>Guyku: A Year of Haiku for Boys</u> - Bob Raczka ○ <u>Dragonfly</u> - Bill Johnson ○ <u>Dear World</u> - Takayo Noda ○ <u>Curious Creatures</u> - Barry Louis Polisar ○ <u>Lizards, Frogs and Polliwogs</u> - Douglas Florian 	

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- Good Sports: Rhymes About Running, Jumping, Throwing and More - Jack Prelutsky
- If You're Not Here, Please Raise Your Hand: Poems About School - Kali Dakos
- Sharing the Seasons: A Book of Poems - Lee Bennett Hopkins
- Under the Sea - Robin Cohen
- The Hermit Crab - Karen Smith
- Rocking Chair - Shelley Karlen

- Advanced: Raz Kids: Nature Poems (Level N) by Edie Evans
- Intermediate: Raz Kids: Circle of Smiles (Level J) by Virginia Benderly
- Beginner: Raz Kids: My Stars (Level I) by Dina Anastasio

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Grade 3

Unit 1 (Reading): Launching	
DESIRED RESULTS	
Standards	
<p><u>New Jersey Student Learning Standards</u></p> <p>Anchor Standards for Reading Key Ideas and Details NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure NJSLSA.R4. 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. NJSLSA.R5. 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. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. 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. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Progress Indicators for Reading Literature</p>	<p><u>Technology Standards</u> (3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue. 8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device. 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media. 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. 8.1.5.D.1 Understand the need for and use of copyrights. 8.1.5.D.2 Analyze the resource citations in online materials for proper use.</p>

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Key Ideas and Details

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Craft and Structure

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

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

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

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

RL.3.8. (Not applicable to literature)

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Complexity of Text

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Reading Informational Text Key Ideas and Details

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

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

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career Standards

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

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RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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

Integration of Knowledge and Ideas

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

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

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

Range of Reading and Complexity of Text

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Reading Foundational Skills Phonics and Word Recognition

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

A. Identify and know the meaning of the most common prefixes and derivational suffixes.

B. Decode words with common Latin suffixes.

C. Decode multisyllable words.

D. Read grade-appropriate irregularly spelled words.

Fluency

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

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- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Outcomes

Students will...

- Develop an understanding of themselves as readers
- Learn to self-select appropriate texts
- Set goals for themselves as readers
- Learn the expectations and routines for actively participating in a reading community
- Learn how to participate in collaborative conversations about texts
- Learn how to follow agreed-upon rules for discussions
- Learn to identify the main ideas and supporting details of a text or information presented orally
- Learn how to ask and answer questions to clarify understanding of a topic under discussion
- Recognize the differences among books that entertain, inform, and persuade, drawing on a wide reading of a range of text types, including fiction, poetry, and nonfiction
- Develop habits of mind for engaging with a variety of texts
- Learn how to apply self-monitoring skills
- Learn how to determine the meaning of challenging vocabulary words and phrases in a text
- Learn how to ask and answer questions to demonstrate understanding of the key details in a text
- Learn how to identify and use various text features to locate relevant information in a text

Students will be able to answer....

- What are the routines, procedures, and expectations of members of a reading community?
- What are your own unique identities as a reader?
- What different types of texts can be read for a variety of reasons?
- What strategies can help a reader make meaning as they read?
- How can you monitor yourself for meaning and use “fix-up” strategies when meaning breaks down?
- How can you determine what is important when reading?
- How can you think about what you are reading and use tools to keep track of your thinking?
- How can a discussion about books build ideas and deepen understanding?
- How can you make connections to text and keep track of them?
- How can you set goals for growth in your reading?
- How can you exchange ideas with partners to deepen your understanding of texts?
- How do you stop and jot to prepare for book talks?

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	<ul style="list-style-type: none"> • What is the importance of building stamina or being able to read for prolonged periods of time? • How can you monitor your reading for understanding and reread or change your reading rate to make sense of a text? • How can you create mental images based on rich descriptions in the text? • How can you use story elements and writer’s craft techniques to understand text? • How can you infer or draw conclusions about big ideas in poems? • How can you use nonfiction text features to determine what is important and identify key ideas.
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs • Reader’s Notebooks • Where Are My Students in the Reading Process? chart • Students Performance Checklist 	<ul style="list-style-type: none"> • Unit Assessments • Alternate Assessments • Performance Tasks • Projects • Choice Boards • Benchmark Assessments

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<ul style="list-style-type: none"> Fountas & Pinnell Evaluations 	
Benchmark	Alternative
<ul style="list-style-type: none"> Unit pre and post assessments iReady Assessments Fountas & Pinnell Evaluations 	<ul style="list-style-type: none"> Portfolio Performance assessments

LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

- Complete Reading Fundamentals Lessons and Activities:
 - Interactive Read-Aloud Lessons
 - What is Reading Workshop?
 - My Reading Life
 - Exploring the World of Books and Growing as Readers
 - Readers Build Good Habits
 - Is It Making Sense?
 - Let's Share!
 - A Special Place for Storing Our Thoughts
 - Let's Talk About It!
 - Mini-Lessons
 - Making Connections
 - Growing as Readers
 - Talking About Books!
 - Preparing for Book Talks
 - Maintaining Our Focus
 - Being a Careful Reader
 - Seeing the Movie in My Mind
 - What's the Story?
 - What's It Really All About?
 - Reading to Learn!

Integrated Accommodations and Modifications

<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> Repeat/modify directions Visual models Assistive technology Extended time Preferred/flexible seating Differentiated activities (centers) Shortened assignments Sensory integration activities Flexible grouping Games Kinesthetic Activity 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> Flexible grouping Differentiated activities (centers) Games Assistive technology Problem solving strategies Tiered choice activities Kinesthetic Activities Role Play Critical thinking strategies Accelerated learning
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<ul style="list-style-type: none"> • Role Play 	<ul style="list-style-type: none"> • Independent study
Connections	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Social Studies, Math, Science • Technology • Character education • Career Education 	<p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real-world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> • Schoolwide Reading Fundamentals Program • Mentor Texts: <ul style="list-style-type: none"> ○ <i>Balloons Over Broadway</i> by Melissa Sweet ○ <i>The Bee Tree</i> by Patricia Polacco ○ <i>The Girl Who Hated Books</i> by Manjusha Pawagi ○ <i>Henry and the Buccaneer Bunnies</i> by Carolyn Crimi ○ <i>The Plot Chickens</i> by Mary Jane and Herm Auch ○ <i>Swirl by Swirl: Spirals in Nature</i> by Joyce Sidman • Shared Texts: <ul style="list-style-type: none"> ○ “Ducks on a Winter Night” by Georgia Heard ○ “Feeling the Rain” by Julie Spreckels ○ “Great Travels” by Shelley Karlen ○ “Insects: Using Color to Keep Alive” by John Bonnett Wexo ○ “Learning About Whales” ○ “My Name Is...” by John O. ○ “The Twister” by Karen Smith ○ “Why Bears Sleep All Winter: A Tale from Lapland” retold by Gale Sypher Jacob ○ “Animal Champions” from Zoobooks • Reader’s Notebooks • Classroom Library Sorted by Reading Levels/Genres/Series/Author • Foster a classroom environment that reflects that reading is important in our lives in and out of the classroom. • Invite students to bring in favorite books and start a basket of “old favorites” to share with the rest of the class. • Keep a running list of books read aloud and shared as a community. You might write the book titles on chart paper and add to the list throughout the school year to document your journey as a community of readers. Design your classroom environment to support workshop teaching. • Arrange a meeting area for students to gather for Interactive Read-Alouds and Mini-Lessons. • Whether your place to display texts is an interactive whiteboard, a screen, or a blank wall, place your meeting area next to this space to allow students to easily see displayed items during the lessons. • Have chart paper, index cards, and markers nearby for creating anchor charts, adding to word walls, and modeling stop-and-jot note-taking strategies. • Display anchor charts so they are visible to your students. 	

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- Organize books into baskets or bins by genre, author, and level.
- Display your mentor texts so they are easily accessible to you and your students.

Leveled Texts

- Advanced: **Animal Discoveries Multilevel Book**, Informational (nonfiction), 1203 words, Level U (Grade 4), Lexile 890L
- Intermediate: **Animal Discoveries Multilevel Book**, Informational (nonfiction), 949 words, Level R (Grade 3), Lexile 870L
- Beginner: **Animal Discoveries Multilevel Book**, Informational (nonfiction), 751 words, Level O (Grade 2), Lexile 780L

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Grade 3

Unit 2 (Reading): Fiction	
DESIRED RESULTS	
Standards	
<p><u>New Jersey Student Learning Standards</u></p> <p>Anchor Standards for Reading Key Ideas and Details NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure NJSLSA.R4. 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. NJSLSA.R5. 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. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. 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. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p><u>Technology Standards</u> (3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue. 8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device. 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media. 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. 8.1.5.D.1 Understand the need for and use of copyrights. 8.1.5.D.2 Analyze the resource citations in</p>

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Progress Indicators for Reading Literature

Key Ideas and Details

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Craft and Structure

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

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

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

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

RL.3.8. (Not applicable to literature)

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Complexity of Text

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Reading Informational Text Key Ideas and Details

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

RI.3.2. Determine the main idea of a text; recount the key

online materials for proper use.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

21st Century Life and Career Standards

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

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details and explain how they support the main idea.
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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

Integration of Knowledge and Ideas

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

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

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

Range of Reading and Complexity of Text

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Reading Foundational Skills Phonics and Word Recognition

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

A. Identify and know the meaning of the most common prefixes and derivational suffixes.

B. Decode words with common Latin suffixes.

C. Decode multisyllable words.

D. Read grade-appropriate irregularly spelled words.

Fluency

RF.3.4. Read with sufficient accuracy and fluency to

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- support comprehension.
- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Outcomes

Students will...

- Recognize different types and structures of fiction (fantasy, traditional tales, and realistic)
- Identify common story elements and key details in fiction texts (characters, setting, plot, conflict, and resolution)
- Understand the narrative, chronological structure of fiction (beginning, middle, and end)
- Understand how to read a dramatic play differently from a narrative fiction text
- Retell stories using story structure elements and key details and determine their central message or theme
- Compare and contrast two or more versions of the same story
- Use personal schema and textual evidence to make predictions and connections
- Infer characters' traits and feelings using personal schema and textual evidence
- Understand differences in the points of view of characters
- Ask questions to help clarify thinking and deepen understanding
- Use literary language to create mental images or visualize what is taking place in a text
- Determine the meaning of non literal or figurative language as it is used in a text
- Identify the author's tone and their emotional response to a text

Students will be able to answer...

- What are some characteristics of fictional texts such as traditional folktales, fables from diverse cultures, and realistic fiction?
- How are the chronological order and five basic story elements important in understanding fictional stories?
- What are the common elements of traditional folktales?
- How can you identify the reason folktales were created and retold from generation to generation?
- How can you identify the author's theme or message using your background knowledge and evidence from the text?
- How can you determine a character's traits, problems, actions and feelings as the story unfolds?
- How can you determine the mood and tone of a story based on the writer's use of imagery and word choice?
- How can you analyze details in a mystery story to unravel the puzzle and draw conclusions?
- How can the traits, motivations, and feelings of a main character deepen your understanding of a story?
- How and why do some characters change over time?
- How do authors use descriptive and figurative language to create vivid images for readers?
- How do fiction writers set a tone for their stories using words and

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	<p>illustrations?</p> <ul style="list-style-type: none"> • How can you use important story elements to draw conclusions or infer the text’s central message or theme? • How can you personally relate to a text by making connections to life experiences, other texts, and/or issues in the world? • How do we identify the point of view of a story and how does that affect the plot, tone, and mood of a story? • How is description and dialogue important in a text? • How can you compare and contrast story elements of different texts written by the same author? • What are the essential elements of drama texts and how do we go about reading a play?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs • Reader’s Notebooks • Where Are My Students in the Reading Process? chart • Students Performance Checklist • Fountas & Pinnell Evaluations 	<ul style="list-style-type: none"> • Unit Assessments • Alternate Assessments • Performance Tasks • Projects • Choice Boards • Benchmark Assessments • Students will read the stories “Cranky Me” and “No Ordinary Frog” in order to answer selected and constructed response questions.

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Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments • iReady Assessments • Fountas & Pinnell Evaluations 	<ul style="list-style-type: none"> • Portfolio • Performance assessments
LEARNING PLAN	
Pacing Guide: 6-8 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> • Complete Reading Fundamentals Lessons and Activities: <ul style="list-style-type: none"> ○ Interactive Read-Aloud Lessons <ul style="list-style-type: none"> ▪ Tell Me A Story: The Appeal of Fiction ▪ What a Story! ▪ The Oral Tradition ▪ What’s the Reason? ▪ What’s the Message? ▪ Getting to Know the Characters ▪ How Did You Feel? ▪ Putting a Puzzle Together in Our Minds ○ Mini-Lessons <ul style="list-style-type: none"> ▪ The Importance of Character in Fiction ▪ Characters Change ▪ What Does It Mean? ▪ Setting a Tone and Creating a Mood ▪ The Big Picture ▪ Responding to Our Reading ▪ Whose Point of View? ▪ The Importance of Dialogue ▪ Making Connections Across Texts ▪ Tips for Reading a Play 	
Integrated Accommodations and Modifications	
Special Education, ELL and 504 <ul style="list-style-type: none"> • Repeat/modify directions • Visual models • Assistive technology • Extended time • Preferred/flexible seating • Differentiated activities (centers) • Shortened assignments • Sensory integration activities • Flexible grouping • Games • Kinesthetic Activity • Role Play 	Gifted and Talented <ul style="list-style-type: none"> • Flexible grouping • Differentiated activities (centers) • Games • Assistive technology • Problem solving strategies • Tiered choice activities • Kinesthetic Activities • Role Play • Critical thinking strategies • Accelerated learning • Independent study

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English Language Arts Reading Curriculum

Connections	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Social Studies, Math, Science • Technology • Character education • Career Education 	<p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real-world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> • Schoolwide Reading Fundamentals Program • Mentor Texts: <ul style="list-style-type: none"> ○ <i>Anansi Does the Impossible! An Ashanti Tale</i> retold by Verna Aardema ○ <i>Anansi the Spider: A Tale from the Ashanti</i> by Gerald McDermott ○ <i>Fables</i> by Arnold Lobel ○ <i>The Mary Celeste: An Unsolved Mystery from History</i> by Jane Yolen and Heidi Elisabet Yolen Stemple ○ <i>Mirette on the High Wire</i> by Emily Arnold McCully ○ <i>Zen Shorts</i> by Jon J. Muth • Shared Texts: <ul style="list-style-type: none"> ○ “The Claw” by Angela L. Fox ○ “Gu Dong is Coming!” by Xu Li ○ “Old Dog, New Tricks?” by Jeffrey B. Fuerst ○ “The Private I’s and the Case of the Big Stink” by Wendi Silvano ○ “The Private I’s and the Case of the Mixed-up Message” by Wendi Silvano • Reader’s Notebooks • Classroom Library Sorted by Reading Levels/Genres/Series/Author • Foster a classroom environment that reflects that reading is important in our lives in and out of the classroom. • Invite students to bring in favorite books and start a basket of “old favorites” to share with the rest of the class. • Keep a running list of books read aloud and shared as a community. You might write the book titles on chart paper and add to the list throughout the school year to document your journey as a community of readers. Design your classroom environment to support workshop teaching. • Arrange a meeting area for students to gather for Interactive Read-Alouds and Mini-Lessons. • Whether your place to display texts is an interactive whiteboard, a screen, or a blank wall, place your meeting area next to this space to allow students to easily see displayed items during the lessons. • Have chart paper, index cards, and markers nearby for creating anchor charts, adding to word walls, and modeling stop-and-jot note-taking strategies. • Display anchor charts so they are visible to your students. • Organize books into baskets or bins by genre, author, and level. • Display your mentor texts so they are easily accessible to you and your students. 	

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Leveled Texts

- Advanced: [The Mystery Twin](#) *Leveled Book*, Realistic (fiction), 2190 words, Level Y (Grade 5), Lexile 910L
- Intermediate: [Mystery at Camp White Cloud](#) *Leveled Book*, Mystery (fiction), 1003 words, Level Q (Grade 3), Lexile 640L
- Beginner: [The Mystery Wind](#) *Leveled Book*, Folktale (fiction), 864 words, Level N (Grade 2), Lexile 550L

Frelinghuysen Township School District English Language Arts Reading Curriculum

Grade 3

Unit 3 (Reading): Nonfiction	
DESIRED RESULTS	
Standards	
<p><u>New Jersey Student Learning Standards</u></p> <p>Anchor Standards for Reading</p> <p>Key Ideas and Details</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p> <p>NJSLSA.R4. 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. NJSLSA.R5. 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. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. 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.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Progress Indicators for Reading Literature</p>	<p><u>Technology Standards</u></p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.</p> <p>8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device. 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.</p> <p>8.1.5.D.1 Understand the need for and use of copyrights.</p> <p>8.1.5.D.2 Analyze the resource citations in online materials for proper use.</p>

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English Language Arts Reading Curriculum

Key Ideas and Details

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Craft and Structure

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

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

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

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

RL.3.8. (Not applicable to literature)

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Complexity of Text

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Reading Informational Text Key Ideas and Details

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

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

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career Standards

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

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RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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

Integration of Knowledge and Ideas

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

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

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

Range of Reading and Complexity of Text

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Reading Foundational Skills Phonics and Word Recognition

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

A. Identify and know the meaning of the most common prefixes and derivational suffixes.

B. Decode words with common Latin suffixes.

C. Decode multisyllable words.

D. Read grade-appropriate irregularly spelled words.

Fluency

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

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English Language Arts Reading Curriculum

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Outcomes

Students will...

- Read a variety of types of nonfiction, including reference, literary nonfiction, and biography
- Use knowledge of genre, text structure, and text features to support understanding
- Use comprehension strategies before, during, and after reading to monitor and deepen comprehension
- Employ a repertoire of strategies and self-monitoring skills to figure out unfamiliar vocabulary while reading
- Use textual evidence to support thinking about nonfiction reading in both conversation and writing
- Infer an author’s purpose or viewpoint
- Summarize and synthesize information to determine important ideas
- Analyze the impact of the author’s language choices on the meaning and tone of the text
- Analyze and evaluate arguments presented in nonfiction texts
- Synthesize and compare information across texts and in various formats (e.g., print, visual)
- Determine and pursue meaningful goals for enhancing the reading of nonfiction

Students will be able to answer....

- How can we recognize the three different types of nonfiction texts - biography, literary nonfiction, and reference?
- What are the common nonfiction text features?
- Why is reading nonfiction often a slower, more deliberate process than reading fiction?
- How can the text structure of a nonfiction text help identify important information in the text and enhance understanding?
- How do text structures help you focus on key ideas?
- How can you use “fix-up” strategies when what you are reading does not make sense?
- How does identifying the author's purpose help you analyze the content and make inferences?
- How can you summarize key ideas from a text including who, what, where, when, why, and how?
- How can the purpose and elements of literary nonfiction help you understand a text?
- How can the purpose and elements of a biography help you understand a text?
- How can the purpose and elements of reference nonfiction help you understand a text?
- How can you use information from the words, graphics, or visual details to make meaning of a text?
- How can you use nonfiction text structures including chronological text structure to help sort and

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	<p>chunk important information?</p> <ul style="list-style-type: none"> • How can you use nonfiction text structures including comparison text structure to help sort and chunk important information? • How can you use nonfiction text structures including problem/solution text structure to help sort and chunk important information? • How can you use nonfiction text structures including description text structure to help sort and chunk important information? • How can you monitor for meaning and use “fix-up” strategies to make sense of unfamiliar words or phrases? • How can you determine the author’s purpose to better understand a text and make inferences about the message?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs • Reader’s Notebooks • Where Are My Students in the Reading Process? chart • Students Performance Checklist • Fountas & Pinnell Evaluations • Where Are My Students in the Reading Process? chart 	<ul style="list-style-type: none"> • Unit Assessments • Alternate Assessments • Performance Tasks • Projects • Choice Boards • Benchmark Assessments • Students will read the articles “Owls Are Mysterious Creatures” and “Different Kinds of Owls” from Zoobooks®: Owls in order to answer selected and constructed response questions.

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Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments • iReady Assessments • Fountas & Pinnell Evaluations 	<ul style="list-style-type: none"> • Portfolio • Performance assessments

LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

- Complete Reading Fundamentals Lessons and Activities:
 - Interactive Read-Aloud Lessons
 - Getting to Know Nonfiction
 - Looking at Features
 - Fiction vs. Nonfiction
 - Organization is the Key!
 - What’s the Problem?
 - Word Detectives
 - What’s the Purpose?
 - Sum it Up!
 - Mini-Lessons
 - Exploring Elements of Literary Nonfiction
 - Discovering Essential Ingredients in Biographies
 - Paying Attention to Text Features in Reference Nonfiction
 - Reading Around the Page
 - Keeping Track
 - Let’s Compare!
 - What’s the Problem?
 - Describe it to Me!
 - Unlocking Meaning: Using What I Know
 - What’s the Author’s Message?

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

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<ul style="list-style-type: none"> • Role Play 	
Connections	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Social Studies, Math, Science • Technology • Character education • Career Education 	<p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real-world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> • Schoolwide Reading Fundamentals Program • Mentor Texts: <ul style="list-style-type: none"> ○ <i>Amazing Animals: Chimpanzees</i> by Sarah Albee ○ <i>Animal Tongues</i> by Dawn Cusick ○ <i>A Butterfly is Patient</i> by Dianna Hutts Aston ○ <i>Look to the North: A Wolf Pup Diary</i> by Jean Craighead George ○ <i>Snowflake Bentley</i> by Jacqueline Briggs Martin ○ <i>Waiting for Ice</i> by Sandra Markle • Shared Texts: <ul style="list-style-type: none"> ○ “A Chimpanzee’s Body” from Zoobooks: <i>Chimpanzees</i> ○ “The Chimpanzee’s Future” from Zoobooks: <i>Chimpanzees</i> ○ “Chimpanzees and Humans” from Zoobooks: <i>Chimpanzees</i> ○ “Chimpanzees Use Many Different Objects as Tools” from Zoobooks: <i>Chimpanzees</i> ○ “George Washington” by Laken and Jordan Haynie ○ “Great White Sharks” by R. L. LoRe ○ “John F. Kennedy” by Laken and Jordan Haynie ○ “Maple Syrup” by Tom Kerr ○ “New Hope for Beauty” by Karen Smith and Carey Moore ○ “Why leaves Change Colors” by Tina Musial • Reader’s Notebooks • Classroom Library Sorted by Reading Levels/Genres/Series/Author • Foster a classroom environment that reflects that reading is important in our lives in and out of the classroom. • Invite students to bring in favorite nonfiction books and start a basket of “old favorites” to share with the rest of the class. • Keep a running list of books read aloud and shared as a community. You might write the book titles on chart paper and add to the list throughout the school year to document your journey as a community of readers. • Arrange a meeting area for students to gather for Interactive Read-Alouds and Mini-Lessons. • Whether your place to display texts is an interactive whiteboard, a screen, or a blank wall, place your meeting area next to this space to allow students to easily see displayed items during the lessons. • Have chart paper, index cards, and markers nearby for creating anchor charts, adding to word walls, and modeling stop-and-jot note-taking strategies. 	

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- Display anchor charts so they are visible to your students.
- Organize books into baskets or bins by genre, author, and level.
- Display your mentor texts so they are easily accessible to you and your students.

Leveled Texts

- Advanced: [Early Moments in Rock Music History](#) [Leveled Book](#), Informational (nonfiction), 1873 words, Level X (Grade 5), Lexile 1050L
- Intermediate: [Yo-Yo Ma](#) [Multilevel Book](#), Biography (nonfiction), 1158 words, Level T (Grade 3), Lexile 930L
- Beginner: [Musical Instruments](#) [Leveled Book](#), Informational (nonfiction), 1124 words, Level P (Grade 2), Lexile 880L

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Grade 3

Unit 4 (Reading): Poetry	
DESIRED RESULTS	
Standards	
<p><u>New Jersey Student Learning Standards</u></p> <p>Anchor Standards for Reading Key Ideas and Details NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure NJLSA.R4. 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. NJLSA.R5. 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. NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJLSA.R8. 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. NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p><u>Technology Standards</u> (3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue. 8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device. 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media. 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. 8.1.5.D.1 Understand the need for and use of copyrights. 8.1.5.D.2 Analyze the resource citations in online materials for proper use.</p>

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Progress Indicators for Reading Literature

Key Ideas and Details

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Craft and Structure

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

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

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

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

RL.3.8. (Not applicable to literature)

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Complexity of Text

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Reading Informational Text Key Ideas and Details

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text,

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career Standards

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

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referring explicitly to the text as the basis for the answers.

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

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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

Integration of Knowledge and Ideas

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

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

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

Range of Reading and Complexity of Text

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Reading Foundational Skills Phonics and Word Recognition

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

A. Identify and know the meaning of the most common prefixes and derivational suffixes.

B. Decode words with common Latin suffixes.

C. Decode multisyllable words.

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D. Read grade-appropriate irregularly spelled words.

Fluency

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

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

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

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

Learning Outcomes

Students will...

- Interpret a variety of poems and their structural elements
- Use their senses and create mental images to understand poems
- Make connections with various poems and use background knowledge or schema to determine meaning
- Question how the words in a poem make them feel and understand that those feelings help them better understand poems
- Ask and answer questions to clarify thinking and deepen understanding
- Use strategies before, during, and after reading to aid comprehension
- Apply self-monitoring skills and strategies to interpret vocabulary
- Recognize and use text clues to uncover a poem’s big idea
- Explore how poets build their poems to create meaning
- Compare and contrast poems to draw conclusions about how a poet’s observations of the world affect the poem he or she writes
- Discover how sound impacts the reading of a poem
- Apply self-monitoring skills and employ fix-up strategies when meaning breaks down
- Analyze poems for a variety of literary elements, including elements of structure (stanzas, verse), figurative language, and other crafting techniques, such as line breaks and white space
- Deepen their understanding of author’s purpose
- Interpret words and phrases in order to notice

Students will be able to answer....

- What are some structural elements of poetry?
- How is sound important in poetry and how can it help readers interpret the meaning of a poem?
- How can you use your five senses to create mental images of wording in poems?
- How can an author’s inspiration help you understand a big idea hidden inside a poem?
- How do poems make you feel and how do these feelings help you better understand the poem?
- How can you figure out unfamiliar words in poems?
- What are some strategies to use when meaning starts to break down when you are reading a poem?
- How can you compare poems and consider each author’s inspiration in order to better understand the texts?
- How does reading a poem from beginning to end help readers get a sense of what the words are telling them?
- Why are line breaks and white space important in poetry?
- How can you use sensory details to help determine the meanings of unfamiliar words or phrases?
- What kinds of text clues in poems

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<p>and/or discuss how these words and phrases shape meaning and enhance mood and tone</p> <ul style="list-style-type: none"> Recognize qualities that enhance poetry, such as shared observations of the world, messages or big ideas that are revealed, and opportunities to infer purpose and inspiration Recognize that putting the pieces of a poem together (images, rhythm, text features, etc.) can build understanding of the message React to a poem using drawings, movements, and/or performances Uncover themes and big ideas within and across poems through making inferences and synthesizing thoughts and ideas 	<p>help you realize big ideas?</p> <ul style="list-style-type: none"> What is the importance of how poems are constructed? How do carefully chosen words create a mood for the reader of poetry? How does textual evidence help determine how a poem makes you feel? How can you build the meaning of a poem by understanding the author's purpose? Why is it important to slow down in order to make meaning when reading poetry? How can putting all the pieces of a poem together help build understanding of the author's purpose and message?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> Exit Slips Journals Oral reading Graphic Organizers Class discussion Response to reading Interactive online games Open-ended response questions & comprehension questions Running records Teacher observation Classwork Practice Discussion Trifolds Video logs Reader's Notebooks Where Are My Students in the Reading Process? chart Students Performance Checklist Fountas & Pinnell Evaluations Where Are My Students in the Reading Process? chart 	<ul style="list-style-type: none"> Unit Assessments Alternate Assessments Performance Tasks Projects Choice Boards Benchmark Assessments Students will read the stories "Coming Arm in Arm" and "What Happened to Winter?" in order to answer selected and constructed response questions.
Benchmark	Alternative
<ul style="list-style-type: none"> Unit pre and post assessments iReady Assessments 	<ul style="list-style-type: none"> Portfolio

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<ul style="list-style-type: none"> • Fountas & Pinnell Evaluations 	<ul style="list-style-type: none"> • Performance assessments
LEARNING PLAN	
Pacing Guide: 6-8 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> • Complete Reading Fundamentals Lessons and Activities: <ul style="list-style-type: none"> ○ Interactive Read-Aloud Lessons <ul style="list-style-type: none"> ▪ What Do We Notice About Poetry? ▪ What Does Poetry Sound Like? ▪ What Do You See? ▪ Where Did You Get That Idea? ▪ How Do You Feel? ▪ What Does It Mean? ▪ What's Up With This Poem? ▪ Side by Side: Looking Across Two Poems ○ Mini-Lessons <ul style="list-style-type: none"> ▪ Start to Finish ▪ Direction Signals: Line Breaks and White Space ▪ I Can Sense It ▪ Follow the Clues ▪ Line by Line ▪ In the Mood ▪ Sifting Through a Poem ▪ The Poet's Purpose ▪ What Comes First? ▪ Piece by Piece 	
Integrated Accommodations and Modifications	
<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> • Repeat/modify directions • Visual models • Assistive technology • Extended time • Preferred/flexible seating • Differentiated activities (centers) • Shortened assignments • Sensory integration activities • Flexible grouping • Games • Kinesthetic Activity • Role Play 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Flexible grouping • Differentiated activities (centers) • Games • Assistive technology • Problem solving strategies • Tiered choice activities • Kinesthetic Activities • Role Play • Critical thinking strategies • Accelerated learning • Independent study
Connections	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Social Studies, Math, Science 	<p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> • Problem Solving

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- Technology
- Character education
- Career Education

- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Schoolwide Reading Fundamentals Program
- Mentor Texts:
 - *Every Second Something Happens: Poems for the Mind and Senses* by Christine San Jose and Bill Johnson
 - *Falling Down the Page: A Book List of Poems* by Georgia Heard
 - *The Hound Dog's Haiku and Other Poems for Dog Lovers* by Michael J. Rosen
 - *Reading, Rhyming, and 'Rithmetic* by Dave Crawley
 - *The Underwear Salesman: And Other Jobs for Better or Verse* by J. Patrick Lewis
 - *A Whiff of Pine, a Hint of Skunk: A Forest of Poems* by Deborah Ruddell
- Shared Texts:
 - "Birds by My Window" by Robin Cohen
 - "Dance" by Patricia Robey
 - "I'm So Hungry After School" by Karen Smith
 - "Summer Senses" by Julie Spreckels
 - "A Winter Wish" by Stephanie Moresburg
- Reader's Notebooks
- Classroom Library Sorted by Reading Levels/Genres/Series/Author
- Foster a classroom environment that reflects that reading is important in our lives in and out of the classroom.
- Invite students to bring in favorite poems and start a basket of "old favorites" to share with the rest of the class.
- Keep a running list of poems read aloud and shared as a community. You might write the poem titles on chart paper and add to the list throughout the school year to document your journey as a community of readers. Design your classroom environment to support workshop teaching.
- Arrange a meeting area for students to gather for Interactive Read-Alouds and Mini-Lessons.
- Whether your place to display texts is an interactive whiteboard, a screen, or a blank wall, place your meeting area next to this space to allow students to easily see displayed items during the lessons.
- Have chart paper, index cards, and markers nearby for creating anchor charts, adding to word walls, and modeling stop-and-jot note-taking strategies.
- Display anchor charts so they are visible to your students.
- Organize books into baskets or bins by genre, author, and level.
- Display your mentor texts so they are easily accessible to you and your students.

Leveled Texts

- Advanced: [Woven Poetry](#)  [Fluency Practice Passage](#), Level Z (Grade 5), Lexile 770L
- Intermediate: [Poetry Anthology](#) Poetry, Poetry (fiction), 493 words, Level R (Grade 3)
- Beginner: [Snow](#) Poetry, Poetry (fiction), 50 words, Level E (Grade 1)

Frelinghuysen Township School District English Language Arts Reading Curriculum

Grade 4

Unit 1: Launching a Reader's Workshop

DESIRED RESULTS

Standards

<p>New Jersey Student Learning Standards:</p> <p>Key Ideas and Details:</p> <p>RL.4.1: Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2: Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>Craft and Structure:</p> <p>RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>Integration of Knowledge and Ideas</p> <p>RI.4.7: Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.</p> <p>RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RI.4.10: By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>	<p>Technology Standards</p> <p>8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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Speaking and Listening:

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas:

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language:

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

L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.

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

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

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Writing:

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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Learning Outcomes

Students will understand....

- themselves as readers.
- how to self-select appropriate text.
- how to set goals for themselves as readers.
- the expectations and routines for actively participating in a reading community.
- how to engage effectively in a range of collaborative discussions.
- how to follow agreed-upon rules for discussions.
- how to present their ideas about a topic or text using relevant facts and details to support their points.
- how to ask and answer questions to clarify understanding of a topic under discussion.
- the differences among books that entertain, inform, and persuade, drawing on a wide reading of a range of text types, including fiction, poetry, and nonfiction.
- the habits of mind for engaging with a variety of complex texts.
- how to apply self-monitoring skills.
- how to determine the meaning of challenging vocabulary words and phrases in a text.
- how to ask and answer questions to demonstrate understanding of a text.
- how to refer to details and examples in a text to determine a theme and/or draw inferences from a text.

Students will be able to answer....

- how a Reading Workshop will help them grow as readers.
- how making connections to texts can deepen their understanding and ability to talk about the texts they read.
- what makes a text an appropriate text for their independent reading.
- what strategies they can use in their Reader's Notebooks to track their understanding and questions while reading independently, such as making a Stop and Jot, breaking down the meaning of unknown words, making connections, .
- what procedures they'll follow to have collaborative and purposeful conversations about texts.
- what a common themes would be in various fiction texts and provide specific evidence from the text to support their points.
- what goal they have for themselves as readers.
- how descriptions in the text allow readers to create mental images in order to enhance their understanding and recall of important moments.
- how identifying story elements and writer's craft techniques can deepen their understanding of fiction texts.
- how to infer or draw conclusions about big ideas or themes in poems.
- how to use nonfiction text features to determine what is important and identify key ideas.

ASSESSMENT

Formative

- Exit Slips
- Self Reflections
- Editing Checklists
- KidBlog written responses
- R.A.C.E.R responses
- Writing Rubrics from Schoolwide
- Writing Journal
- Graphic Organizers
- Class discussion

Summative

- Weekly Tests/Balanced Tests
- Student Performance Checklist
- Unit Assessments
- Alternate Assessments
- Performance Tasks
- Projects
- Choice Boards
- Benchmark Assessments

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<ul style="list-style-type: none"> ● Written Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series ● I-ready Assessments ● Fountas and Pinell assessments 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments

LEARNING PLAN

Pacing Guide: 8 Weeks

Recommended Learning Activities

Immersion: Interactive Read Alouds:

- Lesson 1: What Is Reading Workshop? uses *Tomás and the Library Lady* by Pat Mora.
- Lesson 2: Learning About Ourselves As Readers and Making Connections uses *The Lonely Book* by Kate Bernheimer.
- Lesson 3: Creating a Reading Life uses *A Whiff of Pine, a Hint of Skunk: A forest of poems* by Deborah Ruddell.
- Lesson 4: Making Meaning and Digging Deeper! uses *Moonshot: The Flight of Apollo 11* by Brian Floca.
- Lesson 5: Knowing When I Get It! uses *A Whiff of Pine, a Hint of Skunk: A forest of poems* by Deborah Ruddell.
- Lesson 6: Sharing Our Thinking uses *Planting the Trees of Kenya: The Story of Wangari Maathai* by Claire A. Nivola.
- Lesson 7: Our Thinking uses *Planting the Trees of Kenya: The Story of Wangari Maathai* by Claire A. Nivola.
- Lesson 8: Keeping the Conversation Going uses *Albert* by Donna Jo Napoli.

Mini Lessons:

- Lesson 1: Our Reading Habits uses “The Library of My Dreams” by E.D. Woodworth from the *Launching Shared Texts*.
- Lesson 2: Growing As Readers uses *Tomás and the Library Lady* by Pat Mora.
- Lesson 3: What’s My Role in a Reading Community? uses “What a Pro Knows: Bubble Science” by Carly Schuna from *Highlights® Magazine* from the *Launching Shared Texts*.
- Lesson 4: Getting Ready to Discuss uses “Bee Smart!” by Karen Smith and Carey Moore, from the *Launching Shared Texts*.
- Lesson 5: Think–Pair–Share! uses “Going Green in School” by Carol Lattimore from the *Launching Shared Texts*.
- Lesson 6: Being a Careful Reader uses *Moonshot: The Flight of Apollo 11* by Brian Floca.
- Lesson 7: Making Pictures in Our Minds uses *Albert* by Donna Jo Napoli.
- Lesson 8: The Magic of Fiction uses “Anchor Leg” by Rich Wallace from *Highlights® Magazine* from the *Launching Shared Texts*.
- Lesson 9: Reading Poetry: What’s It REALLY All About? uses “Stapler” by Georgia Heard and

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“Roller Coaster Rob” by E.D. Woodworth from the Launching Shared Texts.

- Lesson 10: The Amazing World of Nonfiction uses “How Humpbacks Go Fishing” by Linda Brown Anderson from Highlights® Magazine from the Launching Shared Texts.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Use of graphic organizers
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Materials:
 - Reader’s notebook
 - crayons, markers, colored pencils, highlighters
 - anchor chart paper
 - Post-It notes
 - copies of Schoolwide Appendices
 - library books and resources
- Books/Articles:
 - Albert by Donna Jo Napoli
 - The Lonely Book by Kate Bernheimer
 - Moonshot: The Flight of Apollo 11 by Brian Floca
 - Planting the Trees of Kenya: The Story of Wangari Maathai by Claire A. Nivola
 - Tomás and the Library Lady by Pat Mora
 - A Whiff of Pine, a Hint of Skunk: A forest of poems by Deborah Reddell
 - “Anchor Leg” by Rich Wallace, from Highlights® Magazine (Lexile Level: 520L)
 - “Bee Smart!” by Karen Smith and Carey Moore (Lexile Level: 1090L)
 - “Going Green in School” by Carol Lattimore (Lexile Level: 1270L)
 - “How Humpbacks Go Fishing” by Linda Brown Anderson from Highlights® Magazine

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(Lexile Level: 990L)

- “The Library of My Dreams” by E.D. Woodworth
- “Roller Coaster Rob” by E.D. Woodworth
- “Stapler” by Georgia Heard
- “What a Pro Knows: Bubble Science” by Carly Schuna from Highlights® Magazine (Lexile Level: 990L)

Websites:

- EPIC Books: <https://www.getepic.com/sign-in>
- Razkids: <https://www.raz-kids.com/>
- Kidblog: <https://kidblog.org/class/fabulous-fourth-grade-2019-2020/posts>
- Readworks: <https://www.readworks.org/> - Students practice writing responses to reading
- DogoNews: <https://www.dogonews.com/> - Students read current events articles and write summary paragraphs telling about the article
- Freckle: <https://www.freckle.com/> for differentiated ELA review of skills and strategies
- Google Apps for Education
- Buncee: https://fts.edu.buncee.com/login?return_to=dashboard
- Quizizz: <https://quizizz.com/join>
- Time4Kids
- National Geographic Kids: <https://kids.nationalgeographic.com/>
- YouTube videos

Leveled Texts

- Advanced: The Raven Level Z from RazKids, poetry
- Intermediate: Salmon: A Link in the Food Chain Level Q from RazKids, nonfiction informational; Caribou Man Level T from RazKids, folktale
- Beginner: Can You Say Pterodactyl? Level J from RazKids, fiction

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Grade 4

Unit 2: Fiction	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards:</p> <p style="text-align: center;">Key Ideas and Details:</p> <p>RL.4.1: Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2: Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p style="text-align: center;">Craft and Structure:</p> <p>RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.5: Explain major differences between poems, drama, and prose, and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text.</p> <p>RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p style="text-align: center;">Integration of Knowledge and Ideas</p> <p>RL.4.7: Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</p> <p>RL.4.9: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p style="text-align: center;">Speaking and Listening:</p>	<p>Technology Standards</p> <p>8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

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SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Language:

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

L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.

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

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

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Writing:

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Learning Outcomes

Students will understand...

- the different types and structures of fiction (fantasy, traditional tales, and realistic);
- common story elements and key details in fiction texts (characters, setting, plot, conflict, and resolution);
- the narrative, chronological structure of fiction (beginning, middle, and end);
- how to read a dramatic play differently

Students will be able to answer...

- how important signal words note the passage of time as the story unfolds from beginning to middle to end.
- what different points of view fiction writers tell or narrate their stories from and explore the difference between first- and third-person narration to deepen their understanding of texts.
- how the five basic elements of fiction

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from a narrative fiction text;

- how to retell stories using story structure elements and key details and determine their central message or theme;
- how to compare and contrast two or more versions of the same story;
- how personal schema and textual evidence help when making predictions and connections;
- how to infer characters' traits and feelings using personal schema and textual evidence;
- differences in the points of view of characters;
- that asking questions helps to clarify thinking and deepen understanding;
- the difference between external and internal conflicts in fiction and how these affect the resolution of the plot;
- that literary language is used to create mental images or to visualize what is taking place in a text;
- the meaning of nonliteral or figurative language as it is used in a text;
- the author's tone and their emotional response to a text.

stories—characters, setting, problem, plot, and resolution—enhance their engagement and comprehension.

- how to combine their background knowledge with clues from the text to infer the theme of a story.
- why traditional literature includes literary language, cultural language, and common characteristics help readers derive enjoyment and deeper understanding of the text.
- how the characters in traditional literature often use trickery to complete a quest and will use their understanding of the genre to help make predictions and deepen their understanding as the plot unfolds.
- how to determine the meaning of unfamiliar words and phrases as they are used in traditional folk literature.
- what mystery of life a myth is explaining.
- how different types of characters impact the unfolding of the plot.
- when and why characters may change over time.
- what the essential elements of drama are and how to go about reading a play to ensure enjoyment and understanding of the text.
- how the meaning of some common vocabulary words and popular expressions originated from the Greek myths.
- how the writer's tone and the mood are created after reading a fictional text
- how making text connections and writing about these responses to their reading develops critical comprehension skills and enhances enjoyment and understanding of texts.
- how to identify the problem or struggle in a story and differentiate among types of internal and external conflicts.
- how themes and topics in traditional literature can be similar in different

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	cultures.
ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Self Reflections ● Editing Checklists ● KidBlog written responses ● R.A.C.E.R responses ● Writing Rubrics from Schoolwide ● Writing Journal ● Graphic Organizers ● Class discussion ● Written Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Student Performance Checklist ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series ● I-ready Assessments ● Fountas and Pinell assessments 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments
LEARNING PLAN	
Pacing Guide: 8 Weeks	
Recommended Learning Activities	
<p>Immersion: Interactive Read Alouds:</p> <ul style="list-style-type: none"> ● Lesson 1: Narration From the Imagination uses Jalapeño Bagels by Natasha Wing, The Gods and Goddesses of Olympus by Aliki, and The Adventures of Spider: West African Folktales retold by Joyce Cooper Arkhurst. ● Lesson 2: Following the Story’s Time Line uses Jalapeño Bagels by Natasha Wing. ● Lesson 3: Who’s Telling the Story? uses Jalapeño Bagels by Natasha Wing and The Adventures of Spider: West African Folktales retold by Joyce Cooper Arkhurst. ● Lesson 4: The Key Elements in Fiction Stories uses The Rough-Face Girl by Rafe Martin. ● Lesson 5: What’s the Theme or Universal Message? uses The Rough-Face Girl by Rafe Martin and The Korean Cinderella by Shirley Climo. ● Lesson 6: A Closer Look at Traditional Literature uses The Korean Cinderella by Shirley Climo and King Midas and the Golden Touch by Charlotte Craft. ● Lesson 7: The Trickery Feature uses The Adventures of Spider: West African Folktales retold by Joyce Cooper Arkhurst. ● Lesson 8: Understanding the Language of Ancient Tales uses The Gods and Goddesses of Olympus by Aliki. 	

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Mini Lessons:

- Lesson 1: Examining the Cast of Characters uses *The Gods and Goddesses of Olympus* by Aliki.
- Lesson 2: What’s the Purpose of These Ancient Stories? uses *The Gods and Goddesses of Olympus* by Aliki.
- Lesson 3: Types of Characters in Fiction uses *The Adventures of Spider: West African Folktales retold* by Joyce Cooper Arkhurst.
- Lesson 4: Characters May Change Over Time uses “*Molly and the New Neighbors*” by Mark Gartside from *Spider Magazine* from the Fiction Shared Texts.
- Lesson 5: Tips for Reading and Discussing Drama uses “*Pandora’s Box*” by Ed Combs from the Fiction Shared Texts.
- Lesson 6: How Myths Have Influenced Our Language Today uses *King Midas and the Golden Touch* by Charlotte Craft, *The Gods and Goddesses of Olympus* by Aliki, and “*Pandora’s Box*” by Ed Combs from the Fiction Shared Texts.
- Lesson 7: Setting a Tone and Creating a Mood uses *The Rough-Face Girl* by Rafe Martin.
- Lesson 8: Responding and Making Connections to Texts uses *Jalapeño Bagels* by Natasha Wing.
- Lesson 9: Stories Have Conflict or Tension uses “*The Last Bicycle*” by Betty X. Davis from *Spider Magazine* from the Fiction Shared Texts.
- Lesson 10: Making Connections Across Texts uses *The Rough-Face Girl* by Rafe Martin and “*Cheese for Dinner: A Tale from Mexico*” retold by Judy Goldman from *Highlights® Magazine* from the Fiction Shared Texts.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Use of graphic organizers
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Materials:

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- Reader's notebook
- crayons, markers, colored pencils, highlighters
- anchor chart paper
- Post-It notes
- copies of Schoolwide Appendices
- library books and resources
- Books/Articles:
 - Jalapeño Bagels by Natasha Wing
 - The Gods and Goddesses of Olympus by Alike
 - The Adventures of Spider: West African Folktales retold by Joyce Cooper Arkhurst.
 - The Rough-Face Girl by Rafe Martin.
 - The Korean Cinderella by Shirley Climo
 - King Midas and the Golden Touch by Charlotte Craft
 - "Molly and the New Neighbors" by Mark Gartside from Spider Magazine from the Fiction Shared Texts
 - "Pandora's Box" by Ed Combs from the Fiction Shared Texts.
 - "The Last Bicycle" by Betty X. Davis from Spider Magazine from the Fiction Shared Texts.
 - "Cheese for Dinner: A Tale from Mexico" retold by Judy Goldman from Highlights® Magazine from the Fiction Shared Texts.

Websites:

- EPIC Books: <https://www.getepic.com/sign-in>
- Razkids: <https://www.raz-kids.com/>
- Kidblog: <https://kidblog.org/class/fabulous-fourth-grade-2019-2020/posts>
- Readworks: <https://www.readworks.org/> - Students practice writing responses to reading
- DogoNews: <https://www.dogonews.com/> - Students read current events articles and write summary paragraphs telling about the article
- Padlet: Create and Collaborate <https://padlet.com/>
- Freckle: <https://www.freckle.com/> for differentiated ELA review of skills and strategies
- Google Apps for Education
- Buncee: https://fts.edu.buncee.com/login?return_to=dashboard
- Quizizz: <https://quizizz.com/join>
- Time4Kids
- National Geographic Kids: <https://kids.nationalgeographic.com/>
- YouTube videos

Leveled Texts

- Advanced: Adventure on the Amazon Level V from RazKids, adventure fiction
- Intermediate: Ants in my Bed Level T from RazKids, fiction; Robin Hood and the King Level Q from RazKids, legend
- Beginner: Paul Bunyan and the Blue Ox Level O from RazKids, tall tale

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Grade 4

Unit 3: Nonfiction	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards:</p> <p style="text-align: center;">Key Ideas and Details:</p> <p>RI.4.1: Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2: Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p style="text-align: center;">Craft and Structure:</p> <p>RI.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RI.4.5: Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.</p> <p style="text-align: center;">Integration of Knowledge and Ideas</p> <p>RI.4.7: Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</p> <p>RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p style="text-align: center;">Range of Reading and Level of Text Complexity</p> <p>RI.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text complexity or above, with scaffolding as needed.</p> <p style="text-align: center;">Speaking and Listening:</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on</p>	<p>Technology Standards</p> <p>8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

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<p>others' ideas and expressing their own clearly.</p> <p style="text-align: center;">Language:</p> <p>L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.</p> <p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p style="text-align: center;">Writing:</p> <p>W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
Learning Outcomes	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● a variety of types of nonfiction, including reference, literary nonfiction, and biography; ● knowledge of genre, text structure, and text features to support understanding; 	<p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● which of the three different types of nonfiction they are reading and how their own background knowledge and this information can help them learn about a topic;

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- how to use comprehension strategies before, during, and after reading to monitor and deepen comprehension;
 - how to employ a repertoire of strategies and self-monitoring skills to figure out unfamiliar vocabulary while reading;
 - how to use textual evidence to support thinking about nonfiction reading in both conversation and writing;
 - an author's purpose or viewpoint;
 - how to summarize and synthesize information to determine important ideas;
 - how to analyze the impact of the author's language choices on the meaning and tone of the text;
 - how to analyze and evaluate arguments presented in nonfiction texts;
 - how to synthesize and compare information across texts and in various formats (e.g., print, visual);
 - how to determine and pursue meaningful goals for enhancing the reading of nonfiction.
- how common nonfiction text features help them to sort and deepen their understanding of the content.
 - why the reading pace of nonfiction is often slower and more deliberate than reading fiction
 - how writers organize information to help readers navigate fact-filled texts.
 - how to use nonfiction text structures to deepen their understanding of a topic.
 - how to stop and use "fix-up" strategies when what they are reading does not make sense or includes unfamiliar words or phrases.
 - how to identify the author's purpose for writing a text in order to better analyze the content and make inferences.
 - how to demonstrate their understanding of a text by summarizing key ideas like an investigative reporter.
 - how to follow a step-by-step process to activate their prior knowledge, generate questions, and locate answers to build content understandings.
 - how to combine information from text features and key sentences in descriptive paragraphs to enhance understanding of a text's big ideas.
 - how they can use text features, or graphic aids, to help them determine the meaning of key vocabulary and locate facts or supporting details.
 - how to use various nonfiction text structures to determine what is important to pay attention to when reading nonfiction texts filled with many real-world facts.
 - how to read a biographical nonfiction text and utilize the chronological text structure to comprehend the sequence of important events in the subject's life.
 - which signal words and phrases will help them identify the compare and contrast text structure to determine what is important.
 - how to notice when meaning is breaking down and figure out the meaning of words by using context clues and morphological

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	<p>cues (meaningful word parts).</p> <ul style="list-style-type: none"> ● why a writer wrote a text and to identify the important points that he or she wants readers to remember about the subject or topic. ● how to use text features and paragraph structure cues to sort, prioritize, and summarize key details in an informational text. ● how to note important details from two texts about a common subject and to integrate key ideas to deepen their learning and prepare them to speak knowledgeably about the subject.
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Self Reflections ● Editing Checklists ● KidBlog written responses ● R.A.C.E.R responses ● Writing Rubrics from Schoolwide ● Writing Journal ● Graphic Organizers ● Class discussion ● Written Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Student Performance Checklist ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series ● I-ready Assessments ● Fountas and Pinell assessments 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments

LEARNING PLAN

Pacing Guide: 8 Weeks

Recommended Learning Activities

<p>Immersion: Interactive Read Alouds:</p> <ul style="list-style-type: none"> ● Lesson 1: Why and How Do We Read Nonfiction? uses A Drop Around the World Can You Fly High, Wright Brothers? Oceanography: The Study of Oceans ● Lesson 2: Nonfiction Text Features uses Oceanography: The Study of Oceans by Susan H. Gray ● Lesson 3: Take Your Time uses Just a Second: A Different Way to Look at Time by Steven Jenkins

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- Lesson 4: Organization Is the Key! uses *Can You Fly High, Wright Brothers?* by Melvin and Gilda Berger
- Lesson 5: What’s the Problem? uses *Climate Change and Air Quality* by Linda Crotta Brennan.
- Lesson 6: Be a Word Detective! uses *Oceanography: The Study of Oceans* by Susan H. Gray
- Lesson 7: Determining the Author’s Purpose uses *Young Pelé: Soccer’s First Star* by Lesa Cline-Ransome
- Lesson 8: Summarizing Like a Reporter *Climate Change and Air Quality* by Linda Crotta Brennan.

Mini Lessons:

- Lesson 1: Reading Like a Nonfiction Expert! uses an excerpt from *Zoobooks: Snakes* by John Bonnett Wexo
- Lesson 2: Follow the Text Map to Understanding uses *Can You Fly High, Wright Brothers?* by Melvin and Gilda Berger
- Lesson 3: Hey, Look at Me! uses *Oceanography: The Study of Oceans* by Susan H. Gray
- Lesson 4: Sorting It Out! uses “Jamestown” by Fran Downey from *National Geographic Kids*
- Lesson 5: When Did That Happen? uses “Getting Back Up With Lindsey Vonn” by Andrew D.
- Lesson 6: How Do These Compare? uses “*Zoobooks: Snakes*” by John Bonnett Wexo and “Why is Pluto No Longer a Planet?” by Karen Smith and Carey Moore
- Lesson 7: Putting the Parts Together uses *A Drop Around the World* by Barbara Shaw McKinney.
- Lesson 8: What’s the Author’s Message? uses an excerpt from *Zoobooks®: Butterflies* by Beth Wagner Brust from the Nonfiction Shared Texts.
- Lesson 9: Sum It Up! uses “Being Squirrely” by Diana Vela from the Nonfiction Shared Texts.
- Lesson 10: Integrating Ideas Across Texts uses “E-Trash: What Happens to Our Old Electronics?” by Rachel H. and “Recycling” by Linda Haynie

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Use of graphic organizers
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity

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English Language Arts Reading Curriculum

- Real-world applications

Instructional and Supplemental Materials

- Materials:
 - Reader's notebook
 - crayons, markers, colored pencils, highlighters
 - anchor chart paper
 - Post-It notes
 - copies of Schoolwide Appendices
 - library books and resources
- Books/Articles:
 - Can You Fly High, Wright Brothers? by Melvin and Gilda Berger
 - Climate Change and Air Quality by Linda Crotta Brennan
 - A Drop Around the World by Barbara Shaw McKinney
 - Just a Second: A Different Way to Look at Time by Steve Jenkins
 - Oceanography: The Study of Oceans by Susan H. Gray
 - Young Pelé: Soccer's First Star by Lesa Cline-Ransome
 - "Being Squirrely" by Diana Vela
 - "E-Trash: What Happens to Our Old Electronics?" by Rachel H.
 - "Getting Back Up With Lindsey Vonn" by Andrew D.
 - "Jamestown" by Fran Downey from National Geographic Kids®
 - "Recycling" by Linda Haynie
 - Zoobooks®: Butterflies by Beth Wagner Brust
 - Zoobooks®: Snakes by John Bonnett Wexo

Websites:

- EPIC Books: <https://www.getepic.com/sign-in>
- Razkids: <https://www.raz-kids.com/>
- Kidblog: <https://kidblog.org/class/fabulous-fourth-grade-2019-2020/posts>
- Readworks: <https://www.readworks.org/> - Students practice writing responses to reading
- DogoNews: <https://www.dogonews.com/> - Students read current events articles and write summary paragraphs telling about the article
- Nonfiction Reading Activities: <https://www.scholastic.com/teachers/articles/teaching-content/nonfiction-reading-activities/>
- Padlet: Create and Collaborate <https://padlet.com/>
- Freckle: <https://www.freckle.com/> for differentiated ELA review of skills and strategies
- Google Apps for Education
- Buncee: https://fts.edu.buncee.com/login?return_to=dashboard
- Quizizz: <https://quizizz.com/join>
- Time4Kids
- National Geographic Kids: <https://kids.nationalgeographic.com/>
- YouTube videos

Leveled Texts

- Advanced: Alternative Fuel Cars Level V from RazKids, informational
- Intermediate: Alaska the Last Frontier Level R from RazKids, informational; Albert Einstein Level T from RazKids, biography
- Beginner: Giant Pandas Level P from RazKids, informational

Frelinghuysen Township School District English Language Arts Reading Curriculum

Grade 4

Unit 4: Poetry	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards:</p> <p style="text-align: center;">Key Ideas and Details:</p> <p>RL.4.1: Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text</p> <p>RL.4.2: Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p> <p>RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p style="text-align: center;">Craft and Structure:</p> <p>RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.5: Explain major differences between poems, drama, and prose, and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text.</p> <p>RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p style="text-align: center;">Integration of Knowledge and Ideas</p> <p>RL.4.7: Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</p> <p>RL.4.9: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p style="text-align: center;">Range of Reading and Level of Text Complexity</p> <p>RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>	<p>Technology Standards</p> <p>8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

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Speaking and Listening:

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations).

Language:

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

L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.

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

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

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Writing:

W.4.10: Write routinely over extended time frames (time for research, reflection,

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metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Learning Outcomes

Students will understand....

- a variety of poems and their structural elements;
- how to use their senses to create mental images to understand poems;
- how to make connections with various poems and use background knowledge or schema to determine meaning;
- how to ask and answer questions to clarify thinking and deepen understanding;
- how to use strategies before, during, and after reading to aid comprehension;
- how to apply self-monitoring skills and strategies to interpret vocabulary;
- how to read and compare poems by examining how the structural elements of each poem affect the reading and can help clarify understanding;
- that reading a poem completely from beginning to end and that repeated readings can heighten the readers' understanding of a poem even if some words are unclear;
- that self-monitoring skills and fix-up strategies can help when meaning breaks down;
- how rhyme, alliteration, and onomatopoeia impact the way a poem is read and understood;
- poems for a variety of literary elements, including elements of structure (stanzas, verse), figurative language, and other crafting techniques, such as line breaks and white space;
- author's purpose;
- words and phrases in order to notice and/or discuss how these words and phrases shape meaning and enhance mood and tone;
- qualities that enhance poetry, such as shared observations of the world, messages or big ideas that are revealed,

Students will be able to answer....

- how the features and structural elements associated with poetry can heighten their understanding;
- how rhyme, alliteration, and onomatopoeia impact the way a poem is read and understood;
- how sensory images the words of a poem create images in their mind, deepening understanding;
- how paying attention to tone will deepen their understanding of poems;
- how questioning and connecting with the feelings a poet creates with words leads them to discover the mood of a poem;
- the "big idea" or a sense of what the poem is mostly about without knowing the meaning of each word;
- how revisiting and then gathering more information by moving forward helps clarify understanding;
- how reading through a poem, using context clues, drawing upon prior knowledge, and making connections to the topic will help them have a better understanding of unfamiliar words or phrases and the overall meaning of a poem;
- how understanding the big idea helps give a sense of what unfamiliar words mean;
- how using the rhyme scheme or pattern of a poem helps unlock unfamiliar words and leads to an understanding of what a poem is mostly about;
- how certain text clues such as the title, opening and closing lines, recurring details, and repeating lines can help readers uncover the big idea of a poem;
- how paying attention to imagery helps them infer the mood and message of a poem;
- the meaning or message of a poem by

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English Language Arts Reading Curriculum

<p>and opportunities to infer purpose and inspiration;</p> <ul style="list-style-type: none"> • understand how poets create images with language and that it's the reader's job to visualize the poem to build understanding; • how to react to a poem using drawings, movements, and/or performances; • how to uncover themes and big ideas within and across poems through making inferences and synthesizing thoughts and ideas. 	<p>identifying the author's purpose of the poem and use of images;</p> <ul style="list-style-type: none"> • how sharing a vision with the poet can help them recognize and understand what the poet is actually saying to the readers.
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Exit Slips • Self Reflections • Editing Checklists • KidBlog written responses • R.A.C.E.R responses • Writing Rubrics from Schoolwide • Writing Journal • Graphic Organizers • Class discussion • Written Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	<ul style="list-style-type: none"> • Weekly Tests/Balanced Tests • Student Performance Checklist • Unit Assessments • Alternate Assessments • Performance Tasks • Projects • Choice Boards • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series • I-ready Assessments • Fountas and Pinell assessments 	<ul style="list-style-type: none"> • Portfolio • Performance assessments

LEARNING PLAN

Pacing Guide: 8 Weeks

Recommended Learning Activities

- Immersion: Interactive Read Alouds:
- Lesson 1: What Makes a Poem a Poem? Uses all of the mentor texts from the unit.
 - Lesson 2: Do You Hear What I Hear? Uses Forest Has a Song by Amy Ludwig Vanderwater, Barefoot by Stefi Weisburd, and Messing Around on the Monkey Bars by Betsy Franco.
 - Lesson 3: Do You See the Poem? Uses Barefoot by Stefi Weisburd, Messing Around on the Monkey Bars by Betsy Franco, and Forest Has a Song by Amy Ludwig Vanderwater.
 - Lesson 4: What Made You Think of That? Uses Zombies! Evacuate the School! By Sara Holbrook, Mirror Mirror by Marilyn Singer, and Forest Has a Song by Amy Ludwig Vanderwater.

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- Lesson 5: Are You in a Good Mood? Uses Messing Around on the Monkey Bars by Betsy Franco and Zombies! Evacuate the School! By Sara Holbrook.
- Lesson 6: Reading and Rereading uses Forest Has a Song by Amy Ludwig Vanderwater and Please Bury Me in the Library by J. Patrick Lewis.
- Lesson 7: What Are You Thinking? Uses Zombies! Evacuate the School! By Sara Holbrook.
- Lesson 8: What’s the Same, What’s Different? Uses Barefoot by Stefi Weisburd and “Oak Tree” by Georgia Heard from the Poetry Shared Texts.

Minilessons:

- Lesson 1: Try Connecting! Uses Barefoot by Stefi Weisburd and Zombies! Evacuate the School! By Sara Holbrook.
- Lesson 2: Doing What Is Sensible! Uses Zombies! Evacuate the School! By Sara Holbrook.
- Lesson 3: Does the Pattern Fit? Uses Messing Around on the Monkey Bars by Betsy Franco and Forest Has a Song by Amy Ludwig Vanderwater.
- Lesson 4: What’s the Big Idea? Uses “School Is Over” by Robin Cohen from the Poetry Shared Texts.
- Lesson 5: Are You in the Mood? Uses “Cinquain” by Paul B. Janeczko from the Poetry Shared Texts, Barefoot by Stefi Weisburd, and “Best Friend” by Robin Cohen from the Poetry Shared Texts.
- Lesson 6: Using the Author’s Purpose to Determine the Message uses Mirror Mirror by Marilyn Singer.
- Lesson 7: What Do You See? Uses Barefoot by Stefi Weisburd, Messing Around on the Monkey Bars by Betsy Franco, and “Cinquain” by Paul B. Janeczko from the Poetry Shared Texts.
- Lesson 8: So That’s What You Mean! Uses Barefoot by Stefi Weisburd, Messing Around on the Monkey Bars by Betsy Franco, and Please Bury Me in the Library by J. Patrick Lewis.
- Lesson 9: Monitoring for Meaning uses Forest Has a Song by Amy Ludwig Vanderwater, Please Bury Me in the Library by J. Patrick Lewis, and the Poetry Shared Texts.
- Lesson 10: Putting It All Together! Uses Mirror Mirror by Marilyn Singer, Please Bury Me in the Library by J. Patrick Lewis, and other teacher-selected poems.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Use of graphic organizers
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

21st Century Skills and Career Education

Frelinghuysen Township School District

English Language Arts Reading Curriculum

- | | |
|---|--|
| <ul style="list-style-type: none"> ● (ELA, Math, Science, Social Studies) ● Technology ● Character education ● Career Education | <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication ● Collaborative learning ● Productivity ● Real-world applications |
|---|--|

Instructional and Supplemental Materials

- Materials:
 - Reader’s notebook
 - crayons, markers, colored pencils, highlighters
 - anchor chart paper
 - Post-It notes
 - copies of Schoolwide Appendices
 - library books and resources
- Books/Articles:
 - Forest Has a Song by Amy Ludwig Vanderwater,
 - Barefoot by Stefi Weisburd,
 - Messing Around on the Monkey Bars by Betsy Franco.
 - Zombies! Evacuate the School! By Sara Holbrook,
 - Mirror Mirror by Marilyn Singer,
 - Please Bury Me in the Library by J. Patrick Lewis.
 - “Best Friend” by Robin Cohen “Cinquain” by Paul. B. Janeczko “Oak Tree” by Georgia Heard “On Being the Oldest” by Karen Smith “School Is Over” by Robin Cohen

Websites:

- EPIC Books: <https://www.getepic.com/sign-in>
- Razkids: <https://www.raz-kids.com/>
- Kidblog: <https://kidblog.org/class/fabulous-fourth-grade-2019-2020/posts>
- Readworks: <https://www.readworks.org/> - Students practice writing responses to reading
- JogLab Word Finder: <http://www.joglab.com/wordfinder.htm>
- RhymeZone Rhyming Dictionary: <https://www.rhymezone.com/>
- Writing with Writers Poetry: <http://teacher.scholastic.com/writewit/poetry/index.htm>
- Shel Silverstein <http://www.shelsilverstein.com/>
- Haiku Interactive: <http://www.readwritethink.org/classroom-resources/student-interactives/haiku-poem-interactive-31074.html>
- ReadWriteThink: http://www.readwritethink.org/search/?resource_type=16&type=28
- Freckle: <https://www.freckle.com/> for differentiated ELA review of skills and strategies
- Google Apps for Education
- Buncee: https://fts.edu.buncee.com/login?return_to=dashboard
- Quizizz: <https://quizizz.com/join>
- YouTube videos

Leveled Texts

- Advanced: Flower Children Level U from RazKids, poetry
- Intermediate: Poetry Anthology Level R from RazKids, poetry; Christmas in Animal Land Level S from RazKids, poetry
- Beginner: Bug Me Level N from RazKids, poetry

Frelinghuysen Township School District English Language Arts Reading Curriculum

Grade 5

Unit 1: Launching	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>READING STANDARDS FOR LITERATURE</p> <p>Key Ideas and Details</p> <p>RL.5.1: Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2: Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Craft and Structure</p> <p>RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6: Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL.5.9: Compare, contrast and reflect on (e.g. practical knowledge, historical/ cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>READING STANDARDS FOR INFORMATIONAL TEXT</p> <p>Key Ideas and Details</p> <p>RI.5.1: Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3: Explain the relationships or interactions between two</p>	<p>Technology Standards</p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

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English Language Arts Reading Curriculum

or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Range of Reading and Level of Text Complexity

RI.5.10: By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

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

SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

LANGUAGE STANDARDS

Vocabulary Acquisition and Usage

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

WRITING STANDARDS

Range of Writing

W.5.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Learning Outcomes

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English Language Arts Reading Curriculum

Students will understand....

- Students will learn about the structure, expectations, and routines of a reading workshop.
- Students will reflect on their interests and histories as readers.
- Students will use their own identities to self-select texts across genres and grow their thinking in different ways.
- Students will learn that when meaning breaks down, they have to do reading work to clear up confusion, including rereading and slowing down.
- Students will activate schema, or prior knowledge, before reading to help them make connections and build understanding.
- Students will learn how to follow a clear protocol during conversations.
- Students will learn a repertoire of strategies to begin conversations.
- Students will use different conversational moves, like asking questions and using textual evidence, to develop, support, and defend an idea about a text.
- Students will track the time and amount they read to gather data for their own reflection.
- Students will keep a running list of books to read in order to develop their reading identities and build independence as readers.
- Students will understand the importance of book recommendations, begin a procedure for keeping track of interesting titles, and identify a book that would warrant a “book talk.”
- Students will jot down ideas and share with a partner using conversation protocol.
- Students will identify the elements of a story as a strategy for supporting comprehension.
- Students will compare and contrast characters to develop a deeper understanding of the text.
- Students will reflect on their reading logs to better

Students will be able to answer....

- What is reading workshop?
- How do I fill my reading basket?
- How do I know I understand what I read?
- What do I consider when activating schema?
- What are the guidelines for conversation?
- How do I get a conversation started?
- How do I grow ideas in conversations?
- How do I develop an understanding of myself as a reader?
- What do partners talk about?
- What are the elements of a story?
- How do I analyze characters?
- How do I unpack poetry?
- How do I determine the main idea of a text?
- How does reflecting on ourselves as readers help us grow in the future?

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<p>understand their own stamina and pacing and the circumstances that best support their reading.</p> <ul style="list-style-type: none"> • Students will do a close reading of a poem to determine what the poet is really saying. • Students will determine the main idea of a text by using their knowledge of features and structures. • Students will reflect on themselves as readers and set goals for their future reading work. 	
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Reading notebooks • One-on-one conferences • Student self reflection • Exit Slips • Journals • Oral reading • Graphic organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	<ul style="list-style-type: none"> • Weekly Tests/Balanced Tests • Unit Assessments • Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series • I-ready Assessments • Fountas and Pinnell Assessments 	<ul style="list-style-type: none"> • Portfolio • Performance assessments

LEARNING PLAN

Pacing Guide: (6-8) Weeks

Recommended Learning Activities

- Complete Interactive Read-Aloud Lessons 1-8 in Reading Fundamentals Series by Schoolwide
 - What Is a Reading Workshop?
 - Considering Our Reading Identities
 - Crafting a Reading Life
 - Understanding Means Thinking
 - Activating Schema

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- The Power of Conversation
- Getting Ready to Begin
- Growing Ideas Through Conversation
- Complete Mini-Lessons 1-10 in Reading Fundamentals Series by Schoolwide
 - Studying Ourselves as Readers
 - Making a Plan for Ourselves as Readers
 - Book Talks
 - Partner Talk
 - Elements of a Story
 - Examining Characters
 - Reviewing Reading Data
 - Uncovering the Meaning of a Poem
 - Finding the Main Idea in Nonfiction
 - Setting Goals and Making Plans

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- **Specific websites**
 - <https://www.raz-plus.com/>
- **Specific Lessons**
 - Reading Notebooks
 - Pencils
 - Board
 - Chart paper
 - Sticky notes

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English Language Arts Reading Curriculum

- Chromebooks
- Markers
- Colored pencils
- Highlighters
- Staplers
- Glue
- Sharpener
- Paper clips
- Appendices

- **Texts**

- The Hard-Times Jar by Ethel Footman Smothers
- Old Henry by Joan W. Blos
- When Jessie Came Across the Sea by Amy Hest
- My Life In Dog Years by Gary Paulsen
- For the Love of the Game: Michael Jordan and Me by Eloise Greenfield
- A Day's Work by Eve Bunting
- Cat Clue by Jacqueline Adams
- Ars Poetica by Georgia Heard
- Waiting for Miss Liberty by Barbara D. Krasner

Leveled Texts

- Advanced: The Apaches by David L. Dreier - Level Z
- Intermediate: The Battle of the Alamo by David L. Dreier - Level V
- Beginner: Growing Up Green by Claire Daniel - Level U

Frelinghuysen Township School District English Language Arts Reading Curriculum

Grade 5

Unit 2: Fiction	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>READING STANDARDS FOR LITERATURE</p> <p>Key Ideas and Details</p> <p>RL.5.1: Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2: Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Craft and Structure</p> <p>RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6: Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL.5.9: Compare, contrast and reflect on (e.g. practical knowledge, historical/ cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>SPEAKING AND LISTENING</p> <p>Comprehension and Collaboration</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and</p>	<p>Technology Standards</p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

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relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
 SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

LANGUAGE STANDARDS

Vocabulary Acquisition and Usage

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

FOUNDATION SKILLS

Fluency

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

WRITING STANDARDS

Range of Writing

W.5.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Learning Outcomes

Students will understand....

- Students will learn that the purpose of all types of fiction is to entertain readers.
- Students will pay attention to the overall structure and how scene changes signal chronological movement.
- Students will identify elements as they read and develop their thinking about them.
- Students will analyze characters by paying attention to their actions, thoughts, and dialogue.
- Students will identify details that reveal the characters' traits.
- Students will consider how who is telling the story affects what story is told.
- Students will notice the effect the historical setting

Students will be able to answer....

- What is fiction?
- What do readers use to recognize different types and structures of fiction?
- What are the elements of a story?
- How does paying attention to the elements of a story build my understanding?
- How do we learn about characters?
- What is point of view?
- What is historical fiction?
- What are the features of a fairy

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<p>has on the characters and conflict.</p> <ul style="list-style-type: none"> • Students will identify the common features of a fairy tale, including the message or lesson learned. • Students will recognize that stories address particular themes. • Students will pay attention to the elements of a story and ask questions to check for understanding as they begin a story. • Students will identify a variety of ways that writers signal time passing to build their understanding of a story. • Students will identify temporal words, phrases, and sentences that show the passage of time. • Students will identify different types of characters and examine the changes that happen to round, dynamic characters in a story. • Students will analyze fiction stories to identify the type of conflict present in order to understand how it affects the plot and characters. • Students will create a visual representation of a plot diagram to understand plot development and to monitor and deepen their understanding. • Students will determine how the elements of drama and the elements of a story are portrayed in a play. • Students will determine the meaning of unfamiliar words. • Students will determine a theme of a fiction story by analyzing details of the text. • Students will compare stories and their connection to a shared theme. 	<p>tale?</p> <ul style="list-style-type: none"> • What is the theme? • How do you actively construct understanding at the beginning of a story? • How do writers show the passage of time? • What are the different types of characters in fiction? • What are the different types of conflict in fiction? • How does understanding plot structure help me comprehend the the text? • How are the elements of a story incorporated differently in plays? • How do I confront unfamiliar vocabulary words? • How does uncovering the theme of a story build a deeper understanding of the story and the world?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Reading notebooks • One-on-one conferences • Exit Slips • Journals • Oral reading • Graphic organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds 	<ul style="list-style-type: none"> • Weekly Tests/Balanced Tests • Unit Assessments • Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments

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<ul style="list-style-type: none"> • Video logs 	
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series • I-ready Assessments • Fountas and Pinnell Assessments 	<ul style="list-style-type: none"> • Portfolio • Performance assessments

LEARNING PLAN

Pacing Guide: (6-8) Weeks

Recommended Learning Activities

- Complete Interactive Read-Aloud Lessons 1-8 in Reading Fundamentals Series by Schoolwide
 - What is Fiction?
 - The Structure of Fiction
 - Elements of a Story
 - Analyzing Characters
 - Exploring Point of View
 - Historical Fiction
 - Examining a Modern-Day Fairy Tale
 - Identifying Theme
- Complete Mini-Lessons 1-10 in Reading Fundamentals Series by Schoolwide
 - Building the World of the Story
 - Passing Time
 - Words Can Make Time Pass!
 - Characters Come in All Shapes and Sizes
 - Examining Conflict
 - Examining Plot Structure
 - Navigating a Play
 - Dealing with Difficulty
 - Uncovering Theme
 - Comparing Themes Across Texts

Integrated Accommodations and Modifications

<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> • Repeat/modify directions • Visual models • Assistive technology • Extended time • Preferred/flexible seating • Differentiated activities (centers) • Shortened assignments • Sensory integration activities • Flexible grouping • Games • Kinesthetic Activity • Role Play 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Flexible grouping • Differentiated activities (centers) • Games • Assistive technology • Problem solving strategies • Tiered choice activities • Kinesthetic Activities • Role Play • Critical thinking strategies • Accelerated learning • Independent study
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Connections

Interdisciplinary Connections	21 st Century Skills and Career Education
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- | | |
|---|--|
| <ul style="list-style-type: none"> • (ELA, Math, Science, Social Studies) • Technology • Character education • Career Education | <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real-world applications |
|---|--|

Instructional and Supplemental Materials

- **Specific websites**
-<https://www.raz-plus.com/>
- **Specific Lessons**
 - Reading Notebooks
 - Pencils
 - Board
 - Chart paper
 - Sticky notes
 - Chromebooks
 - Markers
 - Colored pencils
 - Highlighters
 - Staplers
 - Glue
 - Sharpeners
 - Paper clips
 - Appendices
- **Texts**
 - Journey by Patricia MacLachlan
 - The Raft by Jim LaMarche
 - Birthday Surprises: Ten Stories to Unwrap by Johanna Hurwitz
 - Peppe the Lamplighter by Elisa Bartone
 - Hewitt Anderson’s Great Big Life by Jerdine Nolen
 - The Can Man by Laura E. Williams
 - Seeking a Hidden Hive by Jocelyn Rish
 - Yao Bai and the Egg Pirates by Tim Myers
 - Coming to America by Ed Combs

Leveled Texts

- Advanced: The Ides of March by Keith and Sarah Kortemartin - Level Z
- Intermediate: Adventure in Bear Valley by Marlene Perez - Level W
- Beginner: Mystery in the Moonlight by Abigail LaMarine - Level U

Frelinghuysen Township School District English Language Arts Reading Curriculum

Grade 5

Unit 3: Nonfiction	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>READING STANDARDS FOR INFORMATIONAL TEXT</p> <p>Key Ideas and Details</p> <p>RI.5.1: Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Craft and Structure</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5: Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.</p> <p>RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Integration of Knowledge and Ideas</p> <p>RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p> <p>RI.5.9: Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RI.5.10: By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>	<p>Technology Standards</p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

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<p>SPEAKING AND LISTENING</p> <p>Comprehension and Collaboration</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>LANGUAGE STANDARDS</p> <p>Vocabulary Acquisition and Usage</p> <p>L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>WRITING STANDARDS</p> <p>Range of Writing</p> <p>W.5.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
Learning Outcomes	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • Students will learn about the different types of nonfiction and the unique elements within various texts. • Students will pay attention to common features to help them navigate and make meaning of texts. • Students will identify and understand different text structures to comprehend nonfiction texts. • Students will ask questions to activate prior knowledge, build understanding, and monitor comprehension. • Students will use context clues and background information to determine the meaning of unfamiliar words. • Students will consider how identifying an author’s purpose helps them learn about a topic. • Students will identify the main idea and supporting details in a nonfiction text. • Students will demonstrate their understanding of a text by summarizing key ideas. 	<p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> • What is nonfiction? • What do readers use to recognize different types and structures of nonfiction? • What are common features of nonfiction? • How do you read nonfiction? • How do you unlock the meaning of unfamiliar words? • How do you determine the author’s purpose? • How do you determine the main idea of the text? • How do you check for understanding? • What is the process of reading nonfiction?

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- Students will use questioning to activate background knowledge and build understanding during and after the read.
- Students will use text features to build their understanding and deepen their comprehension.
- Students will identify the main idea and supporting details in a selected text.
- Students will use text clues, or signal words, to identify the problem and solution structure and support comprehension.
- Students will use text clues, or signal words, to identify the cause and effect structure and support comprehension.
- Students will identify key events that illustrate the significance of a featured person's life.
- Students will extract factual information from a story.
- Students will use strategies to figure out unknown words.
- Students will focus on identifying confusion and using fix-up strategies in order to repair comprehension.
- Students will visit two texts about a shared topic and sort through similarities and differences to develop big ideas about the topic.
- Students will learn how to determine, note, and summarize main idea(s) in a nonfiction text using nonfiction text features as well as text structure clues.
- Students will learn to use context clues, as well as their knowledge of similar words or word parts, to determine the meaning of challenging and/or important vocabulary.
- Students will learn to do a close reading of three texts in order to synthesize key information about a topic and express their own point of view, using textual evidence to support their position.
- Students will learn to compose a written response in the form of an essay that expresses their point of view about the topic of study and supports their stance with evidence from each text.

ASSESSMENT

Formative

- Reading notebooks
- One-on-one conferences
- Exit Slips
- Journals

Summative

- Weekly Tests/Balanced Tests
- Unit Assessments
- Alternate Assessments
 - Performance Tasks

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English Language Arts Reading Curriculum

<ul style="list-style-type: none"> • Oral reading • Graphic organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	<ul style="list-style-type: none"> • Projects • Choice Boards • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series • I-ready Assessments • Fountas and Pinnell Assessments 	<ul style="list-style-type: none"> • Portfolio • Performance assessments
LEARNING PLAN	
Pacing Guide: (6-8) Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> • <u>Complete Interactive Read-Aloud Lessons 1-8 in Reading Fundamentals Series by Schoolwide</u> <ul style="list-style-type: none"> • Introduction to Nonfiction • The Look of Reference Nonfiction • Structures of Nonfiction • How Do We Read Nonfiction? • Unlocking Unfamiliar Vocabulary • Determining Author’s Purpose • Identifying the Main Idea • How We Check for Understanding • <u>Complete Mini-Lessons 1-14 in Reading Fundamentals Series by Schoolwide</u> <ul style="list-style-type: none"> -The Process of Reading Nonfiction -Navigating Nonfiction -Determining the Main Idea -Problem and Solution Text Structure -Cause and Effect Text Structure -Chronological Structure -Sifting Through Literary Nonfiction -Building Vocabulary -Dealing With Difficulty -Growing Our Thinking -Bridges to Testing Digital Lesson: Responding to Main Idea Test Questions -Bridges to Testing Digital Lesson: Responding to Vocabulary Test Questions -Bridges to Testing Digital Lesson: Responding to “Integration of Ideas” Written Response Prompts (Day 1) -Bridges to Testing Digital Lesson: Responding to “Integration of Ideas” Written Response Prompts (Day 2) 	

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Integrated Accommodations and Modifications

<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> • Repeat/modify directions • Visual models • Assistive technology • Extended time • Preferred/flexible seating • Differentiated activities (centers) • Shortened assignments • Sensory integration activities • Flexible grouping • Games • Kinesthetic Activity • Role Play 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Flexible grouping • Differentiated activities (centers) • Games • Assistive technology • Problem solving strategies • Tiered choice activities • Kinesthetic Activities • Role Play • Critical thinking strategies • Accelerated learning • Independent study
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Connections

<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • (ELA, Math, Science, Social Studies) • Technology • Character education • Career Education 	<p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real-world applications
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Instructional and Supplemental Materials

<ul style="list-style-type: none"> • Specific websites -https://www.raz-plus.com/ • Specific Lessons -Reading Notebooks -Pencils -Board -Chart paper -Sticky notes -Chromebooks -Markers -Colored pencils -Highlighters -Staplers -Glue -Sharpeners -Paper clips -Appendices • Texts -Lizards by Sneed B. Collard III -Wisdom: The Midway Albatross by Darcy Pattison -I is for Idea: An Inventions Alphabet by Marcia Schonberg -Henry's Freedom Box: A True Story from the Underground Railroad by Ellen Levine -Women Explorers by Julie Cummins -A Warmer World: From Polar Bears to Butterflies, How Climate Change Affects Wildlife by
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Caroline Arnold

- Penguins on Parade by Tamar L.
- Excerpt from Zoobooks: Penguins (pp. 6 and 7) by Zoobooks
- Brace Yourself by Edward C.
- Excerpt from Zoobooks: Bird of Prey (p. 16) by Zoobooks
- The Case for Space by Mark Haverstock
- Why We Need to Use More Renewable Energy Sources by Molly Feeney Wood
- Renewable and Non-Renewable Energy by SPIGOT Science Magazine
- Beware: Is Nonrenewable Energy Running Out? by Eileen Hodrinsky

Leveled Texts

- Advanced: Microbes: Friend or Foe? by Lisa Ing - Level Z
- Intermediate: Electric Care: History and Future by Steven Accardi - Level W
- Beginner: Thomas Edison by Joanne C. Wachter - Level U

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Grade 5

Unit 4: Poetry	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>READING STANDARDS FOR LITERATURE</p> <p>Key Ideas and Details</p> <p>RL.5.1: Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2: Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>Craft and Structure</p> <p>RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6: Describe how a narrator’s or speaker’s point of view influences how events are described. Integration of Knowledge and Ideas</p> <p>RL.5.7: Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction). RL.5.9: Compare, contrast and reflect on (e.g. practical knowledge, historical/ cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>Range of Reading and Level of Text Complexity RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>SPEAKING AND LISTENING</p> <p>Comprehension and Collaboration</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and</p>	<p>Technology Standards</p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

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relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LANGUAGE STANDARDS

Vocabulary Acquisition and Usage

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

WRITING STANDARDS

Range of Writing

W.5.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Learning Outcomes

Students will understand...

- Students will notice the variety of ways to structure poems and how these choices affect the meaning of a poem.
- Students will understand the roles of rhythm, repetition, alliteration, and onomatopoeia in poetry.
- Students will visualize poetry in order to help them understand the poems they are reading.
- Students will determine the author's purpose, inspiration, and big idea when reading poetry in order to better understand the poems they read.
- Students will ask questions in order to better understand the poems they read.
- Students will unlock unknown words and gain a sense of the overall meaning of a poem.
- Students will read for meaning and return to the text to fill in the blanks when meaning is lost.
- Students will learn about the importance of comparing and contrasting the poems they read.
- Students will use their own background knowledge to figure out unknown words and phrases in a poem.
- Students will identify unknown words and phrases

Students will be able to answer....

- What is poetry?
- What do readers use to interpret the structural elements of poems?
- What techniques do writers use to create sound in poetry?
- How do you identify the big idea of a poem?
- How do you unlock the meanings of unknown words and phrases?
- How does structure create meaning?
- How do you identify the theme of a poem?

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<p>and use context clues to figure out their meaning.</p> <ul style="list-style-type: none"> • Students will identify similes and metaphors used to build meaning in a poem. • Students will examine a poem and discuss what ideas are held in the poem and how those ideas help develop thinking across the text. • Students will examine poetic structural elements and determine how these elements help build meaning. • Students will do a close reading of a poem to determine what the poet is really saying. • Students will identify the theme of a poem. • Students will compare and contrast two poems with a similar theme. • Students will read a poem to demonstrate their knowledge of these fix-up strategies. • Students will use images, language, and structure to understand the overall meaning of a poem. 	
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ASSESSMENT

ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> • Reading notebooks • One-on-one conferences • Exit Slips • Journals • Oral reading • Graphic organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	<ul style="list-style-type: none"> • Weekly Tests/Balanced Tests • Unit Assessments • Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series • I-ready Assessments • Fountas and Pinnell Assessments 	<ul style="list-style-type: none"> • Portfolio • Performance assessments

LEARNING PLAN

Pacing Guide: (6-8) Weeks

Recommended Learning Activities

- Complete Interactive Read-Aloud Lessons 1-8 in Reading Fundamentals Series by Schoolwide
 - What Do We Notice About Poetry?

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- Paying Attention to the Sound of Poetry
- Can You Picture This?
- What’s the Big Idea?
- What Does This Make You Think and Feel?
- Unlocking Meaning
- What Does This Say?
- Building Bridges
- Complete Mini-Lessons 1-10 in Reading Fundamentals Series by Schoolwide
 - Use What You Know
 - Figuring It Out
 - Digging Deeper
 - The Structure of Poetry
 - Poets as Architects
 - What’s It Really About?
 - Opening An Umbrella - Finding the Theme
 - Thinking Across Poems
 - Clearing Up Confusion!
 - Putting the Pieces Together

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- **Specific websites**
 - <https://www.raz-plus.com/>
- **Specific Lessons**
 - Reading Notebooks
 - Pencils
 - Board

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- Chart paper
- Sticky notes
- Chromebooks
- Markers
- Colored pencils
- Highlighters
- Staplers
- Glue
- Sharpener
- Paper clips
- Appendices

- **Texts**

- A Maze Me: Poem for Girls by Naomi Shihab Nye
- Swimming Upstream: Middle School Poems by Kristine O'Connell George
- Imagine a Place by Sarah L. Thomson
- Locomotion by Jacqueline Woodson
- The Place My Words Are Looking For by Paul B. Janeczko
- Poetry For Young People: Langston Hughes by David Roessel and Arnold Rampersad
- The Winner by Georgia Heard
- From 'A Friend' by Paul B. Janeczko
- Approaching Storm by Paul B. Janeczko
- Bully by Paul B. Janeczko

Leveled Texts

- Advanced: Bird Children by Elizabeth Gordon - Level Y
- Intermediate: Ocean Poems by Dina Anastasio - Level U
- Beginner: Lotsa Pasta by Julie Harding - Level T

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Grade 6

Unit 1: Launching	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>READING STANDARDS FOR LITERATURE</p> <p>Key Ideas and Details</p> <p>RL 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from text.</p> <p>RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL 6.3 Describe how a particular a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>Craft and Structure</p> <p>RL 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot.</p> <p>Integration of Knowledge and Ideas</p> <p>RL 6.9 Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms of genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL 6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>READING STANDARDS FOR INFORMATIONAL TEXT</p> <p>Key Ideas and Details</p> <p>RI.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2: Determine a central idea of a text and analyze its development over the course of the text; summarize the text.</p> <p>RI.6.3: Analyze in detail how a key individual, event, or idea is</p>	<p>Technology Standards</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

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introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Range of Reading and Level of Text Complexity

RI.6.10: By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

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

SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)

LANGUAGE STANDARDS

Vocabulary Acquisition and Usage

L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and

L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary

WRITING STANDARDS

Range of Writing

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

Learning Outcomes

Students will understand....

- Students will learn about the structure, expectations, and routines in a reading workshop and make plans for themselves as readers.
- Students will develop an understanding of their own

Students will be able to answer....

- What is reading workshop?
- How do I fill my reading basket?
- How do I know I understand

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<p>identities and reflect on their interests and histories as readers.</p> <ul style="list-style-type: none"> • Students will use their own identities to select well-matched texts across genres. • Students will pay attention to when meaning breaks down and then work to clear up confusion. • Students will learn that they understand their reading more deeply when they activate prior knowledge about the genre, author, and topic. • Students will prepare for conversations through thinking, talking, and writing and will follow a clear protocol for conversations. • Students will use their collected thinking to start conversations in a variety of ways. • Students will grow ideas about their reading and use evidence from the text to support their ideas. • Students will track the time and amount read to gather data for their own reflection. • Students will consider what they will read and when they will read it. • Students will understand the importance of book recommendations and identify a book that would be worthy of a book talk. • Students will jot down ideas and share with a partner using conversation protocol. • Students will identify story elements as a strategy for building comprehension. • Students will create a visual representation of a plot structure to understand plot development and to monitor and deepen their understanding. • Students will reflect on their reading logs to better understand their own stamina and pacing and the circumstances the best support their reading. • Students will ask questions to notice elements of poetry and determine the meaning of the poems. • Students will use text features and the text itself to determine the main idea of a section and the central idea of a nonfiction text. • Students will reflect on their learning in order to set goals and make plans for themselves in order to grow as readers. 	<p>what I read?</p> <ul style="list-style-type: none"> • What do I consider when activating schema? • What are the guidelines for conversation? • How do I get a conversation started? • How do I build a conversation? • How do I develop an understanding of myself as a reader? • What is a book talk? • What do partners talk about? • What are the elements of a story? • What are the 5 elements of plot structure? • What are the elements of poetry? • How do I determine the main idea and central idea of a text? • How does reflecting on ourselves as readers help us grow in the future?
ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> • Reading notebooks • One-on-one conferences • Student self reflection • Exit Slips 	<ul style="list-style-type: none"> • Weekly Tests/Balanced Tests • Unit Assessments • Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks

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<ul style="list-style-type: none"> • Journals • Oral reading • Graphic organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	<ul style="list-style-type: none"> • Projects • Choice Boards • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series • I-ready Assessments • Fountas and Pinnell Assessments 	<ul style="list-style-type: none"> • Portfolio • Performance assessments
LEARNING PLAN	
Pacing Guide: (6-8) Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> • <u>Complete Interactive Read-Aloud Lessons 1-8 in Reading Fundamentals Series by Schoolwide</u> <ul style="list-style-type: none"> • What Is a Reading Workshop? • Considering Our Reading Identities • Crafting a Reading Life • What Understanding Feels Like • Tapping Into What You Know • Building Ideas Through Conversation • Starting a Conversation • Growing Ideas Through Conversation • <u>Complete Mini-Lessons 1-10 in Reading Fundamentals Series by Schoolwide</u> <ul style="list-style-type: none"> -Studying Ourselves as Readers -Making a Plan for Ourselves as Readers -Book Talks -Partner Talk -What to Consider When Reading Fiction -Visualizing Fiction -Reviewing Reading Data -Key Questions When Reading Poetry -The Work of Reading Nonfiction -Setting Goals and Making Plans 	
Integrated Accommodations and Modifications	
<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> • Repeat/modify directions • Visual models • Assistive technology 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Flexible grouping • Differentiated activities (centers)

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<ul style="list-style-type: none"> • Extended time • Preferred/flexible seating • Differentiated activities (centers) • Shortened assignments • Sensory integration activities • Flexible grouping • Games • Kinesthetic Activity • Role Play 	<ul style="list-style-type: none"> • Games • Assistive technology • Problem solving strategies • Tiered choice activities • Kinesthetic Activities • Role Play • Critical thinking strategies • Accelerated learning • Independent study
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Connections

<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • (ELA, Math, Science, Social Studies) • Technology • Character education • Career Education 	<p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real-world applications
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Instructional and Supplemental Materials

<ul style="list-style-type: none"> • Specific websites -https://www.raz-plus.com/ • Specific Lessons -Reading Notebooks -Pencils -Board -Chart paper -Sticky notes -Chromebooks -Markers -Colored pencils -Highlighters -Staplers -Glue -Sharpeners -Paper clips -Appendices • Texts -Shelf Life: Stories by the Book by Gary Paulsen -Richard Wright and the Library Card by William Miller -Extreme Animals: The Toughest Creatures on Earth by Nicola Davies -Sad Underwear and Other Complications: More Poems for Children and their Parents by Judith Viorst -Aunt Chip and the Great Triple Creek Dam Fair by Patricia Polacco -Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull -Seconds from Winning by Gordon McAlpine -Charms by Georgia Heard -2,000 Year Old Homework! by Joli Allen

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Leveled Texts

- Advanced: The Zoo of Extinct Animals by Katherine Follet and Rus Buyok - Level Z+
- Intermediate: The Mystery Twin by Rachel Kamb - Level Y
- Beginner: Grandpa Smoke Jumper by N.M. Ruan - Level X

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Grade 6

Unit 2: Fiction	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>READING STANDARDS FOR LITERATURE</p> <p>Key Ideas and Details</p> <p>RL 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from text.</p> <p>RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL 6.3 Describe how a particular a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>Craft and Structure</p> <p>RL 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot.</p> <p>RL.6.6: Explain how an author establishes and develops the point of view of the narrator or speaker in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>RL.6.7: Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.</p> <p>RL 6.9 Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms of genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL 6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>READING STANDARDS FOR INFORMATIONAL TEXT</p>	<p>Technology Standards</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

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<p>Range of Reading and Level of Text Complexity RI.6.10: By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>SPEAKING AND LISTENING Comprehension and Collaboration SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Presentation of Knowledge and Ideas SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)</p> <p>LANGUAGE STANDARDS Vocabulary Acquisition and Usage L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary</p> <p>WRITING STANDARDS Range of Writing W.6.10: Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Learning Outcomes</p>	
<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • Students will build the world of the story by asking questions and gathering information to understand the elements of a story. • Students will pay attention to time shift signals and the way that chapters fit together to create the overall structure of a narrative. 	<p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> • What is fiction? • What do readers use to recognize different types and structures of fiction? • What are the elements of a story?

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- Students will learn about the influence that a writer's point of view has on a story.
- Students will examine characters and their growth or change across a story.
- Students will learn to differentiate between internal and external conflicts.
- Students will analyze the relationship between conflict and setting in historical fiction.
- Students will identify the theme of a story and articulate big ideas that address the theme.
- Students will identify themes within 2 texts and consider how each text addresses them differently.
- Students will focus on building their understanding of the elements of a story at the beginning of the text and developing thinking throughout the text.
- Students will describe how characters respond or change as the plot moves toward a resolution.
- Students will identify key points in the plot structure and identify how much time passes between events.
- Students will do close readings of stories to examine symbols.
- Students will identify the main character as a hero or a bystander.
- Students will identify challenges within a text and use strategies to tackle confusion.
- Students will identify the author's point of view and determine how it affects the tone and mood of the story.
- Students will understand the elements of a drama to experience and understand a play.
- Students will compare stories in different forms to examine their approaches to similar topics.
- Students will ask critical questions to help them think deeply about texts.

- How does paying attention to the elements of a story build my understanding?
- How is fiction organized?
- What is point of view?
- How do we learn about characters?
- How do characters change?
- What are the different types of conflict in fiction?
- What is historical fiction?
- How does the setting influence the characters and conflict?
- What is the theme?
- How do you actively construct understanding at the beginning of a story?
- How do writers show the passage of time?
- How do you deepen your understanding and thinking?
- What are the different types of characters in fiction?
- What strategies can be used to overcome challenges when reading fiction?
- What is mood and tone?
- How does the author's point of view affect the tone and mood of a story?
- How does understanding plot structure help me comprehend the text?
- How are the elements of a story incorporated differently in plays?
- How do you think deeply about texts?

ASSESSMENT

Formative

- Reading notebooks
- One-on-one conferences
- Student self reflection
- Exit Slips
- Journals
- Oral reading
- Graphic organizers

Summative

- Weekly Tests/Balanced Tests
- Unit Assessments
- Alternate Assessments
 - Performance Tasks
 - Projects
 - Choice Boards
 - Benchmark Assessments

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English Language Arts Reading Curriculum

<ul style="list-style-type: none"> • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series • I-ready Assessments • Fountas and Pinnell Assessments 	<ul style="list-style-type: none"> • Portfolio • Performance assessments
LEARNING PLAN	
Pacing Guide: (6-8) Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> • <u>Complete Interactive Read-Aloud Lessons 1-8 in Reading Fundamentals Series by Schoolwide</u> <ul style="list-style-type: none"> • Building the World of the Story • The Big Picture • Who’s Telling the Story? • Character Change • Stories Have Friction • The Power of Setting in Historical Fiction • Uncovering Theme and Big Ideas • Under a Thematic Umbrella • <u>Complete Mini-Lessons 1-10 in Reading Fundamentals Series by Schoolwide</u> <ul style="list-style-type: none"> -A Reader’s Work -Characters React, Respond, and Change -The Shape of a Story -The Power of Rereading -Understanding Characters in Historical Fiction -Dealing With Difficulty -Capturing Mood and Tone -Dramatic Reading -Comparing Two Forms -Asking Critical Questions 	
Integrated Accommodations and Modifications	
<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> • Repeat/modify directions • Visual models • Assistive technology • Extended time • Preferred/flexible seating • Differentiated activities (centers) 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Flexible grouping • Differentiated activities (centers) • Games • Assistive technology • Problem solving strategies

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<ul style="list-style-type: none"> • Shortened assignments • Sensory integration activities • Flexible grouping • Games • Kinesthetic Activity • Role Play 	<ul style="list-style-type: none"> • Tiered choice activities • Kinesthetic Activities • Role Play • Critical thinking strategies • Accelerated learning • Independent study
Connections	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • (ELA, Math, Science, Social Studies) • Technology • Character education • Career Education 	<p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Communication • Collaborative learning • Productivity • Real-world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> • Specific websites -https://www.raz-plus.com/ • Specific Lessons -Reading Notebooks -Pencils -Board -Chart paper -Sticky notes -Chromebooks -Markers -Colored pencils -Highlighters -Staplers -Glue -Sharpeners -Paper clips -Appendices • Texts -Just a Dream by Chris Van Allsburg -Leaping Lena, Old Otis, and Me by Diane L. Burns -Claudette’s Story by Ed Combs -Seedfolks by Paul Fleischman -The Day I Didn’t Go to the Pool by Leslie J. Wyatt -The Circuit: Stories From the Life of a Migrant Child by Francisco Jimenez -I Can Hear the Sun by Patricia Polacco -Grandma’s Pride by Becky Birtha -The Lily Cupboard: A Story of the Holocaust by Shulamith Levey Oppenheim 	
Leveled Texts	
<ul style="list-style-type: none"> • Advanced: The Blitz by McCollum - Level Z+ • Intermediate: Two Kettles by Lori Polydoros - Level Y • Beginner: The School Versus James Holt by Rus Buyok - Level X 	

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Grade 6

Unit 3: Nonfiction	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>READING STANDARDS FOR INFORMATIONAL TEXT</p> <p>Key Ideas and Details</p> <p>RI.6.1: Cite textual evidence and make relevant connections to support analysis</p> <p>RI.6.2: Determine a central idea of a text and analyze its development over the course of the text; summarize the text.</p> <p>RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>Craft and Structure</p> <p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Integration of Knowledge and Ideas</p> <p>RI.6.7: Integrate information presented in different formats (e.g., print or digital text, video, multimedia) to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8: Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RI.6.10: By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>SPEAKING AND LISTENING</p> <p>Comprehension and Collaboration</p> <p>SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p>Technology Standards</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

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LANGUAGE STANDARDS

Vocabulary Acquisition and Usage

L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and

L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary

WRITING STANDARDS

Range of Writing

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

Learning Outcomes

Students will understand...

- Students will build schema for different types and features of nonfiction, including reference nonfiction, literary nonfiction, and biographies.
- Students will identify common nonfiction text features to negotiate the text.
- Students will pay attention to text structures to support their comprehension of nonfiction texts.
- Students will approach nonfiction by asking questions before, during, and after reading.
- Students will use a variety of strategies to determine the meaning of unfamiliar words.
- Students will identify an author's point of view and purpose in a nonfiction text.
- Students will identify the central idea and supporting details in a nonfiction text.
- Students will monitor their understanding of a text and use fix-up strategies when meaning breaks down.
- Students will read a text closely and paraphrase it in order to build understanding.
- Students will do a close reading to identify factual information embedded in a story.
- Students will identify elements of the compare and contrast structure in a text.
- Students will identify signal words in order to support comprehension of a text.
- Students will examine the description text structure and identify signal words for this structure.
- Students will use a variety of strategies to figure out unfamiliar words.

Students will be able to answer....

- What is nonfiction?
- What do readers use to recognize different types and structures of nonfiction?
- What are common features of nonfiction?
- How do you read nonfiction?
- How do you unlock the meaning of unfamiliar words?
- How do you determine the author's purpose?
- How do you identify the central idea of a text?
- How do you check for understanding?
- How do you build understanding?
- How do you expand content knowledge?
- What is the process of reading nonfiction?

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- Students will identify the author's purpose and big ideas in a nonfiction text.
- Students will trace the development of the argument and evaluate the merits of the claims.
- Students will synthesize ideas across multiple texts on the same topic to develop new questions and ideas from their reading.
- Students will learn to determine the central idea of a passage and how it is conveyed through particular details.
- Students will learn to use context clues, as well as their background knowledge, to determine the meaning of challenging technical and/or important vocabulary.

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • Reading notebooks • One-on-one conferences • Student self reflection • Exit Slips • Journals • Oral reading • Graphic organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	<ul style="list-style-type: none"> • Weekly Tests/Balanced Tests • Unit Assessments • Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series • I-ready Assessments • Fountas and Pinnell Assessments 	<ul style="list-style-type: none"> • Portfolio • Performance assessments

LEARNING PLAN

Pacing Guide: (6-8) Weeks

Recommended Learning Activities

- Complete Interactive Read-Aloud Lessons 1-8 in Reading Fundamentals Series by Schoolwide
 - Introduction to Nonfiction
 - The Look of Reference Nonfiction
 - Structures of Nonfiction
 - How Do We Read Nonfiction?

Frelinghuysen Township School District

English Language Arts Reading Curriculum

- Figuring Out Unfamiliar Vocabulary
- Determining Author’s Purpose
- Identifying the Central Idea
- Checking for Understanding
- Complete Mini-Lessons 1-12 in Reading Fundamentals Series by Schoolwide
 - Building Nonfiction Muscles
 - The Richness of Narrative Nonfiction
 - Compare and Contrast Text Structure
 - Problem and Solution Text Structure
 - Description Text Structure
 - Figuring Out Unfamiliar Words
 - Fix-Up Strategies
 - Uncovering Big Ideas
 - Analyzing the Argument
 - Expanding Content Knowledge
 - Bridges to Testing Digital Lesson: Responding to Central Idea Test Questions
 - Bridges to Testing Digital Lesson: Responding to Vocabulary

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- (ELA, Math, Science, Social Studies)
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- **Specific websites**
 - <https://www.raz-plus.com/>
- **Specific Lessons**
 - Reading Notebooks
 - Pencils
 - Board

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English Language Arts Reading Curriculum

- Chart paper
- Sticky notes
- Chromebooks
- Markers
- Colored pencils
- Highlighters
- Staplers
- Glue
- Sharpeners
- Paper clips
- Appendices

- **Texts**

- A Black Hole Is NOT a Hole by Carolyn Cinami DeCristofano
- Can We Save the Tiger? by Martin Jenkins
- Sky Boys: How They Built the Empire State Building by Deborah Hopkinson
- Girls Who Looked Under Rocks: The Lives of Six Pioneering Naturalists by Jeannine Atkins
- You Never Heard of Sandy Koufax?! by Jonah Winter
- The Universe by Seymour Simon
- The Empire State Building by Ed Combs
- Water... It Really Does a Body Good by Julie Sprekels
- Wild Thing by Randi Lynn Mrvos

Leveled Texts

- Advanced: Battle Over Britain by Sean McCollum - Level Z+
- Intermediate: The Great Hunger by Cynthia Kennedy Henzel - Level Y
- Beginner: American Football by Kira Freed - Level X

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Grade 6

Unit 4: Poetry	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>READING STANDARDS FOR LITERATURE</p> <p>Key Ideas and Details</p> <p>RL 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from text.</p> <p>RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>Craft and Structure</p> <p>RL 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot.</p> <p>RL.6.6: Explain how an author establishes and develops the point of view of the narrator or speaker in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>RL.6.7: Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.</p> <p>RL 6.9 Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms of genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL 6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>SPEAKING AND LISTENING</p> <p>Comprehension and Collaboration</p> <p>SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others' ideas and expressing</p>	<p>Technology Standards</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

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their own clearly.

LANGUAGE STANDARDS

Vocabulary Acquisition and Usage

L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and

L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary

WRITING STANDARDS

Range of Writing

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

Learning Outcomes

Students will understand...

- Students will be introduced to the study of poetry and notice the range of structural elements and topics of poems.
- Students will identify sound devices and their effects to create mood and meaning.
- Students will use their senses to create images as they read poetry to help deepen their understanding and build meaning.
- Students will build meaning by making inferences that help them determine big ideas.
- Students will ask questions and make connections to discover and deepen their understanding of poems.
- Students will uncover the meanings of unfamiliar words by using schema and context clues.
- Students will practice using fix-up strategies while reading poetry to repair comprehension.
- Students will learn about the importance of comparing and contrasting poems.
- Students will learn how to paraphrase by paying close attention to the details they read.
- Students will determine the meaning of words and phrases, including figurative language, to deepen their understanding of poems.
- Students will pay attention to how stanzas fit together to develop the overall meaning of the text.

Students will be able to answer...

- What is poetry?
- What do readers use to interpret the structural elements of poems?
- What techniques do writers use to create sound in poetry?
- How do you identify the big idea of a poem?
- How do you figure out the meanings of unknown words and phrases?
- How does structure create meaning?
- How do you identify the theme of a poem?

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- Students will build understanding across narrative poems.
- Students will make inferences to determine the big idea of a poem.
- Students will support their interpretation of a poem's central idea by citing evidence from the poem.
- Students will use a variety of fix-up strategies to clear up confusion.
- Students will determine possible themes of poems after reading them.
- Students will make connections across poems by identifying a common theme and how each poem connects to that theme.
- Students will perform a self-selected poem and will compare the reading and performance of a poem.

ASSESSMENT

ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> • Reading notebooks • One-on-one conferences • Student self reflection • Exit Slips • Journals • Oral reading • Graphic organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs 	<ul style="list-style-type: none"> • Weekly Tests/Balanced Tests • Unit Assessments • Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments that align to text series • I-ready Assessments • Fountas and Pinnell Assessments 	<ul style="list-style-type: none"> • Portfolio • Performance assessments

LEARNING PLAN

Pacing Guide: (6-8) Weeks

Recommended Learning Activities

- Complete Interactive Read-Aloud Lessons 1-8 in Reading Fundamentals Series by Schoolwide
 - Exploring the World of Poetry
 - Reading With Your Ears!
 - Paint Me a Picture

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- Thinking Big Thoughts
- Means of Connection
- Working With Words
- Come Again?
- Looking Across Poems
- Complete Mini-Lessons 1-10 in Reading Fundamentals Series by Schoolwide
 - Close Reading of Poetry
 - What Does That Really Mean?
 - Analyzing Structure
 - Examining Narrative Poetry
 - What's This Really About?
 - Where's the Evidence?
 - That Doesn't Seem Right!
 - What Does This Fit?
 - Making Grand Connections
 - The Power of Performance

Integrated Accommodations and Modifications

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- Heroes and She-heroes: Poems of Amazing and Everyday Heroes by J. Patrick Lewis
- Dark Emperor & Other Poems of the Night by Joyce Sidman
- Poetry for Young People: Robert Frost by Gary D. Schmidt
- Amazing Faces by Lee Bennett Hopkins
- Reflections on a Gift of Watermelon Pickle . . . and Other Modern Verse by Stephen Dunning, Edward Lueders, and Hugh Smith
- Pieces of Georgia by Jen Bryant
- Mathematical Compass by Georgia Heard
- Catcher Sings the Blues by Paul B. Janeczko
- Hoods by Paul B. Janeczko
- The Paper Trail by Georgia Heard

Leveled Texts

- Advanced: The Raven by Edgar Allan Poe - Level Z+
- Intermediate: Bird Children by Elizabeth Gordon - Level Y
- Beginner: - Flower Children by Elizabeth Gordon - Level U