

**Lebanon Borough Public School**  
**ELA**  
**Curriculum Guide**  
**Grades K-6**



For adoption by all regular education program  
specified and for adoption or adaptation by  
all Special Education Programs in accordance  
with Board of Education Policy #2200

Daniel Elwell: Board President  
David Abeles: Vice President  
Jacklyn Carruthers: Member  
Danielle Nugent: Member  
Benedict Valliere: Member

**Board Approved: January 8, 2024**

## Kindergarten - English Language Arts Pacing Guide

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
Unit 1: Weeks 1-6 Unit 2: Weeks 1-4	Unit 2: Weeks 5-6 Unit 3: Weeks 1-6 Unit 4: Weeks 1-2	Unit 4 Weeks 3-6 Unit 5 Weeks 1-6

### English Language Arts

Grade: Kindergarten

Unit 1: Going Places

Pacing: 6 Weeks

**Unit Description:** In this unit, students explore the essential question, "What makes a place special?" Since this is the beginning of the year, students are introduced to the routines and materials of kindergarten readers' and writers' workshops. They read both informational and realistic fiction texts related to exploring and visiting new and special places. They use text evidence from shared readings to discuss characters and identify the main idea and will explore plot and setting. In writers' workshop, students learn what authors do and will begin to make books that include words and pictures as they develop concepts about print (i.e. directionality, spaces, etc). They also learn to discuss their writing with peers in order to give and receive feedback for revisions.

**Essential Questions:**

- What makes a place special?
- What do readers do in reading workshop?
- What do writers do in writing workshop?

Standards	Knowledge/Skills/Enduring Understandings	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Kindergarten</b></p> <p><b><u>Reading: Literature</u></b></p> <p><b>Key Ideas and Details</b>  <b>NJSLSA.R1</b> Read closely to determine what the text says explicitly and to make logical</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <p>Realistic Fiction</p> <ul style="list-style-type: none"> <li>● Describing characters and plot</li> <li>● Using words and pictures to support their ideas</li> </ul> <p>Informational Text</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 1 weekly tests</li> <li>● Unit 1 weekly quizzes</li> <li>● Observational checklists</li> <li>● Unit 1 Fluency Checks</li> <li>● Unit 1 Cold Reads</li> <li>● Unit 1 Progress Checkups</li> <li>● KLW charts</li> <li>● Exit slips</li> </ul>

inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**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)

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**NJSLSA.R3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

**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.

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

#### **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.

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

**NJSLSA.R9** Analyze and reflect on

- Identifying the main idea
- Identifying supporting evidence

#### **Writing**

- Using words and pictures to tell stories and give facts
- Concepts of print:
  - Book concepts
  - Cover, back cover
  - Author and illustrator
  - Title page
  - Directionality and text concepts
  - Punctuation marks
  - One-to-one matching (matching words read to words on the page)

#### **Enduring Understandings**

- Readers use story elements to talk about stories.
- Readers use pictures and words from a book to support their thinking.
- Writers organize their writing so that others can read it.
- Writers give and receive feedback.

- mClassProgress Monitoring Assessments
- Unit 1 Performance-Based Assessments

#### **Summative Assessments:**

- Baseline Test
- Beginning-of-year Test
- Unit 1 Test
- Readers Workshop Assessments
- Unit 1 Research Project Checklists
- Project-Based Inquiries
- Inquiry-Based Project Rubrics and Checklists
- Unit 1 Performance-Based Assessments

#### **Benchmark Assessments:**

- mClass Benchmark Assessments

#### **Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  
**RL.K.9.** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

**Reading: Informational Text**

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**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.

**RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

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

**Range of Reading and Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

**Reading: Foundational Skills**

**Print Concepts**

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

- a. Follow words from left to right, top to bottom, and page by page.
- c. Understand that words are separated by spaces in print.

**Phonological Awareness**

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

- a. Recognize and produce rhyming words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) Show

details

**Phonics and Word Recognition**

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

**a.** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

**c.** Read high-frequency and sight words with automaticity.

**d.** Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

**Writing**

**NJSLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

**Research to Build and Present Knowledge**

**NJSLSA.W7** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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

**NJLSA.W8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

### **Speaking and Listening**

#### **Comprehension and Collaboration**

**NJLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

**NJLSA.SL3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

**NJLSA.SL6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

### **Language**

#### **Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

**L.K.1c.** Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**Vocabulary Acquisition and Use**

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

**L.K.4.b.** Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

**NJSLSA.L5** Demonstrate understanding of word relationships and nuances in word meanings.

**L.K.5.** With guidance and support



<p>from adults, explore word relationships and nuances in word meanings.</p> <p><b>L.K.5a.</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><b>L.K.5b.</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p><b>L.K.5c.</b> Identify real-life connections between words and their use (e.g., note colorful places at school).</p> <p><b>NJSLSA.L6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p><b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
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<b>English Language Arts</b>	Grade: Kindergarten
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	<b>Unit 2: Living Together</b>	<b>Pacing: 6 Weeks</b>
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**Unit Description:** Students read informational texts to answer the essential question, "What do living things need?" They work on using book-handling skills and reading self-selected texts. They interact with texts for increasing periods of time and recognize their characteristics and structure. During a writing project, they will get the chance to apply what they have learned from the text "Living Things" by writing about a list book that has a main idea and details about the topic.

*Note: A "list book" tells readers everything they need to know about a topic, including the main idea and details. A list book also contains simple graphics.*

**Essential Questions:**

- What do living things need?
- How can you learn about the natural world by reading informational texts?
- How do authors share information with others?

Standards	Knowledge/Skills/Enduring Understandings	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts NJ: Kindergarten</b></p> <p><b><u>Reading: Informational Text</u></b></p> <p><b>Key Ideas and Details</b>  <b>NJLSA.R1</b> 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.  <b>RI.K.1.</b> With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).  <b>NJLSA.R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  <b>RI.K.2.</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>Integration of Knowledge and Ideas</b>  <b>NJLSA.R7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  <b>RI.K.7.</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person,</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Find main idea and supporting details</li> <li>• Ask and answer questions about text structure</li> <li>• Identify key vocabulary that is used to describe</li> <li>• Find text features</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Explore the elements of a list book</li> <li>• Generate ideas for a list book</li> <li>• Demonstrate that a form of writing is drawing a picture</li> </ul> <p>Speaking and Listening</p> <ul style="list-style-type: none"> <li>• Participate in a range of conversations with peers</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>• Edit for adjectives, nouns, prepositions, and capitalization</li> </ul> <p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Readers use informational texts to learn about the natural world</li> <li>• Readers synthesize information to create new understandings</li> <li>• Writers generate ideas, discuss, and compose pieces to teach others</li> <li>• Writers use a combination of words and graphics to share</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 2 weekly tests</li> <li>• Unit 2 weekly quizzes</li> <li>• Observational checklists</li> <li>• Unit 2 Fluency Checks</li> <li>• Unit 2 Cold Reads</li> <li>• Unit 2 Progress Checkups</li> <li>• KLW charts</li> <li>• Exit slips</li> <li>• mClassProgress Monitoring Assessments</li> <li>• Unit 2 Performance-Based Assessments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 2 Test</li> <li>• Readers Workshop Assessments</li> <li>• Unit 2 Research Project Checklists</li> <li>• Project-Based Inquiries</li> <li>• Inquiry-Based Project Rubrics and Checklists</li> <li>• Unit 2 Performance-Based Assessments</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• mClass Benchmark Assessments</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student portfolios</li> </ul>

place, thing, or idea in the text an illustration depicts).

**Range of Reading and Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

**Reading: Foundational Skills**

**Phonological Awareness**

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

**a.** Recognize and produce rhyming words.

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

**Phonics and Word Recognition**

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

**a.** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

**c.** Read high-frequency and sight words with automaticity.

**Writing**

information

- Observations
- Questioning
- Whiteboards / Dry erase markers

**NJSLSA.W2** Write

informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**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.

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

**SL.K.1.a.** Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

**NJSLSA.SL3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4** Present information,

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

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

**NJSLSA.SL6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated **or appropriate.**

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

### Language

#### **Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

**L.K.2d.** Spell simple words

phonetically, drawing on knowledge of sound-letter relationships.

**Vocabulary Acquisition and Use**

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L.K.4a.** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

**NJSLSA.L5** Demonstrate understanding of word relationships and nuances in word meanings.

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

**NJSLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

**Unit 3: Tell Me a Story**

**Pacing: 6 Weeks**

**Unit Description:** Students explore the essential question "Why do we like stories?" They read stories from different forms of traditional literature (including folktales, fairy tales, and myths) in order to discover how each shows the theme in a different way. They learn how these stories teach us lessons or naturally occurring phenomena (*How Rabbit Got His Ears*). Students have opportunities to visualize details, make inferences, make and confirm predictions and describe the plot as they engage with the different genres. In writer's workshop, students write fictional narratives that include characters, setting, and plot. They incorporate problem and solution and make sure that their narratives have a beginning, middle, and end.

**Essential Questions:**

- Why do we like stories?
- What is the purpose of traditional tales?
- How do I write a fictional story?

Standards	Knowledge/Skills/Enduring Understandings	Evidence of Learning
<p>NJ: 2016 SLS: English Language Arts NJ: Kindergarten</p> <p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b> <b>NJSLSA.R1</b> 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. <b>RL.K.1.</b> With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how) <b>NJSLSA.R5</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <b>RL.K.5.</b> Recognize common types of</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>● Retell familiar stories, including key details.</li> <li>● Identify characters, settings, and major events in a story.</li> <li>● Identify elements of various genres of traditional tales.</li> <li>● Identify the central idea, theme, or lesson in a text.</li> <li>● Compare and contrast two versions of a traditional tale.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>● Write stories that include characters, setting, and plot.</li> <li>● Write events in order with a beginning, middle, and end.</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul> <p>Speaking and Listening</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 3 weekly tests</li> <li>● Unit 3 weekly quizzes</li> <li>● Observational checklists</li> <li>● Unit 3 Fluency Checks</li> <li>● Unit 3 Cold Reads</li> <li>● Unit 3 Progress Checkups</li> <li>● KLW charts</li> <li>● Exit slips</li> <li>● mClassProgress Monitoring Assessments</li> <li>● Unit 2 Performance-Based Assessments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 3 Test</li> <li>● Middle-of-year Assessment</li> <li>● Readers Workshop Assessments</li> <li>● Unit 3 Research Project Checklists</li> <li>● Project-Based Inquiries</li> </ul>

texts (e.g., storybooks, poems).  
**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.**  
**RL.K.9.** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  
**RL.K.10.** Actively engage in group reading activities with purpose and understanding.

**Reading: Foundational Skills**

**Print Concepts**

**RF.K.1.** Demonstrate understanding of the organization and basic features of print.  
**a.** Follow words from left to right, top to bottom, and page by page.  
**d.** Recognize and name all upper- and lowercase letters of the alphabet.

**Phonological Awareness**

**RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
**a.** Recognize and produce rhyming words.  
**b.** Count, pronounce, blend, and

- Participate in collaborative conversations.

**Enduring Understandings**

- Readers use story elements to identify common types of traditional tales, including folktales, fairy tales, and myths
- Traditional tales are cultural and can be told in different ways
- Traditional stories communicate a lesson
- Writers can write fictional stories with characters, setting and plot

- Inquiry-Based Project Rubrics and Checklists
- Unit 3 Performance-Based Assessments

**Benchmark Assessments:**

- mClass Benchmark Assessments

**Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers



segment syllables in spoken words.  
c. Blend and segment onsets and rimes of single-syllable spoken words.

### **Phonics and Word Recognition**

**RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words  
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.  
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.  
c. Read high-frequency and sight words with automaticity.

### **Writing**

**NJLSA.W3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  
**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.

### **Speaking and Listening**

### **Comprehension and Collaboration**

**NJLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on

others' ideas and expressing their own clearly and persuasively.

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

**SL.K.1.a.** Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

### Language

#### **Conventions of Standard English**

**NJLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**L.K.1c.** Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

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

**NJLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**L.K.6.** Use words and phrases acquired through conversations,

reading and being read to, and responding to texts.		
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<b>English Language Arts</b>	<b>Grade: Kindergarten</b>
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<b>Unit 4: Then and Now</b>	<b>Pacing: 6 Weeks</b>
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**Unit Description:** In this unit, students explore the essential question "What can we learn from the past?" They read narrative nonfiction and fiction texts about the past and present and make connections to personal experiences, ideas in other texts, and the larger world. Students also compare and describe how their lives might differ without modern technology. In writing, students create a detailed narrative to describe a perfect day. In addition to story elements, they practice using temporal words to signal the order of the words and provide a sense of closure.

- Essential Questions:**
- What can we learn from the past?
  - How has communication changed over time?
  - What can we learn from family traditions? Why are they important?

Standards	Knowledge/Skills/Enduring Understandings	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts NJ: Kindergarten</b></p> <p><b><u>Reading: Literature</u></b></p> <p><b>NJSLSA.R3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><b>RL.K.3.</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>Range of Reading and Level of</b></p>	<p><b>Knowledge/Skills</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>● Determine the main idea and supporting details in a text</li> <li>● Ask and answer questions</li> <li>● Draw conclusions when reading</li> <li>● Describe the connection between individuals, events, ideas, or pieces of information in a text</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>● Write a narrative detailing two or more appropriately sequenced events or experiences</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 4 weekly tests</li> <li>● Unit 4 weekly quizzes</li> <li>● Observational checklists</li> <li>● Unit 4 Fluency Checks</li> <li>● Unit 4 Cold Reads</li> <li>● Unit 4 Progress Checkups</li> <li>● KLW charts</li> <li>● Exit slips</li> <li>● mClassProgress Monitoring Assessments</li> <li>● Unit 4 Performance-Based Assessments</li> </ul>

**Text Complexity**

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

**Reading: Informational Text**

**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.

**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).

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**NJSLSA.R3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

**Integration of Knowledge and Ideas**

**NJSLSA.R7** Integrate and evaluate content presented in diverse media

- In narratives, include details about what happened or was experienced
- Use temporal words to signal order

Speaking and Listening

- Participate in collaborative conversations

Language

- Demonstrate command of the conventions of standard English capitalization, punctuation, spelling and grammar when writing

**Enduring Understandings**

- Readers can use text structure to understand narrative nonfiction.
- Readers can learn about the present by studying people and events of the past.
- Personal narratives tell a story in sequential order and include a sense of closure.

**Summative Assessments:**

- Unit 4 Test
- Readers Workshop Assessments
- Unit 4 Research Project Checklists
- Project-Based Inquiries
- Inquiry-Based Project Rubrics and Checklists
- Unit 4 Performance-Based Assessments

**Benchmark Assessments:**

- mClass Benchmark Assessments

**Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

and formats, including visually and quantitatively, as well as in words.  
**RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

**Reading: Foundational Skills**

**Phonological Awareness**

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

**a.** Recognize and produce rhyming words.

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

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

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

**Phonics and Word Recognition**

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

decoding and encoding words  
**a.** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.  
**c.** Read high-frequency and sight words with automaticity.

**Writing**

**NJLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

**Research to Build and Present Knowledge**

**NJLSA.W7** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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

**Speaking and Listening**

**Presentation of Knowledge and Ideas**

**NJLSA.SL4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are

appropriate to task, purpose, and audience.

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

**NJSLSA.SL5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

**NJSLSA.SL6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

### Language

#### **Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and

spelling when writing.

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

**Vocabulary Acquisition and Use**

**NJLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L.K.4.b.** Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

**NJLSA.L5** Demonstrate understanding of word relationships and nuances in word meanings.

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

**L.K.5d.** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**NJLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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



English Language Arts

Grade: Kindergarten

Unit 5: Outside My Door

Pacing: 6 Weeks

**Unit Description:** Kindergarteners consider the essential question "What can we learn from the weather?" The focus of this unit is informational text; students also learn about the topic of weather through poetry and drama. They study weather around the world and how plants adapt to the climate. They have opportunities to make inferences, explore text structure, and make connections between two informational texts. In writers' workshop, students write literary nonfiction pieces by composing "question and answer" books. They write introductions and conclusions and use graphics to give the reader more information about the topic.

**Essential Questions:**

- What can we learn from the weather?
- How do plants and animals survive in different climates?
- How do readers learn information about a topic across texts and multimedia?
- How can an author teach someone about a topic using a "question and answer" structure?

Standards	Knowledge/Skills/Enduring Understandings	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts NJ: Kindergarten</b></p> <p><b><u>Reading: Literature</u></b></p> <p><b>Key Ideas and Details</b>  <b>NJSLSA.R1</b> 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.  <b>RL.K.1.</b> With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)  <b>NJSLSA.R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Make connections between the text and illustrations</li> <li>• Retell key details of a text</li> <li>• Compare and contrast two texts</li> <li>• Discuss elements of poetry and drama</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Write an informational text about a topic using a question and answer structure</li> <li>• Include graphics that provide additional information</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 5 weekly tests</li> <li>• Unit 5 weekly quizzes</li> <li>• Observational checklists</li> <li>• Unit 5 Fluency Checks</li> <li>• Unit 5 Cold Reads</li> <li>• Unit 5 Progress Checkups</li> <li>• KWL charts</li> <li>• Exit slips</li> <li>• mClassProgress Monitoring Assessments</li> <li>• Unit 5 Performance-Based Assessments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 5 Test</li> <li>• End-of-year Assessment</li> <li>• Readers Workshop</li> </ul>

<p>supporting details and ideas.  <b>RL.K.2.</b> With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how)  <b>NJLSA.R3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  <b>RL.K.3.</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>Integration of Knowledge and Ideas</b>  <b>NJLSA.R7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  <b>RL.K.7.</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>Range of Reading and Level of Text Complexity</b>  <b>NJLSA.R10</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  <b>RL.K.10.</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>Reading: Informational Text</b>  <b>NJLSA.R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  <b>RI.K.2.</b> With prompting and support, identify the main topic and retell key details of a text.</p>	<p>writing.</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> <li>Participate in collaborative conversations about kindergarten topics and texts with peers and adults.</li> </ul> <p>Informational</p> <ul style="list-style-type: none"> <li>Informational text structure and text features</li> <li>Determining relevance of information</li> <li>Relationship between the text and illustrations</li> </ul> <p>Poetry and Drama</p> <ul style="list-style-type: none"> <li>Elements of poetry and drama</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Generating questions about a topic</li> <li>Using questions and answers to teach others about a topic</li> </ul> <p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>Readers can synthesize information within a text and across texts to build new understandings</li> <li>Readers can use words and graphics to learn more about a topic</li> <li>Writers generate questions about a topic that they want to learn more about</li> <li>Writers can use a question-and-answer structure to teach others about a topic</li> </ul>	<p>Assessments</p> <ul style="list-style-type: none"> <li>Unit 5 Research Project Checklists</li> <li>Project-Based Inquiries</li> <li>Inquiry-Based Project Rubrics and Checklists</li> <li>Unit 5 Performance-Based Assessments</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>mClass Benchmark Assessments</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>Student portfolios</li> <li>Observations</li> <li>Questioning</li> <li>Whiteboards / Dry erase markers</li> </ul>
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**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.

**RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**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.

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

**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.

**RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

**Reading: Foundational Skills**

**Phonological Awareness**

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

**a.** Recognize and produce rhyming words.

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

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

**Phonics and Word Recognition**

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

**a.** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

**c.** Read high-frequency and sight words with automaticity.

**Writing**

**Text Types and Purposes**

**NJLSA.W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**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...).

**NJLSA.W2** Write informative/explanatory texts to

examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**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.

**NJSLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

**NJSLSA.W6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Research to Build and Present Knowledge**

**NJSLSA.W7** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

**SL.K.1b.** Continue a conversation through multiple exchanges.

**NJSLSA.SL3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

**NJSLSA.SL5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

**Language**

**Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**L.K.1f.** Produce and expand

complete sentences in shared language activities.

**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

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

**Vocabulary Acquisition and Use**

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

**L.K.4a.** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

**L.K.4.b.** Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

**NJSLSA.L5** Demonstrate understanding of word relationships and nuances in word meanings.

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

<p><b>L.K.5b.</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p><b>NJSLSA.L6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p><b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
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<b>Appendix A</b>	<b>Core Instructional &amp; Supplemental Materials</b>	Grade: Kindergarten
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| <p><b>Savvas Teacher’s Resources:</b></p> <ul style="list-style-type: none"> <li>● Savvas Teacher’s Manual</li> <li>● Reading Routines Companion</li> <li>● Anchor charts (online and in student consumables)</li> <li>● Dual Language Educator’s Implementation Guide</li> <li>● Reading Routines Companion</li> <li>● Small Group Professional Development Guide</li> <li>● Language Awareness Handbook</li> <li>● myFocus Intervention Teacher’s Guide</li> <li>● Assessment Guide</li> </ul> <p><b>Savvas Student Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Student Interactive and Big Book Collection</li> <li>● Trade Book Read Alouds</li> <li>● ABC Rhyme Time and Songs and Poems Big Books</li> <li>● Trade Books</li> </ul> |
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- Leveled Content Readers
- Reading Routines Companion
- Decodable stories
- Decodable readers
- High frequency word cards
- Letter tiles
- Picture word cards
- Alphabet cards
- Kindergarten Letter Recognition Unit
- Songs and Poems Big Books
- Unit 1 Trade Books

**Materials Outside of the Savvas Reading Program:**

- RAZ-Plus online library and materials
- Epic Books
- Brain Pop Jr.

Appendix B	Technology Integration		Grade: Kindergarten
Standards			
	<p><b>Promethean Board:</b></p> <ul style="list-style-type: none"> <li>● Savvas digital access to display materials</li> <li>● Epic Books</li> <li>● Brain Pop Jr</li> <li>● RAZ-Plus</li> </ul> <p><b>Chromebooks:</b></p> <ul style="list-style-type: none"> <li>● Online Access to the Kindergarten Leveled Library</li> <li>● Unit videos</li> <li>● Digital games</li> <li>● Kids A-Z</li> <li>● Epic Books</li> <li>● Brain pop Jr</li> </ul>		

Appendix C	Interdisciplinary Connections		Grade: Kindergarten
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### Social Studies and Science Interdisciplinary Connections:

#### Project-Based Inquiries

Unit 1, Week 6: Research art and history museums. Write or draw about which kind of museum is better.

Unit 2, Week 6: Research pets, write or draw about a pet's needs

Unit 3, Week 6: Research a story. Write or draw about why people should read this story.

Unit 4, Week 6: Interview an older family member about what life was like when he/she was a child. Write or draw about this person and present the information.

Unit 5, Week 6: Research a favorite season or type of weather. Write a persuasive song or poem about it.

#### Career Readiness, Life Literacies, and Key Skills: TREP\$

TREP\$ is a 6 week educational program which empowers children by providing an engaging project-based learning experience which creatively integrates entrepreneurship education with the authentic opportunity to apply business, academic, and life skills. The benefits of teaching entrepreneurship using TREP\$ are far-reaching. Children who participate in TREP\$ provides a feeling of empowerment and confidence that comes with starting a business. During the workshops, the classroom takes on a professional environment as students are encouraged to develop leadership skills, practice critical thinking, solve problems creatively, demonstrate economic concepts, become risk takers, learn from the business community, and begin planning their own businesses. TREP\$ is a situation where it is possible for all students to succeed. TREP\$ rewards those students with passion, determination, and a strong work ethic to become entrepreneurs.

#### Interdisciplinary Links

BrainPop Jr.: <https://jr.brainpop.com/>

Epic Books: <https://www.getepic.com/>

Appendix D	Career Education Integration	Grade: Kindergarten
<b>Standards</b>		
<b>9.1.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways including regular payments, tips, commissions, and benefits.	<b>Exploration:</b> Students can roleplay different careers through pretend play such as being a teacher, fireman, farmer, or policeman. Students listen to read-alouds that describe aspects of different careers such as <i>Officer Buckle</i> , <i>Election Day</i> , and <i>A Seed Grows</i> . Students take turns having different classroom "jobs" such as line leader, lunch counter, timekeeper, materials distributor, publisher, editor, and weatherman for which they have specific duties and must take responsibility.	

## Pacing Guide

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
Unit 1: Weeks 1-6 Unit 2: Weeks 1-4	Unit 2: Weeks 5-6 Unit 3: Weeks 1-6 Unit 4: Weeks 1-2	Unit 4 Weeks 3-6 Unit 5 Weeks 1-6

## English Language Arts

Grade # 1

### Unit 1: My Neighborhood

Pacing: 6 Weeks

**Unit Description:** In this introductory unit, students read to answer the question: "What is a neighborhood?" Since this is the beginning of the year, students are introduced to the routines and materials of first-grade readers' and writers' workshops. They practice listening to others, taking turns to speak, and building on others' ideas. Students read a variety of texts to learn about the things that they can see and do in their neighborhood. With adult assistance, they establish a purpose for reading assigned and self-selected texts. They learn that reading several texts on the same topic is important because each author gives different information. Students explore the characteristics of fiction and non-fiction books and practice incorporating these into their own writing. At the end of the unit, students make a map of their neighborhood.

#### Essential Questions:

- What is a neighborhood?
- What do readers do in reading workshop?
- What do writers do in writing workshop?

Standards	Knowledge/Skills/Enduring Understandings	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts, Grade 1</b></p> <p><b><u>Reading: Literature</u></b></p> <p><b>Key Ideas and Details:</b>  <b>NJLSA.R1</b> 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</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p>Realistic Fiction</p> <ul style="list-style-type: none"> <li>● Describe characters In realistic fiction to better understand them.</li> <li>● Describe the setting to understand important elements of realistic fiction.</li> </ul> <p>Informational Text</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 1, weekly tests</li> <li>● Unit 1 weekly quizzes</li> <li>● Observational checklists</li> <li>● Fluency Checks and Running Records</li> <li>● Unit 1 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> </ul>

conclusions drawn from the text.

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

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**NJSLSA.R3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**RL.1.3.** Describe characters, settings, and major event(s) in a story, using key details

#### **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.

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

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

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

#### **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.

**RL.1.7.** Use illustrations and details in a story to describe its characters,

- Use text features to find out more information about an informational text.

#### Procedural Text:

- Use text features to learn how to perform the task in the procedural text.

#### **Skills**

#### Reading:

- Describe characters and setting
- Find graphics in a nonfiction text
- Use text evidence about characters and text features.
- Ask and answer questions about characters and setting.
- visualize details about characters
- Correct and confirm predictions about text features.

#### Phonics

- Decode words with all short vowel sounds.
- Decode words with all short vowels
- Segment and blend phonemes
- Decode words with consonants /m/, /s/, /t/, /c/, /p/, /n/, /f/, /b/, /g/, /d/, /l/, /h/, /r/, /w/, /j/, /k/, /qu/, /v/, /y/, /z/
- Decode high frequency words: a, I, is, his, see, we, like, the, one, do, look, you, was, by, are, have, they, that, two, up, he, as, to, with, three, where, here, for, me go

#### Grammar

- Identify nouns
- Identify present tense verbs
- Identify and write simple sentences
- Identify adjectives and articles
- identify nouns, verbs, and adjectives in a sentence Identify nouns, verbs, and adjectives in a sentence.

#### Writing:

- Explore and apply what good writers do.

- Unit 1 Progress Checkups
- KLW charts
- Exit slips
- mClassProgress Monitoring Assessments

#### **Summative Assessments:**

- Orton-Gillingham Level 1 Initial Phonics Assessment
- Baseline Test
- Beginning-of-year Assessment
- Unit 1 Test
- Fluency Checks and Running Records
- Unit 1 Research Project Checklists

#### **Benchmark Assessments:**

- mClass Benchmark Assessments
- Fluency Checks and Running Records

#### **Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

setting, or events

**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.

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

**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.

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

**Reading: Informational Text**

**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.

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

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**NJSLSA.R3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**RI.1.3.** Describe the connection

- Explore and apply digital tools.
- Explore and apply features of nonfiction books.
- Explore adding details to illustrations and words.
- Choose a book to publish.

Language:

- Demonstrate command of the conventions of standard English capitalization, punctuation, grammar, and spelling when writing

**Enduring Understandings**

- Readers know how to select books from different genres at their just-right level.
- Readers discuss their books with others to gain a deeper understanding.
- Readers use text features and graphics to find information.
- Writers can communicate knowledge to others through an informational piece.

between two individuals, events, ideas, or pieces of information in a text.

**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.

**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.

**NJLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

**RI.1.6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### **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.

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

### **Reading: Foundational Skills**

#### **Print Concepts**

**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).

**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

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

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

**Phonics and Word Recognition**

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

**a.** Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

**b.** Decode regularly spelled one-syllable words.

**g.** Recognize and read grade-appropriate irregularly spelled words.

**Fluency**

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

**a.** Read grade-level text with purpose and understanding.

**Writing**

**Text Types and Purposes**

**NJLSA.W 1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**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.

**NJSLSA.W 5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**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.

**NJSLSA.W 6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

### **Research to Build and Present Knowledge**

**NJSLSA.W 7** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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

**NJSLSA.W 8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and



integrate the information while avoiding plagiarism.

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

### **Speaking and Listening**

#### **Comprehension and Collaboration**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

#### **Presentation of Knowledge and Ideas**

**NJSLSA.SL4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

**NJSLSA.SL5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

**NJSLSA.SL6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

### Language

#### **Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and

spelling when writing.

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

**Vocabulary Acquisition and Use**

**NJLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**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.

**NJLSA.L5** Demonstrate understanding of word relationships and nuances in word meanings.

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

**L.1.5a.** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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

**NJLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or

<p>expression.  <b>L.1.6.</b> 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>		
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<b>English Language Arts</b>	<b>Grade # 1</b>
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	<b>Unit 2: I Spy</b>	<b>Pacing: 6 Weeks</b>
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**Unit Description:** Students read informational texts to answer the essential question "How do living things grow and change?" They read self-selected texts in various genres (including informational texts) for longer periods. They ask questions about organisms, objects, and events observed in the natural world. Students learn about the characteristics of informational books. During a writing project, they select a topic and use what they know about informational texts to write a main idea for their own informational text. Students add details and use correct capitalization and subject-verb agreement.

- Essential Questions:**
- How do living things grow and change?
  - How can you learn about the world by reading informational texts?
  - How do authors share information with others?

Standards	Knowledge/Skills/Enduring Understandings	Evidence of Learning
<p>NJ: 2016 SLS: English Language Arts, Grade 1</p> <p><u>Reading: Literature</u></p> <p><b>Key Ideas and Details:</b>  <b>NJSLSA.R1</b> Read closely to</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p>Informational Text</p> <ul style="list-style-type: none"> <li>● Identify the main idea to understand informational text.</li> <li>● Use informational text structures to make inferences from a</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 2 weekly tests</li> <li>● Unit 2 weekly quizzes</li> <li>● Observational checklists</li> <li>● Fluency Checks and Running Records</li> </ul>

<p>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.</p> <p><b>RL.1.1.</b> Ask and answer questions about key details in a text.</p> <p><b>NJSLSA.R3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><b>RL.1.3.</b> Describe characters, settings, and major event(s) in a story, using key details</p> <p><b>Craft and Structure</b></p> <p><b>NJSLSA.R4</b> 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.</p> <p><b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>NJSLSA.R5.</b> 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.</p> <p><b>RL.1.5.</b> 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><b>NJSLSA.R6.</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>RL.1.6.</b> Identify who is telling the story at various points in a text.</p>	<p>text.</p> <ul style="list-style-type: none"> <li>● Read informational text to explore the author's purpose for writing.</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>● Describe elements of poetry to create new understandings.</li> </ul> <p>Drama</p> <ul style="list-style-type: none"> <li>● Identify the elements of plays and what makes them unique.</li> </ul> <p style="text-align: center;"><b>Skills</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>● Find the main idea and important details in informational texts.</li> <li>● Identify text structure of informational texts</li> <li>● Make inferences when reading information texts.</li> <li>● Identify author's purpose in informational texts.</li> <li>● Ask and answer questions in informational texts.</li> <li>● Describe elements of poetry.</li> <li>● Create new understandings when reading poetry.</li> <li>● Find elements in drama.</li> <li>● Make inferences when reading drama.</li> </ul> <p>Phonics</p> <ul style="list-style-type: none"> <li>● Decode words with digraphs /ck/, /sh/, /th/</li> <li>● Decode words with inflectional ending -s, -ing</li> <li>● Decode words with long /a/ sound spelled VCe</li> <li>● Decode high frequency words: help, little, Come, my, saw, walk, she, what, take, jump, this, use, from, think, blue, goes, make, her, too, all, four, five, ride, your, parts, know, many, after, into, don't.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Identify and review the following types of sentences: simple,</li> </ul>	<ul style="list-style-type: none"> <li>● Unit 2 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>● Unit 2 Progress Checkups</li> <li>● KLW charts</li> <li>● Exit slips</li> <li>● mClassProgress Monitoring Assessments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 2 Test</li> <li>● Fluency Checks and Running Records</li> <li>● Unit 2 Research Project Checklists</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● mClass Benchmark Assessments</li> <li>● Fluency Checks and Running Records</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Student portfolios</li> <li>● Observations</li> <li>● Questioning</li> <li>● Whiteboards / Dry erase markers</li> </ul>
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<p><b>Integration of Knowledge and Ideas</b>  <b>NJSLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  <b>RL.1.7.</b> Use illustrations and details in a story to describe its characters, setting, or events</p> <p><b>Range of Reading and Level of Text Complexity</b>  <b>NJSLSA.R10</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  <b>RL.1.10.</b> With prompting and support, read and comprehend stories and poetry at grade level text complexity or above</p> <p><b><u>Reading: Informational Text</u></b></p> <p><b>Range of Reading and Level of Text Complexity</b>  <b>NJSLSA.R10</b> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  <b>RI.1.10.</b> With prompting and support, read informational texts at grade level text complexity or above</p> <p><b><u>Reading: Foundational Skills</u></b></p> <p><b>Phonological Awareness</b>  <b>RF.1.2.</b> 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</p>	<p>declarative, interrogative, exclamatory, imperative</p> <p>Writing:</p> <ul style="list-style-type: none"> <li>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> </ul> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> <li>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults.</li> </ul> <p>Language:</p> <ul style="list-style-type: none"> <li>Use correct capitalization and subject-verb agreement.</li> </ul> <p>Speaking and Listening</p> <ul style="list-style-type: none"> <li>Use nouns correctly when speaking.</li> </ul> <p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>Readers use informational texts to learn about the natural world.</li> <li>Readers synthesize information to create new understandings</li> <li>Writers add details to support their main idea.</li> <li>Writers use explanatory/informational writing to convey knowledge to an audience.</li> </ul>	
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syllables in a printed word  
**a.** Distinguish long from short vowel sounds in spoken single-syllable words.  
**b.** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
**c.** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**Phonics and Word Recognition**

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

- a.** Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- c.** Know final -e and common vowel team conventions for representing long vowel sounds.
- f.** Read words with inflectional endings.
- g.** Recognize and read grade-appropriate irregularly spelled words.

**Fluency**

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

- a.** Read grade-level text with purpose and understanding.

**Writing**

**Text Types and Purposes**

**NJSLSA.W 1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and

sufficient evidence.

**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.

**NJSLSA.W 2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**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.

**NJSLSA.W 5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**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.

**NJSLSA.W 6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

**Research to Build and Present Knowledge**

**NJSLSA.W 7** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused



questions, demonstrating understanding of the subject under investigation.

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

**NJSLSA.W 8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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

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

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

**SL.1.1c.** Ask questions to clear up

any confusion about the topics and texts under discussion.

**NJSLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

### Language

#### **Vocabulary Acquisition and Use**

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

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

**b.** Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

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

#### **Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**NJLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

**Vocabulary Acquisition and Use**

**NJLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**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.

**NJLSA.L5** Demonstrate understanding of word relationships and nuances in word meanings.

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

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

**L.1.5d.** Distinguish shades of meaning among verbs differing in

<p>manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p><b>NJSLSA.L6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p><b>L.1.6.</b> 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.)</p>		
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English Language Arts		Grade # 1
	<b>Unit 3: Imagine That</b>	<b>Pacing: 6 Weeks</b>
<p><b>Unit Description:</b> In this unit, students read to explore the essential question, "How do people use their imaginations?" Students learn to recognize the characteristics of prose, poetry, informational texts, and multimedia/digital texts. With adult support, they establish a purpose for reading assigned and self-selected texts. Students will read fables and folktales throughout the unit to learn about story elements specific to these genres. In addition, they will determine the lesson that can be learned. In writing, students study how poets use sensory language and imagery to create vivid descriptions, and then write their own poems incorporating these elements. They explore word choice and review their work for correct usage of pronouns (he, she, him, her). They also practice incorporating adverbs that convey time (always, later, soon).</p>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can we use our imaginations?</li> <li>• What are the elements of traditional stories?</li> </ul>		

- How do I write a poem?

Standards	Knowledge/Skills/Enduring Understandings	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts, Grade 1</b></p> <p><b><u>Reading: Literature</u></b></p> <p><b>Key Ideas and Details:</b>  <b>NJLSA.R1</b> 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.  <b>RL.1.1.</b> Ask and answer questions about key details in a text.  <b>NJLSA.R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  <b>RL.1.2.</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.  <b>NJLSA.R3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  <b>RL.1.3.</b> Describe characters, settings, and major event(s) in a story, using key details</p> <p><b>Craft and Structure</b>  <b>NJLSA.R4</b> 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.</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p>Fables and Folktales</p> <ul style="list-style-type: none"> <li>• Describe the plot to make, correct, and confirm predictions about a story.</li> <li>• discuss the author's purpose in order to make connections.</li> <li>• Describe plot and setting to help visualize details of a story.</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>• Describe elements of poetry to make connections to other poems.</li> </ul> <p>Persuasive Text</p> <ul style="list-style-type: none"> <li>• Identify persuasive text and make connections between the text and personal experiences.</li> </ul> <p style="text-align: center;"><b>Skills</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Identify words and phrases in poems that suggest feelings or appeal to the senses</li> <li>• Retell stories and demonstrate understanding of their central message or lesson</li> <li>• Identify characteristics of folktales and fairy tales</li> <li>• Read Unit 3 texts fluently after repeated practice</li> </ul> <p>Phonics</p> <ul style="list-style-type: none"> <li>• Segment and blend phonemes</li> <li>• Decode words with digraphs /wh/, /ch/, /ph/</li> <li>• Decode words with trigraph /tch/</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 3 weekly tests</li> <li>• Unit 3 weekly quizzes</li> <li>• Observational checklists</li> <li>• Fluency Checks and Running Records</li> <li>• Unit 3 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>• Unit 3 Progress Checkups</li> <li>• KLW charts</li> <li>• Exit slips</li> <li>• mClassProgress Monitoring Assessments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 3 Test</li> <li>• Fluency Checks and Running Records</li> <li>• Unit 3 Research Project Checklists</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Orton-Gillingham Level 1 Midterm Phonics Assessment</li> <li>• mClass Benchmark Assessments</li> <li>• Middle-of-year Assessment</li> <li>• Fluency Checks and Running Records</li> </ul> <p><b>Alternative Assessments:</b></p>

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

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

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

**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.

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

**Range of Reading and Level of Text Complexity**

**NJSLSA.R.10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

**Reading: Informational Text**

**Range of Reading and Level of Text Complexity**

**NJSLSA.R.10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.1.10.** With prompting and support, read informational texts at grade level text complexity or above.

- Decode words with contraction s
- Decode words long /o/: spelled o-e
- Decode words with long u and long e
- Decode words with long e spelled e and ee
- Decode words with inflectional -ed ending
- Decode words with the vowel sounds of /y/
- Decode words with syllable pattern VCCV
- Decode consonant patterns /ng/, /nk/
- Decode words with open syllables
- Decode high frequency words: round, good, said, no, put, could, be, old, why, of, or, live, work, who, out, there, down, drink, now, together, grow, full, around, find, under, eat, play, so, there, some

**Grammar**

- Identify and use correctly the following types of nouns: singular, plural, common, proper, and pronouns.
- Capitalization of I and proper nouns
- Pronouns I & me

**Writing**

- Write narratives in prose and poetry form
- Generate ideas for writing
- Use the five senses to appeal to word choice
- Develop elements of poetry writing
- Develop the structure of poetry writing.
- Apply writer's craft and conventions of language to develop and write poetry.
- Publish, create, and assess poetry writing

**Language**

- Demonstrate command of the conventions of standard English grammar and usage (focus: correct usage of pronouns; adverbs that convey time)

**Speaking and Listening**

- Ask and answer questions about key details in a text read

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

**Reading: Foundational Skills**

**Print Concepts**

**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).

**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.

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

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

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

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

**Phonics and Word Recognition**

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

**a.** Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

**b.** Decode regularly spelled one-syllable words.

aloud or information presented orally or through other media

**Enduring Understandings**

- Readers use story elements to identify common types of stories, including folktales and fables
- Readers know that traditional stories often communicate a lesson
- Writers compose poems using sensory language and imagery

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

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

e. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

### **Fluency**

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

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

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

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

### **Writing**

### **Speaking and Listening**

### **Comprehension and Collaboration**

**NJLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

a. Follow agreed-upon norms for discussions (e.g., listening to others



with care, speaking one at a time about the topics and texts under discussion).

- b.** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c.** Ask questions to clear up any confusion about the topics and texts under discussion.

**Language**

**Vocabulary Acquisition and Use**  
**NJLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

- a.** Use sentence-level context as a clue to the meaning of a word or phrase.
- b.** Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- c.** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**Vocabulary Acquisition and Use**  
**NJLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.  
**L.1.5.** With guidance and support from adults, demonstrate

<p>understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>a.</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p><b>b.</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p><b>c.</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><b>d.</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings</p> <p><b>L.1.6.</b> 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>		
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<b>English Language Arts</b>		<b>Grade # 1</b>
	<b>Unit 4: Making History</b>	<b>Pacing: 6 weeks</b>
<p><b>Unit Description:</b> In this unit, students explore the essential question "Why is the past important?" Students read to learn about people and events from the past. Through exploring a range of complex nonfiction, digital and multimedia texts, they identify the contributions of historical figures that influenced the communities, states and our nation. In writing, students create a personal narrative to detail a sequence of events that</p>		

occurred in their lives. They explore and compose pieces that include the story elements of characters, setting, plot, problem and solution; students include temporal words to signal order and provide a sense of closure to the writing.

**Essential Question:**

- Why is the past important?
- Why do we read about people from the past?
- How do writers tell a personal story with a clear beginning, middle and end?

Standards	Knowledge/Skills/Enduring Understandings	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts, Grade 1</b></p> <p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details:</b>  <b>NJLSA.R1</b> 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.  <b>RL.1.1.</b> Ask and answer questions about key details in a text.  <b>NJLSA.R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  <b>RL.1.2.</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.  <b>NJLSA.R3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  <b>RL.1.3.</b> Describe characters, settings, and major event(s) in a story, using key details.</p> <p><b>Craft and Structure</b></p>	<p style="text-align: center;"><b>Knowledge</b></p> <p>Biographies</p> <ul style="list-style-type: none"> <li>• Describe connections from the text to other texts or personal experiences.</li> <li>• Use text structure to learn more about the life of who the biography is about.</li> <li>• Identify the main idea of the text to determine what it is mainly about</li> </ul> <p>Historical Fiction</p> <ul style="list-style-type: none"> <li>• Determine the theme and topic of the text to better understand it.</li> </ul> <p>Personal Narrative</p> <ul style="list-style-type: none"> <li>• Elements of narrative writing: characters, setting, plot, problem and solution</li> <li>• Sequencing events</li> </ul> <p style="text-align: center;"><b>Skills</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Compare and contrast individuals, events, ideas, or pieces of information in a text</li> <li>• Identify basic similarities in and differences across <i>two texts on the same topic</i> (e.g., in illustrations, descriptions, or</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 4 Weekly Tests</li> <li>• Unit 4 weekly quizzes</li> <li>• Observational checklists</li> <li>• Fluency Checks and Running Records</li> <li>• Unit 4 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>• Unit 4 Progress Checkups</li> <li>• KLW charts</li> <li>• Exit slips</li> <li>• mClassProgress Monitoring Assessments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 4 Test</li> <li>• Fluency Checks and Running Records</li> <li>• Unit 4 Research Project Checklists</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• mClass Benchmark Assessments</li> <li>• Fluency Checks and Running Records</li> </ul>

**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.

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

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

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

#### **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.

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

#### **Range of Reading and Level of Text Complexity**

**NJSLSA.R.10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

#### **Reading: Informational Text**

#### **Integration of Knowledge and Ideas**

**NJSLSA.R9.** Analyze and reflect on how two or more texts address

procedures)

- Read Unit4 texts fluently after repeated practice

#### Phonics

- Segment and blend phonemes
- Decode words with r-controlled vowels: /or/, /ore/, /ar/, /er/, /ir/, /ur/
- Decode words with inflectional endings -es, -ing, -ed
- Decode words with comparative endings
- Decode words with trigraph /dge/
- Decode words with diphthongs: /ou/, /ow/, /oi/, /ou/
- Decode words with vowel digraphs: /ai/, /ay/, /ea/
- Decode high frequency words: new, thank, always, found, please, were, pull, every, any, very, away, our, light, never, pretty, again, how, read, soon, both, carry, going, ben, words, does, other, right, may, give, number.

#### Grammar

- Identify and use correctly action words (verbs)
- Identify and use the correct past and future verb tense.
- Identify compound sentences

#### Writing

- Write a narrative detailing two or more appropriately sequenced events or experiences
  - include details about what happened or was experienced
  - Use temporal words to signal order
  - provide some sense of closure.

#### Language

- Demonstrate command of the conventions of standard English capitalization, punctuation, spelling, and grammar when writing

#### Speaking and Listening

- Ask and answer questions about key details in a text read

#### **Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

**Range of Reading and Level of Text Complexity**

**NJSLSA.R.10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.1.10.** With prompting and support, read informational texts at grade level text complexity or above.

**Reading: Foundational Skills**

**Print Concepts**

**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).

**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.

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

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

aloud or information presented orally or through other media

**Enduring Understandings**

- Readers can use text structure to understand biographies and historical fiction.
- Readers can learn about the present by studying people and events of the past.
- Personal narratives have unique characteristics.

blends.

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

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

**Phonics and Word Recognition**

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

**a.** Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

**b.** Decode regularly spelled one-syllable words.

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

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

**e.** Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

**Fluency**

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

**a.** Read grade-level text with purpose and understanding.

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

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

**Writing**

**Product and Distribution of Writing**

**NJLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**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.

**Research to Build and Present Knowledge**

**NJLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

**Speaking and Listening**

**Comprehension and Collaboration**

**NJLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.

**NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented

**NJSLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. orally or through other media.

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

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

**Presentation of Knowledge and Ideas**



**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

**NJSLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

**Comprehension and Collaboration**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

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

**Language**

**Vocabulary Acquisition and Use**

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**Vocabulary Acquisition and Use**

**NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.

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

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

<p>large cat with stripes).</p> <p><b>c.</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><b>d.</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings</p> <p><b>L.1.6.</b> 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>		
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English Language Arts		Grade # 1
	<b>Unit 5: Beyond My World</b>	<b>Pacing: 6 Weeks</b>
<p><b>Unit Description:</b> Students will explore the essential question "How do the seasons affect us?" They will read multiple texts about the seasons in order to learn what the different seasons are and the characteristics of each. They will explore different text structures including chronological and descriptive and will retell key details that relate to the topic . In writing, students will explore and learn the characteristics of procedural books in order to write their own "how-to" book. They will use instructions, steps and illustrations to make the process clear to the reader.</p>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How can we learn about the seasons and how they affect us?</li> <li>● How can I learn information about a topic across texts and multimedia?</li> <li>● What are the characteristics of procedural (how-to) texts?</li> <li>● How can I teach someone how to do something using instructions and steps?</li> </ul>		

Standards	Knowledge/Skills/Enduring Understandings	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts, Grade 1</b></p> <p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details:</b>  <b>NJLSA.R1</b> 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.  <b>RL.1.1.</b> Ask and answer questions about key details in a text.  <b>NJLSA.R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  <b>RL.1.2.</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.  <b>NJLSA.R3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  <b>RL.1.3.</b> Describe characters, settings, and major event(s) in a story, using key details</p> <p><b>Craft and Structure</b>  <b>NJLSA.R4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  <b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p>Informational</p> <ul style="list-style-type: none"> <li>● Use text structure to learn more about the different seasons.</li> <li>● Use text features to locate more information about Seasons around the world.</li> <li>● Use pictures and text to learn about what the season of winter looks like.</li> </ul> <p>Persuasive</p> <ul style="list-style-type: none"> <li>● Recognize the features of persuasive text in order to identify it.</li> </ul> <p>Fiction</p> <ul style="list-style-type: none"> <li>● Determine the theme of the text to determine what it is mainly about.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>● Generating ideas</li> <li>● Using instructions and steps in a process</li> <li>● Exploring graphics and text features</li> </ul> <p style="text-align: center;"><b>Skills</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>● Analyze the structure of texts</li> <li>● Know and use various text features</li> <li>● Use the illustrations and details in a text to describe its key ideas</li> <li>● Retell stories and demonstrate understanding of their central message or lesson</li> <li>● Read Unit 5 texts fluently after repeated practice</li> </ul> <p>Phonics</p> <ul style="list-style-type: none"> <li>● Segment and blend phonemes</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 5 weekly tests</li> <li>● Unit 5 weekly quizzes</li> <li>● Observational checklists</li> <li>● Fluency Checks and Running Records</li> <li>● Unit 5 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>● Unit 5 Progress Checkups</li> <li>● KLW charts</li> <li>● Exit slips</li> <li>● mClassProgress Monitoring Assessments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Orton-Gillingham Level 1 Final Phonics Assessment</li> <li>● Unit 5 Test</li> <li>● End-of-Year Test</li> <li>● Fluency Checks and Running Records</li> <li>● Unit 5 Research Project Checklists</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● mClass Benchmark Assessments</li> <li>● Fluency Checks and Running Records</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Student portfolios</li> <li>● Observations</li> <li>● Questioning</li> <li>● Whiteboards / Dry erase marker</li> </ul>

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

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  
**RL.1.10.** With prompting and support, read and comprehend stories and poetry at grade level text complexity or above

**Reading: Informational Text**

**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.  
**RI.1.1.** Ask and answer questions about key details in a text.  
**RI.1.2.** Identify the main topic and retell key details of a text.  
**RI.1.3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text

**Craft and Structure**

- Decode words with long o spelled /oa/, /ow/, /oe/
- Decode words with long i spelled /igh
- Decode and write consonant blends and trigraphs
- Decode and write words with suffixes: -ly, -ful, -er, -or
- Decode words with vowel teams /ue/, /ew/, /ui/, /oo/, /ou/
- Decode words with prefixes re- and un-
- Decode words with open and closed syllables
- Decode high frequency words: would, buy, people, about, write, once, done, water, wash, upon, sentence, off, because, laugh, open, move, learn, eight, house, only, today, warm, years, should, world, mother, father, another, through, picture

Grammar

- Identify adverbs
- Identify transitions and conjunctions
- Use prepositions and prepositional phrases correctly
- Identify the proper comma placement in dates and sentences

Writing

- Write informative/explanatory how-to books
- Name a topic and supply facts/steps about the topic

Language

- Demonstrate command of the conventions of standard English grammar and usage

Speaking and Listening

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

**Enduring Understandings**

- Readers can correct and confirm predictions while reading.
- Readers can learn more about a topic by reading, comparing and contrasting, and gathering information from multiple texts.
- Writers can use steps and illustrations to explain a process.
- Writers can use procedural (how-to) texts to teach people.

**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.

**RI.1.4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**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

**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.

**NJLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**RI.1.6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

#### **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.

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

**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.

**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

**NJLSA.R.9.** 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.

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

**Range of Reading and Level of Text Complexity**

**NJLSA.R.10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.1.10.** With prompting and support, read informational texts at grade level text complexity or above.

**Reading: Foundational Skills**

**Print Concepts**

**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).

**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.

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Phonics and Word Recognition**

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

- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

**Fluency**

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and



understanding, rereading as necessary.

### **Writing**

#### **Text Types and Purposes**

**NJLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**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.

**NJLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**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.

**NJLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**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.

#### **Production and Distribution of Writing**

**NJLSA.W5.** Develop and

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

**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.

**NJLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

**Research to Build and Present Knowledge**

**NJLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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

**NJLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

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

**NJSLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

**NJSLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**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**

**NJSLSA.SL4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

**NJSLSA.SL5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

**NJSLSA.SL6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

**Language**

**Conventions of Standard English**

**NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

a. Print all upper- and lowercase letters.

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

f. Use frequently occurring adjectives.

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

i. Use frequently occurring prepositions (e.g., during, beyond, toward).

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

**NJSLSA.L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize dates and names of people.

b. Use end punctuation for sentences.

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

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

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

**Vocabulary Acquisition and Use**

**NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing

meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

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

**b.** Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

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

**NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.

**a.** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

**b.** Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

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

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or

expression.

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

## Appendix A

## Core Instructional & Supplemental Materials

Grade 1

### Savvas Teacher's Resources:

- Savvas Teacher's Manual
- Reading Routines Companion
- Anchor charts (online and in student consumables)
- Dual Language Educator's Implementation Guide
- Reading Routines Companion
- Small Group Professional Development Guide
- Language Awareness Handbook
- myFocus Intervention Teacher's Guide
- Assessment Guide

### Savvas Student Learning Resources:

- Student Interactive
- Trade Book Read Alouds
- Unit Trade Books
- Leveled Content Readers
- Weekly texts found in student consumables
- myFocus Reader
- Decodable stories
- Decodable readers
- High frequency word cards
- Letter tiles
- Picture word cards
- Alphabet cards
- Sound spelling cards
- Songs and Poems Big Books
- Unit Trade Books

**Materials Outside of the Savvas Reading Program:**

- RAZ-Plus online library and materials
- Epic Books
- Brain Pop Jr.

**Appendix B Technology Integration Grade 1**

Standards	
<p><b>NJ: 2020 SLS: Computer Science &amp; Design Thinking</b> <b>NJ: End of Grade 2</b> <b>8.2 Design Thinking: Interaction of Technology and Humans</b> Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life. <b>8.2.2.ITH.4:</b> Identify how various tools reduce work and improve daily tasks. <b>8.2.2.ITH.5:</b> Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution. <b>8.2 Design Thinking: Ethics &amp; Culture</b> The availability of technology for essential tasks varies in different parts of the world. <b>8.2.2.EC.1:</b> Identify and compare technology used in different schools, communities, regions, and parts of the world.</p>	<p><b>Promethean Board:</b></p> <ul style="list-style-type: none"><li>● Savvas digital access to display materials</li><li>● Epic Books</li><li>● Brain Pop Jr</li><li>● RAZ-Plus</li><li>●</li></ul> <p><b>Chromebooks:</b></p> <ul style="list-style-type: none"><li>● Online Access to the Grade 1 Leveled Library</li><li>● Unit videos</li><li>● Digital games</li><li>● Kids A-Z</li><li>● Epic Books</li><li>● Brain pop Jr</li></ul>

**Appendix C Interdisciplinary Connections Grade 1**



**Social Studies and Science Interdisciplinary Connections:  
Project-Based Inquiries**

Unit 1, Week 6: Research a neighborhood worker. Write an informational text.

Unit 2, Week 6: Research zoo animals. Write an opinion letter to a zookeeper.

Unit 4, Week 6: Interview an older person in your community. Write an informational essay.

Unit 5, Week 6: Research the best season. Write a persuasive play.

**Career Readiness, Life Literacies, and Key Skills: TREP\$**

TREP\$ is a 6 week educational program which empowers children by providing an engaging project-based learning experience which creatively integrates entrepreneurship education with the authentic opportunity to apply business, academic, and life skills. The benefits of teaching entrepreneurship using TREP\$ are far-reaching. Children who participate in TREP\$ provides a feeling of empowerment and confidence that comes with starting a business. During the workshops, the classroom takes on a professional environment as students are encouraged to develop leadership skills, practice critical thinking, solve problems creatively, demonstrate economic concepts, become risk takers, learn from the business community, and begin planning their own businesses. TREP\$ is a situation where it is possible for all students to succeed. TREP\$ rewards those students with passion, determination, and a strong work ethic to become entrepreneurs.

**Interdisciplinary Links**

BrainPop Jr.: <https://jr.brainpop.com/>

Epic Books: <https://www.getepic.com/>

Appendix D	Career Education Integration	Grade 1
<b>Standards</b>		
<p><b>9.1.2.CR.1:</b> Recognize ways to volunteer in the classroom, school and community</p> <p><b>9.1.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways including regular payments, tips, commissions, and benefits.</p>	<p><b>Exploration:</b> Students can roleplay different careers through pretend play such as being a teacher, fireman, or policeman. Students listen to read-alouds that describe aspects of different careers such as <i>Community Helpers A-Z</i>. Students take turns having different classroom “jobs” such as line leader, lunch counter, timekeeper, materials distributor, publisher, editor, and weatherman for which they have specific duties and must take responsibility.</p>	

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
Unit 1: Weeks 1-6 Unit 2: Weeks 1-4	Unit 2: Weeks 5-6 Unit 3: Weeks 1-6 Unit 4: Weeks 1-2	Unit 4 Weeks 3-6 Unit 5 Weeks 1-6

English Language Arts		Grade # 2
	Unit 1: You are Here	Pacing: 6 Weeks

**Unit Description:** In this introductory unit, students read to answer the essential question: "How do different places affect us?" They think about what it means to live in a community and how community members can improve their neighborhoods. Students read a variety of texts (such as *You Can't Climb a Cactus*) to compare different places. They practice making predictions based on close reading notes and then revise their predictions as the story progresses. As they learn about the experiences of others, they share their own stories of visiting or moving to a new place, using descriptive language in their retelling or writing to help the audience understand the place. At the end of the unit, students discuss how new places can help us to grow and change.

Students also explore the characteristics of different genres (including fiction and non-fiction) and practice incorporating these into their own writing. Since this is the beginning of the year, students revisit the routines and materials of second-grade readers' and writers' workshops. They practice listening to others, taking turns to speak, and building on others' ideas.

**Essential Questions:**

- How do different places affect us?
- How does living in a community help people?
- How can people improve their neighborhoods?
- What do readers do in reading workshop?
- What do writers do in writing workshop?

Standards	Knowledge/Skills/Enduring Understanding	Evidence of Learning
NJ: 2016 SLS: English Language Arts NJ: Grade 2  <u>Reading: Literature</u>  <b>Key Ideas and Details</b> NJLSA.R1 Read closely to	<b>Knowledge/Skills</b>  Reading <ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text</li> <li>• Identify the main topic and retell key details of a text</li> <li>• Make and confirm predictions about plot</li> <li>• Describe how characters in a story respond to major</li> </ul>	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Unit 1 weekly tests</li> <li>• Unit 1 weekly quizzes</li> <li>• Observational checklists</li> <li>• Conferring Checklists</li> <li>• Fluency Checks and Running Records</li> </ul>

<p>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.</p> <p><b>RL.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate an understanding of key details in a text.</p> <p><b>Craft and Structure</b>  <b>NJSLSA.R4</b> 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.</p> <p><b>RL.2.4.</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><b>NJSLSA.R5</b> 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.</p> <p><b>RL.2.5.</b> 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><b>Integration of Knowledge and Ideas</b>  <b>NJSLSA.R7</b> Integrate and evaluate content presented in diverse media and formats, including visually and</p>	<p>events (experiencing a new place)</p> <p>Writing</p> <ul style="list-style-type: none"> <li>Write a narrative or informational text that uses descriptive details to create a sense of "place"</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, grammar, and spelling when writing</li> </ul> <p>Speaking and Listening</p> <ul style="list-style-type: none"> <li>Follow agreed-upon rules in discussions such as taking turns; build on the remarks of others</li> <li>Recount an experience with appropriate facts and descriptive details, using coherent sentences and appropriate vocabulary</li> </ul> <p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>Readers know how to select books from different genres at their just-right level.</li> <li>Readers discuss their books with others to gain deeper understanding.</li> <li>Readers use text features and graphics to find information.</li> <li>Writers can communicate knowledge to others through an informational writing.</li> <li>Writers can communicate their experiences to others through narrative writing.</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>Unit 1 Progress Checkups</li> <li>KLW charts</li> <li>Exit slips</li> <li>mClassProgress Monitoring Assessments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Baseline Test</li> <li>Beginning-of-year Test</li> <li>Unit 1 Test</li> <li>Fluency Checks and Running Records</li> <li>Unit 1 Research Project Checklists</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>Orton-Gillingham Level 2 Initial Phonics Assessment</li> <li>mClass Benchmark Assessments</li> <li>Fluency Checks and Running Records</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>Student portfolios</li> <li>Observations</li> <li>Questioning</li> <li>Whiteboards / Dry erase markers</li> </ul>
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quantitatively, as well as in words.  
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.

**Range of Reading and Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RL.2.10.** Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

**Reading: Informational Text**

**NJLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**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.

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

**NJLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

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

**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.

**RI.2.7.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**Reading: Foundational Skills**

**Phonics and Word Recognition**

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

- a. Know spelling-sound correspondences for additional common vowel teams.
- b. Decode regularly spelled two-syllable words with long vowels.
- e. Recognize and read grade-appropriate irregularly spelled words.

**Fluency**

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

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

**Writing**

**Text Types and Purposes**

**NJSLSA.W1** Write arguments to support claims in an analysis of substantive topics or texts, using

valid reasoning and relevant and sufficient evidence.

**W.2.1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

**NJSLSA.W2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.2.2.** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

**NJSLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

**NJSLSA.W6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

**NJSLSA.W8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and

integrate the information while avoiding plagiarism.

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

### **Speaking and Listening**

#### **Comprehension and Collaboration**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**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.

**SL.2.1.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).

**SL.2.1.b.** Build on others' talk in conversations by linking their explicit comments to the remarks of others.

**SL.2.1c.** Ask for clarification and further explanation as needed about the topics and texts under discussion.

### **Language**

#### **Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.2.1a.** Use collective nouns (e.g., group).

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

**NJLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

**L.2.2c.** Use an apostrophe to form contractions and frequently occurring possessives.

**L.2.2d.** Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

**L.2.2.e.** Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

**Vocabulary Acquisition and Use**

**NJLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

**L.2.4d.** Use knowledge of the meaning of individual words to predict the meaning of compound



<p>words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p><b>L.2.4e.</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p><b>NJSLSA.L5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L.2.5.</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L.2.5a.</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p><b>NJSLSA.L6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p><b>L.2.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>		
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English Language Arts		Grade # 2
	Unit 2: Nature's Wonders	Pacing: 6 Weeks

**Unit Description:** In this unit, students read informational texts to answer the essential question, "What patterns do we see in nature?" Students read texts in a variety of genres (informational texts, fiction texts, and realistic fiction texts) for a sustained period of time and learn to recognize the structure of these texts. Topics include patterns in observable nature such as seasons, migration, and plant and animal life cycles. Students will read informational texts throughout this unit and establish a purpose for reading. In writing, students will write a list article (a type of informative writing in which authors list numbered details that support a main idea). Students will study how writers write informative texts that introduce a topic, use facts and definitions to develop points and provide a conclusion.

**Essential Questions:**

- What patterns do we see in nature?
- How can we learn about the world by reading informational texts?
- How can we use text features to locate details in informational texts?

Standards	Knowledge/Skills/Enduring Understanding	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 2</b></p> <p><b><u>Reading: Literature</u></b></p> <p><b>NJLSA.R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  <b>RL.2.2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.  <b>NJLSA.R3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  <b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges using key details.  <b>NJLSA.R5</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  <b>RL.2.5.</b> Describe the overall</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Ask and answer questions to demonstrate in-depth understanding of the key details of an informational text</li> <li>• Analyze the structure of an informational text</li> <li>• Determine key ideas</li> <li>• Determine and clarify the meaning of unknown words by using context clues and the glossary</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Write an informational list article in which they develop a plan, include details that support a main idea, and use text features to enhance meaning</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>• Collaborate with peers to discuss the information that is presented in a range of texts</li> </ul> <p>Informational Text</p> <ul style="list-style-type: none"> <li>• Text structure of informational texts</li> <li>• Text features to find key details</li> <li>• Asking and answering questions using content/specific vocabulary</li> <li>• Determining key ideas</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 2 weekly tests</li> <li>• Unit 2 weekly quizzes</li> <li>• Observational checklists</li> <li>• Conferring Checklists</li> <li>• Fluency Checks and Running Records</li> <li>• Unit 2 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>• Unit 2 Progress Checkups</li> <li>• KLW charts</li> <li>• Exit slips</li> <li>• mClassProgress Monitoring Assessments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 2 Test</li> <li>• Fluency Checks and Running Records</li> <li>• Unit 2 Research Project Checklists</li> </ul> <p><b>Benchmark Assessments:</b></p>

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.

**NJSLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

**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.

**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.

**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.

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RL.2.10.** Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

**Reading: Informational Text**

**Key Ideas and Details**

**NJSLSA.R1** Read closely to determine what the text says explicitly and to make logical

- Making and confirming predictions

Realistic Fiction

- Setting and plot
- Visualizing details

Fiction

- Describing and understand characters

**Enduring Understandings**

- Readers make meaning of informational texts to gain new knowledge.
- Readers use the structure of informational text and text features to determine key ideas.
- Writers communicate information to the reader by adding details (using both words and graphics).

- mClass Benchmark Assessments
- Fluency Checks and Running Records

**Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**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.

**NJSLSA.R3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

**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.

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

### **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.

**RI.2.7.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**NJSLSA.R9** Analyze how two or more texts address similar themes or topics in order to build knowledge or

to compare the approaches the authors take.

**RI.2.9.** Compare and contrast the most important points presented by two texts on the same topic.

**Reading: Foundational Skills**

**Phonics and Word Recognition**

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

- a. Know spelling-sound correspondences for additional common vowel teams.
- b. Decode regularly spelled two-syllable words with long vowels.
- e. Recognize and read grade-appropriate irregularly spelled words.

**Fluency**

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

- a. Read grade-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**

**NJSLSA.W2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.2.2.** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and

definitions to develop points, and provide a conclusion.

**NJSLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

**NJSLSA.W6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

#### **Research to Build and Present Knowledge**

**NJSLSA.W7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**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).

**NJSLSA.W8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

#### **Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**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.

**SL.2.1.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).

**SL.2.1c.** Ask for clarification and further explanation as needed about the topics and texts under discussion.

**Language**

**Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.2.1a.** Use collective nouns (e.g., group).

**L.2.1b.** Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**L.2.2c.** Use an apostrophe to form contractions and frequently occurring

possessives.

**Vocabulary Acquisition and Use**

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

**NJSLSA.L5** Demonstrate understanding of word relationships and nuances in word meanings.

**L.2.5.** Demonstrate understanding of word relationships and nuances in word meanings.

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

**NJSLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**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).



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<b>English Language Arts</b>	<b>Grade # 2</b>
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<b>Unit 3: Our Traditions</b>	<b>Pacing: 6 Weeks</b>
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**Unit Description:** In this unit, students read texts about the traditions of people from around the world as they explore the essential question, "What makes a tradition?" Fables, folktales, and legends are introduced; students learn the elements of each. Students see how traditional stories can be told in different ways by comparing and contrasting two versions of the same tale. In writing, students learn the characteristics and structure of poetry and explore the use of description, sensory details, and word choice for effect. They also incorporate figurative language such as similes and alliteration in their poetry.

- Essential Questions:**
- What makes a tradition?
  - What are the characteristics of traditional tales?
  - What is the purpose of traditional tales? Why are they shared across generations?
  - How do poets use sensory details and word choice for effect?

Standards	Knowledge/Skills/Enduring Understanding	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 2</b></p> <p><b><u>Reading: Literature</u></b></p> <p><b>Key Ideas and Details</b>  <b>NJLSA.R1</b> 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.  <b>RL.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Use key ideas to determine the theme of a fable, folktale or legend</li> <li>• Compare and contrast two versions of the same traditional tale</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Identify different structures and patterns of poetry</li> <li>• Use sensory details and effective word choice to create a visual image</li> <li>• Incorporate alliteration and similes into their poetry</li> </ul> <p>Language</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 3 weekly tests</li> <li>• Unit 3 weekly quizzes</li> <li>• Observational checklists</li> <li>• Conferring Checklists</li> <li>• Fluency Checks and Running Records</li> <li>• Unit 3 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>• Unit 3 Progress Checkups</li> <li>• KLW charts</li> <li>• Exit slips</li> <li>• mClassProgress Monitoring Assessments</li> </ul>

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**NJSLSA.R3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**RL.2.3.** Describe how characters in a story respond to major events and challenges using key details.

**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.

**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.

**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.

**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.

**Integration of Knowledge and**

- Demonstrate command of the conventions of standard English grammar and usage

Speaking and Listening

- Describe key ideas or details from a text read aloud or information presented orally or through other media

**Enduring Understandings**

- Readers use story elements to identify common types of traditional tales, including folktales, fables, and legends.
- Readers know traditional tales are cultural and can be told in different ways.
- Writers use sensory details and word choice to write poems that appeal to the senses.

**Summative Assessments:**

- Orton-Gillingham Level 2 Midterm Phonics Assessment
- Unit 3 Test
- Middle-of-Year Assessment
- Fluency Checks and Running Records
- Unit 3 Research Project Checklists

**Benchmark Assessments:**

- mClass Benchmark Assessments
- Fluency Checks and Running Records

**Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

**Ideas**

**NJSLSA.R7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**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.

**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.

**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.

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RL.2.10.** Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

**Reading: Informational Text**

**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.

**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.

**NJSLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

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

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently.

**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.

**Reading: Foundational Skills**

**Phonics and Word Recognition**

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

- a.** Know spelling-sound correspondences for additional common vowel teams.
- b.** Decode regularly spelled two-syllable words with long vowels.
- d.** Identify words with inconsistent but common spelling-sound correspondences.
- e.** Recognize and read grade-appropriate irregularly spelled words

**Fluency**

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

comprehension.

**a.** Read grade-level text with purpose and understanding.

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

### **Writing**

#### **Text Types and Purposes**

**NJSLSA.W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.2.1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

**NJSLSA.W2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.2.2.** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

**NJSLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

**NJSLSA.W6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  
**W.2.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**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.

**SL.2.1c.** Ask for clarification and further explanation as needed about the topics and texts under discussion.

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

**NJSLSA.SL5** Make strategic use of digital media and visual displays of

data to express information and enhance understanding of presentations.

**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.

### Language

**Conventions of Standard English**  
**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**L.2.1a.** Use collective nouns (e.g., group).

**L.2.1c.** Use reflexive pronouns (e.g., myself, ourselves).

**L.2.1e.** Use adjectives and adverbs, and choose between them depending on what is to be modified.

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

**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**L.2.2d.** Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

**Knowledge of Language**

**NJLSA.L3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Vocabulary Acquisition and Use**

**NJLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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

**L.2.4c.** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**NJLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or



<p>expression.  <b>L.2.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>		
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<b>English Language Arts</b>	<b>Grade # 2</b>
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	<b>Unit 4: Making a Difference</b>	<b>Pacing: 6 Weeks</b>
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**Unit Description:** In this unit, students explore the essential question "Why is it important to connect with other people?" By reading biographies and realistic fiction, they learn about activism and how people connect with one another to make a difference in the community, and how people from all backgrounds and walks of life can work together to solve a problem. Students ask and answer questions to clarify information and make adjustments while reading to boost comprehension. In writing, students create a personal narrative to detail a sequence of events that occurred in their lives, focusing on story elements, sequence of events, and providing a conclusion.

- Essential Questions:**
- How can studying people and events of the past inspire change?
  - Why is it important to connect with other people?
  - How can people work together to solve a problem?
  - How can you get involved to improve your community?
  - How do writers tell a personal story with a clear beginning, middle, and end?

Standards	Knowledge/Skills/Enduring Understanding	Evidence of Learning
<p>NJ: 2016 SLS: English Language Arts NJ: Grade 2</p> <p><b><u>Reading: Literature</u></b></p> <p><b>Key Ideas and Details</b>            NJLSA.R1 Read closely to</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>● Read to determine what the text says explicitly</li> <li>● Draw conclusions and make inference</li> <li>● Cite specific textual evidence when writing or speaking</li> <li>● Determine central ideas or themes of a text</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 4 weekly tests</li> <li>● Unit 4 weekly quizzes</li> <li>● Observational checklists</li> <li>● Conferring Checklists</li> <li>● Fluency Checks and</li> </ul>

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.

**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.

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

#### **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.

**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.

#### **Range of Reading and Level of Text Complexity**

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RL.2.10.** Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

#### Writing

- Summarize key details
- Write narratives that recount a well-elaborated event or experience, including details, dialogue, thoughts and feelings
- Use temporal words to signal event order and provide a sense of closure

#### Speaking and Listening

- Participate in collaborative conversations with partners, peers and adults about grade 2 topics and texts

#### Language

- Demonstrate command of the conventions of standard English capitalization, punctuation, spelling and grammar when writing

#### Biography

- Using text structure to find information
- Determining how lessons from past events and the lives of historical figures influence the present

#### Realistic Fiction

- Determining theme

#### Personal Narrative

- Elements of narrative writing: characters, setting, plot, problem and solution, conclusion
- Sequencing of events

### **Enduring Understandings**

- Readers can learn about the present by studying people and events of the past (biographies).
- Connections between people inspire problem-solving that leads to improvements in our communities.
- Personal narratives tell a story in sequential order and include a sense of closure

#### Running Records

- Unit 4 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension
- Unit 4 Progress Checkups
- KLW charts
- Exit slips
- mClassProgress Monitoring Assessments

#### **Summative Assessments:**

- Unit 4 Test
- Fluency Checks and Running Records
- Unit 4 Research Project Checklists

#### **Benchmark Assessments:**

- mClass Benchmark Assessments
- Fluency Checks and Running Records

#### **Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

**Reading: Informational Text**

**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.

**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.

**NJSLSA.R3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

**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.

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

**NJSLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

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

**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.

**RI.2.7.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**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.

**RI.2.8.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.

**NJSLSA.R9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**RI.2.9.** Compare and contrast the most important points presented by two texts on the same topic.

**Reading: Foundational Skills**

**Phonics and Word Recognition**

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

- a. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode words with common prefixes and suffixes.
- d. Identify words with inconsistent but common spelling-sound correspondences.
- e. Recognize and read grade-appropriate irregularly spelled words.

**Fluency**

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

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

**Text Types and Purposes**

**NJSLSA.W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.2.1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

**NJSLSA.W2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.2.2.** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

**NJSLSA.W3** Write narratives to

develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**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.

**NJSLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

**NJSLSA.W8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

### **Speaking and Listening**

#### **Comprehension and Collaboration**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**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.

**SL.2.1.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).

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

**NJSLSA.SL5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**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.

**NJSLSA.SL6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

**Language**

**Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**L.2.1a.** Use collective nouns (e.g., group).

**L.2.1e.** Use adjectives and adverbs, and choose between them depending on what is to be modified.

**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**L.2.2b.** Use commas in greetings and closings of letters.

**Knowledge of Language**

**NJSLSA.L3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Vocabulary Acquisition and Use**

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized



reference materials, as appropriate.

**L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

**L.2.4c.** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**L.2.4e.** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**NJLSA.L5** Demonstrate understanding of word relationships and nuances in word meanings.

**L.2.5.** Demonstrate understanding of word relationships and nuances in word meanings.

**NJLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**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).

English Language Arts

Grade # 2

Unit 5: Our Incredible Earth

Pacing: 6 Weeks

**Unit Description:** In this unit, students read to explore the essential question "How does Earth change?" and will learn about how the surface of the Earth changes. They learn about the features of the Earth and how weather, natural events, and volcanic eruption change the Earth's surface. They read longer informational texts and determine how the details relate to each key idea about a topic. The unit integrates theme-based poetry and drama to make connections across genres. In writing, students write procedural (how-to) books that include instructions, a materials list, sequential steps, and graphics/illustrations in order to teach others how to complete a chosen task

**Essential Questions:**

- How does Earth change?
- How do readers learn information about a topic across texts and multimedia?
- How do writers teach someone how to do something using instructions, steps, and graphics?

Standards	Knowledge/Skills/Enduring Understanding	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 2</b></p> <p><u>Reading: Literature</u></p> <p><b>Craft and Structure</b>  <b>NJSLSA.R4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  <b>RL.2.4.</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><b>Integration of Knowledge and Ideas</b>  <b>NJSLSA.R7</b> Integrate and evaluate content presented in diverse media</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p>Informational</p> <ul style="list-style-type: none"> <li>• Monitoring comprehension</li> <li>• Identifying main idea and supporting details</li> <li>• Comparing and contrasting texts</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Generating ideas</li> <li>• Using instructions, steps, and graphics to explain a process</li> <li>• Use precise language to make information clear</li> </ul> <p style="text-align: center;"><b>Skills</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Monitor their understanding of a text and make adjustments when it breaks down</li> <li>• Connect main ideas about a topic and the key details that support each one</li> <li>• Know and use various informational text features</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 5 weekly tests</li> <li>• Unit 5 weekly quizzes</li> <li>• Observational checklists</li> <li>• Conferring Checklists</li> <li>• Fluency Checks and Running Records</li> <li>• Unit 5 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>• Unit 5 Progress Checkups</li> <li>• KWL charts</li> <li>• Exit slips</li> <li>• mClassProgress Monitoring Assessments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Orton-Gillingham Level 2 Final Phonics Assessment</li> <li>• End-of-Year Assessment</li> <li>• Unit 5 Test</li> </ul>

and formats, including visually and quantitatively, as well as in words.  
**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.

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RL.2.10.** Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

**Reading: Informational Text**

**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.

**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.

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**NJSLSA.R3** Analyze how and why

- Compare and contrast the information in two texts about the same topic

Writing

- Write informative/explanatory how-to books
- Name a topic and supply facts/steps about the topic using precise language

Language

- Demonstrate command of the conventions of standard English grammar and usage

Speaking and Listening

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

**Enduring Understandings**

- Readers learn more about a topic by reading, comparing and contrasting, and synthesizing information from multiple texts.
- Writers use instructions, steps and graphics to explain a process.
- Writers use procedural (how-to) texts to teach people.

- Fluency Checks and Running Records
- Unit 1 Research Project Checklists

**Benchmark Assessments:**

- mClass Benchmark Assessments
- Fluency Checks and Running Records

**Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

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

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

**NJSLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

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

**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.

**RI.2.7.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**NJSLSA.R9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**RI.2.9.** Compare and contrast the most important points presented by two texts on the same topic.

**Reading: Foundational Skills**

**Phonics and Word Recognition**

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

**a.** Know spelling-sound correspondences for additional common vowel teams.

**d.** Identify words with inconsistent but common spelling-sound

correspondences.

**e.** Recognize and read grade-appropriate irregularly spelled words.

**Fluency**

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

**a.** Read grade-level text with purpose and understanding.

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

**Writing**

**NJLSA.W2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.2.2.** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

**NJLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

**NJLSA.W6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**W.2.6.** With guidance and support

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

**Research to Build and Present Knowledge**

**NJLSA.W7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**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).

**NJLSA.W8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

**Speaking and Listening**

**Comprehension and Collaboration**

**NJLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**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.

**SL.2.1.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).

**SL.2.1c.** Ask for clarification and further explanation as needed about the topics and texts under discussion.

**NJSLSA.SL5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**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.

### Language

#### **Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**L.2.1a.** Use collective nouns (e.g., group).

**L.2.1e.** Use adjectives and adverbs, and choose between them depending on what is to be modified.

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

**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

**L.2.2c.** Use an apostrophe to form contractions and frequently occurring possessives.

**L.2.2d.** Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

**Vocabulary Acquisition and Use**

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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

**NJSLSA.L5** Demonstrate understanding of word relationships and nuances in word meanings.

**L.2.5.** Demonstrate understanding of word relationships and nuances in word meanings.

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



**Savvas Teacher’s Resources:**

- Savvas Teacher’s Manual
- Reading Routines Companion
- Anchor charts (online and in student consumables)
- Dual Language Educator’s Implementation Guide
- Reading Routines Companion
- Small Group Professional Development Guide
- Language Awareness Handbook
- myFocus Intervention Teacher’s Guide
- Assessment Guide

**Savvas Student Learning Resources:**

- Student Interactive
- Trade Book Read Alouds
- Unit Trade Books
- Leveled Content Readers
- Weekly texts found in student consumables
- myFocus Reader
- Decodable readers
- High-frequency word cards
- Letter tiles
- Picture word cards
- Alphabet cards
- Sound spelling cards

**Materials Outside of the Savvas Reading Program:**

- RAZ-Plus online library and materials
- Epic Books
- Brain Pop Jr.

Standards


**Social Studies and Science Interdisciplinary Connections:****Project-Based Inquiries**

Unit 1, Week 6: Use search engines for research. Write a persuasive paragraph about a favorite place.

Unit 2, Week 6: Research trees and the patterns in tree bark. Write a Fact Sheet about the pattern the tree bark makes.

Unit 3, Week 6: Write letters to the principal about traditions they think the school should celebrate or recognize. Give opinions on why they think the school should celebrate these traditions.

Unit 4, Week 6: Collect items from their lives to share and use to create a group time capsule. Write letters to themselves about the group time capsule project.

Unit 5, Week 6: Write a persuasive infomercial about Earth. Record infomercials with sound effects and visuals.

**Career Readiness, Life Literacies, and Key Skills: TREP\$**

TREP\$ is a 6 week educational program which empowers children by providing an engaging project-based learning experience which creatively integrates entrepreneurship education with the authentic opportunity to apply business, academic, and life skills. The benefits of teaching entrepreneurship using TREP\$ are far-reaching. Children who participate in TREP\$ provides a feeling of empowerment and confidence that comes with starting a business. During the workshops, the classroom takes on a professional environment as students are encouraged to develop leadership skills, practice critical thinking, solve problems creatively, demonstrate economic concepts, become risk takers, learn from the business community, and begin planning their own businesses. TREP\$ is a situation where it is possible for all students to succeed. TREP\$ rewards those students with passion, determination, and a strong work ethic to become entrepreneurs.

**Interdisciplinary Links**

BrainPop Jr.: <https://jr.brainpop.com/>

Epic Books: <https://www.getepic.com/>

**Standards**

**9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills

**Exploration:** Students can roleplay different careers through pretend play such as being a teacher, fireman, or policeman. Students listen to read-alouds that describe aspects of different careers such as *Community*

associated with each job. Income is received from work in different ways including regular payments, tips, commissions, and benefits.

**9.1.2.CAP.2:** Explain why employers are willing to pay individuals to work.

**9.1.2.CAP.3:** Define entrepreneurship and social entrepreneurship.

**9.1.2.CAP.4:** List the potential rewards and risks to starting a business.

*Helpers A-Z.* Students take turns having different classroom “jobs” such as line leader, lunch counter, timekeeper, materials distributor, publisher, editor, and weatherman for which they have specific duties and must take responsibility.

### Grade 3 - English Language Arts Pacing Guide

Trimester 1 (September - December)

Trimester 2 (December - March)

Trimester 3 (March - June)

Unit 1: Weeks 1-6 Unit 2: Weeks 1-4	Unit 2: Weeks 5-6 Unit 3: Weeks 1-6 Unit 4: Weeks 1-2	Unit 4 Weeks 3-6 Unit 5 Weeks 1-6
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<b>English Language Arts</b>	<b>Grade # 3</b>
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	<b>Unit # 1: Environments</b>	<b>Pacing: 6 Weeks</b>
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**Unit Description:** In this Unit, students will determine how the environment affects people, know about different types of traditional tales and understand their elements, use language to make connections between reading fiction and writing a personal narrative, and use elements of a narrative text to write a personal narrative.

- Essential Questions:**
- How does our environment affect us?
  - How can an environment affect lives and relationships?
  - How do different cultures relate to their environment?
  - How do people travel in different environments?
  - What creative solutions do people come up with to survive in their environment?
  - Why should we appreciate our environment?

Standards	Knowledge/Skills/Enduring Understandings	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 3</b></p> <p><b><u>Reading: Literature</u></b></p> <p><b>Key Ideas and Details</b>  <b>NJSLSA.R1</b> 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.  <b>RL.3.1.</b> Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>● Examine traditional tales and read a text to learn to analyze plot and setting in a folktale.</li> <li>● Understand folktales better by reading a text and inferring the theme in a folktale.</li> <li>● Explore environments while reading a text that helps analyze characters in realistic fiction.</li> </ul> <p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Determine how the environment affects people</li> <li>● Know about different types of traditional tales and understand their elements</li> <li>● Use language to make connections between reading fiction and writing personal narratives.</li> <li>● Use elements of a narrative text to write a personal narrative.</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 1 weekly tests</li> <li>● Unit 1 weekly quizzes</li> <li>● Observational checklists</li> <li>● Conferencing Checklists</li> <li>● Fluency Checks and Running Records</li> <li>● Unit 1 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>● Unit 1 Progress Checkups</li> <li>● KWL charts</li> <li>● Exit slips</li> <li>● mClassProgress Monitoring Assessments</li> </ul>

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**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.

**NJSLSA.R3** Analyze how and why individuals, events, and ideas develop and interact over the course of a 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**

**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.

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

#### **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.

**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).

#### **Summative Assessments:**

- Orton-Gillingham Level 3 Initial Phonics Assessment
- Baseline Test
- Beginning-of-year Test
- Unit 1 Test
- Fluency Checks and Running Records
- Unit 1 Research Project Checklists

#### **Benchmark Assessments:**

- mClass Benchmark Assessments
- Fluency Checks and Running Records

#### **Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

**Range of Reading and Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

**Reading: Informational Text**

**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.

**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.

**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.

**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).

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.3.10.** By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) 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 words.

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

c. Decode multisyllable words.

**Writing**

**Text Types and Purposes**

**NJSLSA.W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**NJSLSA.W3** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

**W.3.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event

sequences.

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

**W.3.3d.** Provide a sense of closure.

**Production and Distribution of Writing**

**NJSLSA.W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.3.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Research to Build and Present Knowledge**

**NJSLSA.W7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**W.3.7.** Conduct short research projects that build knowledge about a topic.

**NJSLSA.W8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**W.3.8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Range of Writing**



**NJSLSA.W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**W.3.10.** 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.

### Language

#### **Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**L.3.1c.** Use abstract nouns (e.g., childhood).

**L.3.1f.** Ensure subject-verb and pronoun-antecedent agreement.\*

**L.3.1g.** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

**L.3.1h.** Use coordinating and subordinating conjunctions.

**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

**Knowledge of Language**

**NJSLSA.L3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.3.3b.** Recognize and observe differences between the conventions of spoken and written standard English.

**NJSLSA.L5** Demonstrate understanding of word relationships and nuances in word meanings.

**L.3.5.** Demonstrate understanding of word relationships and nuances in word meanings.

**L.3.5a.** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**NJSLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge

<p>when encountering an unknown term important to comprehension or expression.</p> <p><b>L.3.6.</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>		
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<b>English Language Arts</b>	<b>Grade # 3</b>
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	<b>Unit # 2: Interactions</b>	<b>Pacing: 6 Weeks</b>
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**Unit Description:** In this unit, students will learn more about informational texts by identifying the main ideas and details. Students will also learn more about informational texts by analyzing text structure, and learn more about themes concerning interactions by analyzing illustrations in realistic fiction.

- Essential Questions:**
- How do plants and animals live together?
  - How can a chain of events affect plants and animals?
  - How do living things in a habitat support one another?
  - How do patterns in nature help plants and animals?
  - How does the reintroduction of a species affect plants and animals in a habitat?
  - Why is it important for plants and animals to depend on each other?

Standards	Knowledge/Skills/Enduring Understandings	Evidence of Learning
<p>NJ: 2016 SLS: English Language Arts NJ: Grade 3</p> <p><u>Reading: Literature</u></p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>● Determine how plants and animals live together</li> <li>● Know about different types of informational text and understand their elements</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 2 weekly tests</li> <li>● Unit 2 weekly quizzes</li> <li>● Observational checklists</li> </ul>

**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.

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

**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.

**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).

**Range of Reading and Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

**Reading: Informational Text**

**NJLSA.R2** Determine central ideas or themes of a text and analyze their

- Use language to make connections between reading and writing informational text
- Use elements of an informational test to write a how-to article.
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**Enduring Understandings**

- Self-select text and read independently for a sustained period of time.
- Describe personal connections to a variety of sources, including self-selected texts
- Recognize characteristics of digital texts.

- Conferring Checklists
- Fluency Checks and Running Records
- Unit 2 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension
- Unit 2 Progress Checkups
- KLW charts
- Exit slips
- mClassProgress Monitoring Assessments

**Summative Assessments:**

- Unit 2 Test
- Fluency Checks and Running Records
- Unit 2 Research Project Checklists

**Benchmark Assessments:**

- mClass Benchmark Assessments
- Fluency Checks and Running Records

**Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase marker

development; summarize the key supporting details and ideas.  
**RI.3.2.** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**NJLSA.R3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**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**

**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.

**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.

**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.

**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).

**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.

**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 Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.3.10.** By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) 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 words.

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

**c.** Decode multisyllabic words.

**Writing**

**Text Types and Purposes**

**NJLSA.W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and

sufficient evidence.

**W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**W.3.1a.** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**W.3.1b.** Provide reasons that support the opinion.

**W.3.1d.** Provide a conclusion.

**NJSLSA.W2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**W.3.2a.** Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.

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

### **Production and Distribution of Writing**

**NJSLSA.W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.3.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in

standards 1–3 above.)

**NJSLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

**Research to Build and Present Knowledge**

**NJSLSA.W7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**W.3.7.** Conduct short research projects that build knowledge about a topic.

**Range of Writing**

**NJSLSA.W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on



others' ideas and expressing their own clearly and persuasively.  
**SL.3.1c.** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**Language**

**Conventions of Standard English**  
**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.3.1b.** Form and use regular and irregular plural nouns.

**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**Knowledge of Language**

**NJSLSA.L3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.3.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.3.3a.** Choose words and phrases for effect.

**Vocabulary Acquisition and Use**

**NJSLSA.L4** Determine or clarify the meaning of unknown and

multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L.3.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

**L.3.4b.** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

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

**L.3.4d.** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

**NJLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**L.3.6.** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial

and temporal relationships (e.g., After dinner that night we went looking for them).		
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<b>English Language Arts</b>	<b>Grade # 3</b>
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	<b>Unit # 3: Heroes</b>	<b>Pacing: 6 Weeks</b>
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**Unit Description:** In this unit, students will learn more about historical fiction and analyze the plot and setting in historical fiction. Students will also learn more about historical fiction and analyze characters in historical fiction. They will learn more about historical fiction and infer themes in historical fiction texts.

- Essential Questions:**
- What makes a hero?
  - How do challenges turn ordinary people into heroes?
  - How can a hero's actions affect other people?
  - What qualities do we see in heroes?
  - Why do people need heroes?
  - What kinds of actions can be heroic?

Standards	Knowledge/Skills/Enduring Understandings	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 3</b></p> <p><b>Reading: Literature</b></p> <p><b>NJSLSA.R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>RL.3.2.</b> 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.</p> <p><b>NJSLSA.R3</b> Analyze how and why individuals, events, and ideas</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>● Learn more about themes concerning heroes and analyze text structure in a biography</li> <li>● Learn more about historical fiction and analyze plot and setting in historical fiction</li> <li>● Learn more about historical fiction and analyze characters in historical fiction</li> <li>● Collaborate with others to determine what makes a hero</li> <li>● Understand historical fiction and its elements</li> <li>● Use language to make connections between reading and writing historical fiction</li> <li>● Use elements of narrative text to write a historical fiction story</li> </ul> <p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Learn more about historical fiction and analyze characters in</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 3 weekly tests</li> <li>● Unit 3 weekly quizzes</li> <li>● Observational checklists</li> <li>● Conferring Checklists</li> <li>● Fluency Checks and Running Records</li> <li>● Unit 3 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>● Unit 3 Progress Checkups</li> <li>● KLW charts</li> <li>● Exit slips</li> <li>● mClassProgress</li> </ul>

develop and interact over the course of a 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**

**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.

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

**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.

**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.

**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.

**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).

**NJSLSA.R9** Analyze and reflect on

historical fiction.

- Explain how these characters relate to ordinary community people who do extraordinary things.

Monitoring Assessments

**Summative Assessments:**

- Orton-Gillingham Level 3 Midterm Phonics Assessment
- Unit 3 Test
- Middle-of-Year Assessment
- Fluency Checks and Running Records
- Unit 3 Research Project Checklists

**Benchmark Assessments:**

- mClass Benchmark Assessments
- Fluency Checks and Running Records

**Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**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 Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

**Reading: Informational Text**

**NJLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**NJLSA.R3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**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**

**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.

**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.

**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.

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

**Range of Reading and Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently **with scaffolding as needed.**

**RI.3.10.** By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) 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 words.

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

**Writing**

**Text Types and Purposes**

**NJSLSA.W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**NJSLSA.W3** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

**W.3.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

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

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

**W.3.3c.** Use temporal words and phrases to signal event order.

**Production and Distribution of Writing**

**NJSLSA.W4** Produce clear and

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

**W.3.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

#### **Range of Writing**

**NJSLSA.W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

#### **Speaking and Listening**

#### **Comprehension and Collaboration**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their



own clearly and persuasively.  
**SL.3.1b.** 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).

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

### **Presentation of Knowledge and Ideas**

**NJSLSA.SL4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

### **Language**

#### **Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.3.1b.** Form and use regular and irregular plural nouns.

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

**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

**Knowledge of Language**

**NJSLSA.L3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.3.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.3.3a.** Choose words and phrases for effect.

**Vocabulary Acquisition and Use**

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L.3.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and

<p>content, choosing flexibly from a range of strategies.</p> <p><b>L.3.4a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.3.4d.</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><b>NJSLSA.L6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p><b>L.3.6.</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>		
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<b>English Language Arts</b>		<b>Grade # 3</b>
	<b>Unit # 4: Events</b>	<b>Pacing: 6 Weeks</b>
<p><b>Unit Description:</b> In this unit, students will learn more about biography and analyze text structure in a biography, Students will learn more about biography and identify the main idea and key details in a biography, and explain the author’s purpose in a biography.</p>		

**Essential Questions:**

- How do communities change over time?
- How do big ideas change communities?
- How can personal stories change society?
- How can one person improve a community?
- How can a leader’s experiences inspire change?
- How do people support each other in difficult times?

<b>Standards</b>	<b>Knowledge/Skills</b>	<b>Evidence of Learning</b>
<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 3</b></p> <p><b><u>Reading: Literature</u></b></p> <p><b>NJSLSA.R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>RL.3.2.</b> 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.</p> <p><b>NJSLSA.R5</b> 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.</p> <p><b>RL.3.5.</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>NJSLSA.R10</b> Read and comprehend complex literary and informational texts independently</p>	<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"><li>• Learn more about themes concerning events by distinguishing viewpoints in narrative nonfiction</li><li>• Learn more about themes concerning events by reading a text that helps identify elements in a drama</li><li>• Collaborate with others to determine how communities change over time</li><li>• Know about biography and understand its elements</li><li>• Use language to make connections between reading and writing narrative nonfiction</li><li>• Use elements of opinion writing to write an opinion essay</li></ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"><li>• Understand the major themes concerning events by distinguishing diverse viewpoints in narratives.</li></ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>• Unit 4 weekly tests</li><li>• Unit 4 weekly quizzes</li><li>• Observational checklists</li><li>• Conferring Checklists</li><li>• Fluency Checks and Running Records</li><li>• Unit 4 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li><li>• Unit 4 Progress Checkups</li><li>• KLW charts</li><li>• Exit slips</li><li>• mClassProgress Monitoring Assessments</li></ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"><li>• Unit 4 Test</li><li>• Fluency Checks and Running Records</li><li>• Unit 4 Research Project Checklists</li></ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"><li>• mClass Benchmark Assessments</li><li>• Fluency Checks and Running Records</li></ul>

and proficiently with scaffolding as needed.

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

**Reading: Informational Text**

**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.

**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.

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**NJSLSA.R3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**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.

**NJSLSA.R6** Assess how point of view or purpose shapes the content

**Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

and style of a text.

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

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.3.10.** By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) 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 words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- d. Read grade-appropriate irregularly spelled words.

**Writing**

**Text Types and Purposes**

**NJSLSA.W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**W.3.1a.** Introduce the topic or text they are writing about, state an

opinion, and create an organizational structure that lists reasons.

**W.3.1b.** Provide reasons that support the opinion.

**W.3.1d.** Provide a conclusion.

**NJLSA.W2** Write

informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**W.3.2a.** Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.

**NJLSA.W3** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

**W.3.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

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

W.3.3c. Use temporal words and phrases to signal event order.

**NJLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.3.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by

planning, revising, and editing.

**Research to Build and Present Knowledge**

**NJLSA.W7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**W.3.7.** Conduct short research projects that build knowledge about a topic.

**NJLSA.W8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**W.3.8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Speaking and Listening**

**NJLSA.SL5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**SL.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**Language**

**NJLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



**L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**Vocabulary Acquisition and Use**

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L.3.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**NJSLSA.L5** Demonstrate understanding of word relationships and nuances in word meanings.

**L.3.5.** Demonstrate understanding of word relationships and nuances in word meanings.

**NJSLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**L.3.6.** Acquire and use accurately grade-appropriate conversational, general academic, and

<p>domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>		
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<b>English Language Arts</b>	<b>Grade # 3</b>
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<b>Unit # 5: Solutions</b>	<b>Pacing: 6 Weeks</b>
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**Unit Description:** In this unit, students will learn more about informational texts and analyze text features in an informational text. They will learn to analyze text structure in informational text and analyze the text structure in a procedural text.

- Essential Questions:**
- What are some ways to prepare for an emergency?
  - How do changes on Earth affect the environment?
  - How can nature change people’s lives?
  - How should people respond during a disaster?
  - What can nature teach us about ourselves?

<b>Standards</b>	<b>Knowledge/Skills</b>	<b>Evidence of Learning</b>
<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 3</b></p> <p><b><u>Reading: Literature</u></b></p> <p><b>NJLSA.R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>RL.3.2.</b> 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.</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>● Determine how the environment challenges us</li> <li>● Know about different types of informational text and their elements</li> <li>● Use language to make connections between reading and writing informational text</li> <li>● Use knowledge of the sound and shape of poetry to write a poem</li> </ul> <p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Understand how the world challenges us</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 5 weekly tests</li> <li>● Unit 5 weekly quizzes</li> <li>● Observational checklists</li> <li>● Conferring Checklists</li> <li>● Fluency Checks and Running Records</li> <li>● Unit 5 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>● Unit 5 Progress Checkups</li> <li>● KLW charts</li> <li>● Exit slips</li> </ul>

**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.

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

**NJSLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

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

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

**Reading: Informational Text****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.

**RI.3.1** Ask and answer questions, and make relevant connections to

- mClassProgress Monitoring Assessments

**Summative Assessments:**

- Orton-Gillingham Level 3 Final Phonics Assessment
- End-of-Year Assessment
- Unit 5 Test
- Fluency Checks and Running Records
- Unit 1 Research Project Checklists

**Benchmark Assessments:**

- mClass Benchmark Assessments
- Fluency Checks and Running Records

**Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**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.

**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).

**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.

**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.

**Range of Reading and Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.3.10.** By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) 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 words.

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

**d.** Read grade-appropriate irregularly spelled words.

**Writing**

**Text Types and Purposes**

**NJLSA.W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**W.3.1a.** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**NJLSA.W2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Production and Distribution of Writing**

**NJLSA.W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.3.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

#### **Range of Writing**

**NJLSA.W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

#### **Speaking and Listening**

#### **Comprehension and Collaboration**

**NJLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**SL.3.1b.** 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).

**NJSLSA.SL5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**SL.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

### **Language**

#### **Vocabulary Acquisition and Use**

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L.3.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**L.3.4b.** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

<p><b>NJSLSA.L6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p><b>L.3.6.</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>		
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<b>Appendix A</b>	<b>Core Instructional &amp; Supplemental Materials</b>	<b>Grade # 3</b>
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<p><b>Savvas Teacher’s Resources:</b></p> <ul style="list-style-type: none"> <li>● Savvas Teacher’s Manual</li> <li>● Reading Routines Companion</li> <li>● Anchor charts (online and in student consumables)</li> <li>● Dual Language Educator’s Implementation Guide</li> <li>● Reading Routines Companion</li> <li>● Small Group Professional Development Guide</li> <li>● Language Awareness Handbook</li> <li>● myFocus Intervention Teacher’s Guide</li> <li>● Assessment Guide</li> </ul> <p><b>Savvas Student Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Student Interactive</li> <li>● Trade Book Read Alouds</li> <li>● Unit Trade Books</li> <li>● Leveled Content Readers</li> <li>● Weekly texts found in student consumables</li> </ul>
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- myFocus Reader
- Decodable readers
- Sound spelling cards

**Materials Outside of the Savvas Reading Program:**

- RAZ-Plus online library and materials
- Epic Books
- Brain Pop Jr.

Appendix B	Technology Integration	Grade # 3
Standards		

Appendix C	Interdisciplinary Connections	Grade # 3
<p><b>Social Studies and Science Interdisciplinary Connections:</b></p> <p><b>Project-Based Inquiries</b></p> <p>Unit 1, Week 6: Research what could be done to improve a local park or playground. Write an opinion letter to the town mayor or a park official.</p> <p>Unit 2, Week 6: Research plant and animal relationships. Create a scrapbook about a plant and animal relationship.</p> <p>Unit 3, Week 6: Write an opinion speech on why it is important to take advantage of heroic opportunities. Research evidence that supports their claim and persuades their audience.</p> <p>Unit 4, Week 6: Research communities that have changed over time. Create a poster showing a part of a city or town that has changed.</p> <p>Unit 5, Week 6: Write a travel brochure that persuades readers to visit, or not visit a place likely to be affected by a natural disaster. Research evidence that supports their claim and persuades their audience.</p> <p><b>Career Readiness, Life Literacies, and Key Skills: TREP\$</b></p> <p>TREP\$ is a 6 week educational program which empowers children by providing an engaging project-based learning experience which creatively integrates entrepreneurship education with the authentic opportunity to apply business, academic, and life skills. The benefits of teaching entrepreneurship using TREP\$ are far-reaching. Children who participate in TREP\$ provides a feeling of empowerment and confidence that comes with starting a business. During the workshops, the classroom takes on a professional environment as students are encouraged to develop leadership skills, practice critical thinking, solve problems creatively, demonstrate economic concepts, become risk takers, learn from the</p>		

business community, and begin planning their own businesses. TREP\$ is a situation where it is possible for all students to succeed. TREP\$ rewards those students with passion, determination, and a strong work ethic to become entrepreneurs.

**Interdisciplinary Links**

BrainPop Jr.: <https://jr.brainpop.com/>  
 Epic Books: <https://www.getepic.com/>

Appendix D		Career Education Integration	Grade # 3
Standards			
<p><b>9.1.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways including regular payments, tips, commissions, and benefits.</p> <p><b>9.2.5.CAP.1:</b> Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p><b>9.2.5.CAP.3:</b> Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p><b>9.2.5.CAP.4:</b> Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p>	<p><b>Exploration:</b> Students learn about different careers through role-playing different aspects of Reader’s and Writer’s Workshop: Publisher, Writer, Editor, and through Reader’s Theatre acting out the careers of different characters in their fictional texts and non-fiction articles.</p>		

Grade 4 - English Language Arts Pacing Guide		
Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
Unit 1: Weeks 1-6	Unit 2: Weeks 5-6	Unit 4 Weeks 3-6

Unit 2: Weeks 1-4	Unit 3: Weeks 1-6 Unit 4: Weeks 1-2	Unit 5 Weeks 1-6
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<b>English Language Arts</b>	<b>Grade # 4</b>
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<b>Unit 1: Networks</b>	<b>Pacing: 6 Weeks</b>
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**Unit Description:** In this unit, students will collaborate with others to determine how a place can affect how we live. Students will learn about different types of narrative nonfiction and understand their elements. Additionally, they will use language to make connections between reading narrative nonfiction and writing a personal narrative. Finally, students will use elements of narrative nonfiction writing to write a personal narrative.

- Essential Questions:**
- How can visiting new places expand our understanding of our place in the world?
  - In what ways can a place enrich our lives?
  - What can living in outer space teach us about the human body?

Standards	Knowledge/Skills	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 4</b></p> <p><b>Reading: Informational Text</b></p> <p><b>Key Ideas and Details</b>  <b>NJLSA.R1</b> 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.  <b>RI.4.1</b> 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.  <b>NJLSA.R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Collaborate with others to determine how a place can affect how we live</li> <li>• Know about different types of narrative nonfiction and understand their elements.</li> <li>• Use language to make connections between reading narrative nonfiction and writing a personal narrative.</li> <li>• Use elements of narrative nonfiction writing to write a personal narrative.</li> </ul> <p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Understand how a place affects how we live.</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 1 weekly tests</li> <li>• Unit 1 weekly quizzes</li> <li>• Observational checklists</li> <li>• Conferring Checklists</li> <li>• Reading and writing rubrics for student self-assessment</li> <li>• Fluency Checks and Running Records</li> <li>• Unit 1 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>• Unit 1 Progress Checkups</li> <li>• KWL charts</li> <li>• Exit slips</li> <li>• mClassProgress Monitoring Assessments</li> </ul>

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

**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.

**RI.4.5.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**NJSLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

**RI.4.6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

#### **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.

**RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**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.

**RI.4.8.** Explain how an author uses reasons and evidence to support

#### **Summative Assessments:**

- Baseline Test
- Beginning-of-year Test
- Unit 1 Test
- Fluency Checks and Running Records
- Unit 1 Research Project Checklists

#### **Benchmark Assessments:**

- mClass Benchmark Assessments
- Fluency Checks and Running Records

#### **Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

particular points in a text.

**Range of Reading and Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.4.10.** By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

**Reading: Foundational Skills**

**Phonics and Word Recognition**

**RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

**a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Writing**

**NJLSA.W3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

**W.4.3a.** Orient the reader by establishing a situation and introducing a narrator and/or

characters; organize an event sequence that unfolds naturally.

**W.4.3b.** Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3c.** Use a variety of transitional words and phrases to manage the sequence of events.

**W.4.3d.** Use concrete words and phrases and sensory details to convey experiences and events precisely.

**W.4.3e.** Provide a conclusion that follows from the narrated experiences or events.

**NJSLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.4.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**NJSLSA.W9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**SL.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**SL.4.1c.** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**SL.4.1d.** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

#### **Presentation of Knowledge and Ideas**

**NJSLSA.SL4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**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.

**NJSLSA.SL5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

#### **Language**

**Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**L.4.1e.** Form and use prepositional phrases.

**L.4.1f.** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.4.2d.** Spell grade-appropriate words correctly, consulting references as needed.

**Vocabulary Acquisition and Use**

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**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.4.4a.** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L.4.4c.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and



<p>determine or clarify the precise meaning of key words and phrases.</p> <p><b>NJSLSA.L5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L.4.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.4.5a.</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p><b>NJSLSA.L6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p><b>L.4.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>		
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<b>English Language Arts</b>		Grade # 4
	<b>Unit 2: Adaptations</b>	<b>Pacing: 6 Weeks</b>
<p><b>Unit Description:</b> In this unit, students will collaborate with others to determine how living things adapt to the world around them. They will learn</p>		

about different types of informational text as well as their structures and features. Additionally, students will use language to make connections between reading and writing informational text. Finally, students will use elements of informational text to write an article.

**Essential Questions:**

- What challenges do animals face in their environments?
- How do adaptations help animals survive?
- What different purposes do animal adaptations serve?
- In what ways do living things depend on each other?

Standards	Knowledge/Skills	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 4</b></p> <p><b><u>Reading:Literature</u></b></p> <p><b>Key Ideas and Details</b>  <b>NJLSA.R3.</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text  <b>RL.4.3.</b> 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><b>Craft and Structure</b>  <b>NJLSA.R4.</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  <b>RL.4.4.</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature  <b>NJLSA.R5.</b> Analyze the structure of texts, including how specific</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Collaborate with others to determine how living things adapt to the world around them.</li> <li>• Use language to make connections between reading and writing informational text.</li> <li>• Know about different types of informational text and understand their structures and features.</li> <li>• Use elements of informational text to write an article.</li> <li>•</li> </ul> <p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Understand how living things adapt to the world around them.</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 2 weekly tests</li> <li>• Unit 2 weekly quizzes</li> <li>• Observational checklists</li> <li>• Conferring Checklists</li> <li>• Reading and writing rubrics for student self-assessment</li> <li>• Fluency Checks and Running Records</li> <li>• Unit 2 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>• Unit 2 Progress Checkups</li> <li>• KLW charts</li> <li>• Exit slips</li> <li>• mClassProgress Monitoring Assessments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 2 Test</li> <li>• Fluency Checks and Running Records</li> <li>• Unit 2 Research Project Checklists</li> </ul> <p><b>Benchmark Assessments:</b></p>

sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text

**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.

**Range of Reading and Complexity of Text**

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**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.

**Reading: Informational Text**

**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.

- mClass Benchmark Assessments
- Fluency Checks and Running Records

**Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

**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.

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**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.

**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.

**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.

**RI.4.5.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**RI.4.6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the

information provided.

**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.

**RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**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

**RI.4.9.** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Range of Reading and Level of Text Complexity**

**NJLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.4.10.** By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

**Reading: Foundation Skills**

**Phonics and Word Recognition**

**RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

**a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Fluency**

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

**a.** Read grade-level text with purpose and understanding.

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

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

**Writing**

**Texts Types and Purposes**

**NJLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

**a.** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.

b. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

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

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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

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

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

#### **Production and Distribution of Writing**

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

**Research to Build and Present Knowledge**

**NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**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.

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

**a.** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

**b.** Follow agreed-upon rules for discussions and carry out assigned roles.

**c.** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D.

Review the key



**NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  
**SL.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**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.

**NJSLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**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.

**Language**

**Vocabulary Acquisition and Use**

**NJSLSA.L4.** Determine or clarify the meaning of unknown and

multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

**a.** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase

**c.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.

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

**c.** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or

<p>expression.</p> <p><b>L.4.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p><b>Knowledge of Language</b>  <b>NJSLSA.L3.</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.4.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		
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English Language Arts		Grade # 4
	<b>Unit 3: Diversity</b>	<b>Pacing: 6 Weeks</b>
<p><b>Unit Description:</b> In this unit, students will collaborate with others to determine how we reach new understandings about diversity. They will learn about different types of fiction and understand their elements. Additionally, students will use language to make connections between reading and writing fiction. Finally, students will use elements of narrative writing to write a realistic fiction story.</p>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do new places influence us?</li> <li>● How do people with interests different from ours help us grow?</li> <li>● Why do people communicate in diverse ways?</li> <li>● How do our experiences help us see the world differently?</li> <li>● How does music bring people together?</li> </ul>		

Standards	Knowledge/Skills	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 4</b></p> <p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b>  <b>NJLSA.R1</b> 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.  <b>RL.4.1</b> 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.  <b>NJLSA.R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  <b>RL.4.2.</b> Determine the key details to identify themes in a story, drama, or poem and summarize the text.  <b>NJLSA.R3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  <b>RL.4.3.</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  <b>NJLSA.R6</b> Assess how point of view or purpose shapes the content and style of a text.  <b>RL.4.6.</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>● Collaborate with others to determine how we reach new understandings about diversity.</li> <li>● Know about different types of fiction and understand their elements.</li> <li>● Use language to make connections between reading and writing fiction.</li> <li>● Use elements of narrative writing to write a realistic fiction story.</li> </ul> <p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Understand how people can reach new realizations by exploring diversity.</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 3 weekly tests</li> <li>● Unit 3 weekly quizzes</li> <li>● Observational checklists</li> <li>● Conferring Checklists</li> <li>● Fluency Checks and Running Records</li> <li>● Unit 3 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>● Unit 3 Progress Checkups</li> <li>● KLW charts</li> <li>● Exit slips</li> <li>● mClassProgress Monitoring Assessments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 3 Test</li> <li>● Middle-of-Year Assessment</li> <li>● Fluency Checks and Running Records</li> <li>● Unit 3 Research Project Checklists</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● mClass Benchmark Assessments</li> <li>● Fluency Checks and Running Records</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Student portfolios</li> <li>● Observations</li> <li>● Questioning</li> <li>● Whiteboards / Dry erase markers</li> </ul>

third-person narrations.

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.4.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

**Reading: Informational Text**

**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.

**RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.4.10.** By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or

above, with scaffolding as needed.

**Reading: Foundational Skills**

**Phonics and Word Recognition**

**RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

**a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Writing**

**Text Types and Purposes**

**NJSLSA.W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**W.4.1a.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

**NJSLSA.W3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

**W.4.3a.** Orient the reader by establishing a situation and

introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  
**W.4.3b.** Use dialogue and description to develop experiences and events or show the responses of characters to situations.  
W.4.3c. Use a variety of transitional words and phrases to manage the sequence of events.

**Production and Distribution of Writing**

**NJSLSA.W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.4.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Research to Build and Present Knowledge**

**NJSLSA.W7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**W.4.7.** Conduct short research projects that build knowledge through investigation of different

aspects of a topic.

**NJSLSA.W8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**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.

**NJSLSA.W9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

**W.4.9a.** Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

### **Speaking and Listening**

**NJSLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

### **Presentation of Knowledge and Ideas**

**NJSLSA.SL4** Present information, findings, and supporting evidence



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

**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.

**NJSLSA.SL6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**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.

### **Language**

Conventions of Standard English

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.4.1b.** Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

**L.4.1c.** Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

**L.4.1d.** Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

**L.4.1e.** Form and use prepositional

phrases.

**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**L.4.2a.** Use correct capitalization.

**L.4.2c.** Use a comma before a coordinating conjunction in a compound sentence.

**L.4.2d.** Spell grade-appropriate words correctly, consulting references as needed.

**NJSLSA.L5** Demonstrate understanding of word relationships and nuances in word meanings.

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

**L.4.5a.** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

**NJSLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**L.4.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a

particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).		
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<b>English Language Arts</b>	<b>Grade # 4</b>
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	<b>Unit 4: Impacts</b>	<b>Pacing: 6 Weeks</b>
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**Unit Description:** In this unit, students will collaborate with others to determine how stories shape our world. Additionally, students will learn about different types of traditional literature, understand their elements, and use language to make connections between reading and writing. Finally, students will use elements of opinion writing to write an opinion essay.

- Essential Questions:**
- Why should we do good deeds without expecting anything in return?
  - How can being different be an advantage?
  - How can revealing a secret make it lose its power?
  - How can what we learn from stories guide our actions?
  - How can being disobedient cause problems?

Standards	Knowledge/Skills	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 4</b></p> <p><b><u>Reading: Literature</u></b></p> <p><b>NJLSA.R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>RL.4.2.</b> Determine the key details to identify themes in a story, drama, or poem and summarize the text.</p> <p><b>NJLSA.R3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><b>RL.4.3.</b> Describe in depth a character, setting, or event in a story</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>● Collaborate with others to determine how stories shape our world.</li> <li>● Know about different types of traditional literature and understand their elements.</li> <li>● Use language to make connections between reading and writing.</li> <li>● Use elements of opinion writing to write an opinion essay.</li> </ul> <p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Understand how stories shape our world.</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 4 weekly tests</li> <li>● Unit 4 weekly quizzes</li> <li>● Observational checklists</li> <li>● Conferring Checklists</li> <li>● Fluency Checks and Running Records</li> <li>● Unit 4 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>● Unit 4 Progress Checkups</li> <li>● KLW charts</li> <li>● Exit slips</li> <li>● mClassProgress Monitoring Assessments</li> </ul>

or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**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.

**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.

**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.

**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.

**Range of Reading and Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RL.4.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

**Summative Assessments:**

- Unit 4 Test
- Fluency Checks and Running Records
- Unit 4 Research Project Checklists

**Benchmark Assessments:**

- mClass Benchmark Assessments
- Fluency Checks and Running Records

**Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

**Reading: Informational Text**

**Range of Reading and Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.4.10.** By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

**Reading: Foundational Skills**

**Phonics and Word Recognition**

**RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

**a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Writing**

**Text Types and Purposes**

**NJLSA.W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**NJLSA.W2** Write informative/explanatory texts to

examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.4.2a.** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.

**NJSLSA.W3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

**W.4.3a.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**NJSLSA.W9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

**W.4.9a.** Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1** Prepare for and

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

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

**SL.4.1a.** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

**Language**

**NJSLSA.L5** Demonstrate understanding of word relationships and nuances in word meanings.

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

**L.4.5c.** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**NJSLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**L.4.6.** Acquire and use accurately

<p>grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>		
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<b>English Language Arts</b>	<b>Grade # 4</b>
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	<b>Unit 5: Features</b>	<b>Pacing: 6 Weeks</b>
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**Unit Description:** In this unit students will collaborate with others to determine why it is important to understand our planet. Additionally, students will learn about different types of informational text and understand their structures and features. Next, students will use language to make connections between reading and writing. Finally, students will use knowledge of elements and structure of poetry to write a poem.

- Essential Questions:**
- What happens to what we throw away?
  - What makes an extreme location a place to both protect and explore?
  - What do we know about Earth’s features and processes?
  - In what ways do volcanoes impact Earth?
  - What daily actions can help reduce pollution?

Standards	Knowledge/Skills	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 4</b></p> <p><b><u>Reading: Informational Text</u></b></p> <p><b>Key Ideas and Details</b>  <b>NJSLSA.R1</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>● Collaborate with others to determine why it is important to understand our planet.</li> <li>● Know about different types of informational text and understand their structures and features.</li> <li>● Use language to make connections between reading and writing.</li> <li>● Use knowledge of the elements and structure of poetry to write a poem.</li> </ul> <p style="text-align: center;"><b>Enduring Understandings</b></p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 5 weekly tests</li> <li>● Unit 5 weekly quizzes</li> <li>● Observational checklists</li> <li>● Conferring Checklists</li> <li>● Fluency Checks and Running Records</li> <li>● Unit 5 Developing, On-Level and Advanced Cold Reads for Fluency</li> </ul>



when writing or speaking to support conclusions drawn from the text.

**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.

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**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.

**RI.4.5.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**NJSLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

**RI.4.6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

#### **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.

**RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or

- Understand the importance of learning about our planet.

and Comprehension

- Unit 5 Progress Checkups
- KLW charts
- Exit slips
- mClassProgress Monitoring Assessments

#### **Summative Assessments:**

- End-of-Year Assessment
- Unit 5 Test
- Fluency Checks and Running Records
- Unit 1 Research Project Checklists

#### **Benchmark Assessments:**

- mClass Benchmark Assessments
- Fluency Checks and Running Records

#### **Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**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.

**RI.4.8.** Explain how an author uses reasons and evidence to support particular points in a text.

**Range of Reading and Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.4.10.** By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

**Reading: Foundational Skills**

**Phonics and Word Recognition**

**RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

**a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Writing**

**Production and Distribution of Writing**

**NJSLSA.W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.4.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Research to Build and Present Knowledge**

**NJSLSA.W7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**NJSLSA.W8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**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.

**NJLSA.W9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

W.4.9a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

### **Speaking and Listening**

**NJLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

### **Language**

#### **Knowledge of Language**

**NJLSA.L3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.4.3c.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

<p><b>Vocabulary Acquisition and Use</b></p> <p><b>NJSLSA.L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><b>L.4.4.</b> 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><b>L.4.4a.</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p><b>NJSLSA.L5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L.4.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
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**Savvas Teacher’s Resources:**

- Savvas Teacher’s Manual
- Reading Routines Companion

- Anchor charts (online and in student consumables)
- Dual Language Educator’s Implementation Guide
- Small Group Professional Development Guide
- Language Awareness Handbook
- myFocus Intervention Teacher’s Guide
- Assessment Guide

**Savvas Student Learning Resources:**

- Student Interactive
- Trade Book Read Alouds
- Unit Trade Books
- Leveled Content Readers
- Weekly texts found in student consumables
- myFocus Reader
- Decodable readers

**Materials Outside of the Savvas Reading Program:**

- RAZ-Plus online library and materials
- Epic Books
- Brain Pop

Appendix B	Technology Integration	Grade # 4
Standards		

Appendix C	Interdisciplinary Connections	Grade # 4
<p><b>Social Studies and Science Interdisciplinary Connections:</b>  <b>Project-Based Inquiries</b>            Unit 1, Week 6: Research historical places in the community. Create a brochure to argue that a place should be made a historic landmark.</p>		

Unit 2, Week 6: Research animals and their adaptations. Create an informational poster about an endangered animal.  
 Unit 3, Week 6: Research the need for inclusive playground equipment. Write a letter to the school principal arguing that inclusive play equipment should be on the school playground.  
 Unit 4, Week 6: Research the origin of an American tall tale. Write an explanatory blog post.  
 Unit 5, Week 6: Research information about extreme weather. Write an opinion article about the most dangerous environmental event.

**Career Readiness, Life Literacies, and Key Skills: TREP\$**

TREP\$ is a 6 week educational program which empowers children by providing an engaging project-based learning experience which creatively integrates entrepreneurship education with the authentic opportunity to apply business, academic, and life skills. The benefits of teaching entrepreneurship using TREP\$ are far-reaching. Children who participate in TREP\$ provides a feeling of empowerment and confidence that comes with starting a business. During the workshops, the classroom takes on a professional environment as students are encouraged to develop leadership skills, practice critical thinking, solve problems creatively, demonstrate economic concepts, become risk takers, learn from the business community, and begin planning their own businesses. TREP\$ is a situation where it is possible for all students to succeed. TREP\$ rewards those students with passion, determination, and a strong work ethic to become entrepreneurs.

**Interdisciplinary Links**

BrainPop Jr.: <https://brainpop.com/>  
 Epic Books: <https://www.getepic.com/>  
 News ELA: <https://newsela.com/>

Appendix D		Career Education Integration	Grade # 4
Standards			
<p><b>9.1.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways including regular payments, tips, commissions, and benefits.</p> <p><b>9.2.5.CAP.1:</b> Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p><b>9.2.5.CAP.3:</b> Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p><b>9.2.5.CAP.4:</b> Explain the reasons why some jobs and careers require</p>	<p><b>Exploration:</b> Students learn about different careers through role-playing different aspects of Reader’s and Writer’s Workshop: Publisher, Writer, Editor, and through Reader’s Theatre acting out the careers of different characters in their fictional texts and non-fiction articles.</p>		

specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

**Grade 5 - English Language Arts  
Pacing Guide**

**Trimester 1 (September - December)**

**Trimester 2 (December - March)**

**Trimester 3 (March - June)**



Unit 1: Weeks 1-6 Unit 2: Weeks 1-4	Unit 2: Weeks 5-6 Unit 3: Weeks 1-6 Unit 4: Weeks 1-2	Unit 4 Weeks 3-6 Unit 5 Weeks 1-6
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<b>English Language Arts</b>	<b>Grade # 5</b>
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<b>Unit 1: Journeys</b>	<b>Pacing: 6 Weeks</b>
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**Unit Description:** In this unit, students will collaborate with others to determine how journeys change us. Additionally, students will learn about different types of informational text and understand their structures and features. Finally, students will use language to make connections between reading and writing and use elements of narrative writing to write a personal narrative.

- Essential Questions:**
- How can new places change the way a person sees the world?
  - What inspires people to start a journey?
  - What motivates people to leave a place they call home?
  - What can scientists discover by traveling to distant places?
  - What can people learn from visiting unknown lands?

Standards	Knowledge/Skills	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 5</b></p> <p><b><u>Reading: Literature</u></b></p> <p><b>NJLSA.R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>RL.5.2.</b> Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p><b>Craft and Structure</b></p> <p><b>NJLSA.R4</b> Interpret words and</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Analyze main ideas and details in informational texts through text evidence</li> <li>• Analyze text features in an informational text to make inferences</li> <li>• Understand the point of view in historical fiction by using text evidence</li> <li>• Use sound devices and figurative language in poetry to create mental images</li> <li>• Analyze text structure to confirm or correct predictions in an informational text</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 1 weekly tests</li> <li>• Unit 1 weekly quizzes</li> <li>• Observational checklists</li> <li>• Conferring Checklists</li> <li>• Reading and writing rubrics for student self-assessment</li> <li>• Fluency Checks and Running Records</li> <li>• Unit 1 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>• Unit 1 Progress Checkups</li> </ul>

## Enduring Understandings

- Understand how journeys change us.

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.

**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.

**NJLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

**RL.5.6.** Describe how a narrator's or speaker's point of view influences how events are described.

### Range of Reading and Level of Text Complexity

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RL.5.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

### Reading: Informational Text

#### 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

- KLW charts
- Exit slips
- mClassProgress Monitoring Assessments

#### Summative Assessments:

- Baseline Test
- Beginning-of-year Test
- Unit 1 Test
- Fluency Checks and Running Records
- Unit 1 Research Project Checklists

#### Benchmark Assessments:

- mClass Benchmark Assessments
- Fluency Checks and Running Records

#### Alternative Assessments:

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

when writing or speaking to support conclusions drawn from the text.

**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.

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**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.

**RI.5.5.** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

#### **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.

**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.

**Range of Reading and Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.5.10.** By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

**Reading: Foundational Skills**

**Phonics and Word Recognition**

**RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Writing**

**Text Types and Purposes**

**NJLSA.W2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**2a.** Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid comprehension.

**NJLSA.W3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

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

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

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

### **Production and Distribution of Writing**

**NJLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Research to Build and Present Knowledge**

**NJLSA.W7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**W.5.7.** Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

**NJLSA.W8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**W.5.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**NJLSA.W9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.5.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**a.** Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

**Range of Writing**

**NJSLSA.W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**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.

**Speaking and Listening**

**NJSLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.5.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

**Language**

**Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**a.** Explain the function of conjunctions, prepositions, and

interjections in general and their function in particular sentences.

**NJLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**Knowledge of Language**

**NJLSA.L3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**a.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**Vocabulary Acquisition and Use**

**NJLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L.5.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases



based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

**NJLSA.L5** Demonstrate understanding of word relationships and nuances in word meanings.

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

a. Interpret figurative language, including similes and metaphors, in context.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**NJLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

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<b>English Language Arts</b>	<b>Grade # 5</b>
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<b>Unit 2: Observations</b>	<b>Pacing: 6 Weeks</b>
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**Unit Description:** In this unit students will collaborate with others to explore how we learn through observations. Additionally, students will know about different types of informational text and understand their structures and features. Finally, students will use elements of informational writing to write an informational article.

- Essential Questions:**
- What are some different ways in which people can observe and protect wildlife?
  - What can we learn from studying animals in their natural habitats?
  - Why do scientists explore and study oceans?
  - What can people do to protect species from a changing environment?
  - How can careful observation help a person survive?

Standards	Knowledge/Skills	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 5</b></p> <p><b><u>Reading: Literatu</u></b></p> <p><b>Craft and Structure</b>  <b>NJLSA.R4</b> 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.</p> <p><b>RL.5.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Evaluate details to help explain author’s purpose in an informational text</li> <li>• Monitor comprehension to better analyze text structure in an informational text</li> <li>• Generate questions to help analyze point of view in realistic fiction</li> <li>• Confirm predictions about informational text and explain relationships between ideas</li> <li>• Analyze and synthesize information to compare argumentative texts</li> </ul> <p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Understand how we learn through our observations.</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 2 weekly tests</li> <li>• Unit 2 weekly quizzes</li> <li>• Observational checklists</li> <li>• Conferring Checklists</li> <li>• Reading and writing rubrics for student self-assessment</li> <li>• Fluency Checks and Running Records</li> <li>• Unit 2 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>• Unit 2 Progress Checkups</li> <li>• KLW charts</li> </ul>

similes.

**NJLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

**RL.5.6.** Describe how a narrator's or speaker's point of view influences how events are described.

**Range of Reading and Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RL.5.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

**Reading: Informational Text**

**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.

**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.

**NJLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

- Exit slips
- mClassProgress Monitoring Assessments

**Summative Assessments:**

- Unit 2 Test
- Fluency Checks and Running Records
- Unit 2 Research Project Checklists

**Benchmark Assessments:**

- mClass Benchmark Assessments
- Fluency Checks and Running Records

**Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

**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**

**NJSLSA.R7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**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.

**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.

**RI.5.8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10** and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.5.10.** By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

**Reading: Foundational Skills**

**Phonics and Word Recognition**

**RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

**a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Writing**

**Text Types and Purposes**

**NJLSA.W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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

**NJLSA.W2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**a.** Introduce a topic clearly to provide a focus and group related information logically; include text

features such as headings, illustrations, and multimedia when useful to aid comprehension.

- b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.** Provide a conclusion related to the information of explanation presented.

**Production and Distribution of Writing**

**NJLSA.W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  
(Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Research to Build and Present Knowledge**

**NJLSA.W9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.5.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a.** Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in

the text [e.g., how characters interact]”).

**Range of Writing**

**NJSLSA.W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**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.

**Language**

**Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**b.** Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

**c.** Use verb tense to convey various times, sequences, states, and conditions.

**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.5.2.** Demonstrate command of the

conventions of standard English capitalization, punctuation, and spelling when writing.  
e. Spell grade-appropriate words correctly, consulting references as needed.

**Vocabulary Acquisition and Use**

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**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.5.4a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**NJSLSA.L5** Demonstrate understanding of word relationships and nuances in word meanings.

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

**a.** Interpret figurative language, including similes and metaphors, in context.

**NJSLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level;



<p>demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p><b>L.5.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>		
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<b>English Language Arts</b>	<b>Grade # 5</b>
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	<b>Unit 3: Reflections</b>	<b>Pacing: 6 Weeks</b>
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**Unit Description:** In this unit, students will collaborate with others to explore how the experiences of others reflect their own. Additionally, students will know about different types of fiction and understand their elements. Finally, students will use language to make connections between reading and writing and use elements of opinion writing to write an essay.

- Essential Questions:**
- How does art reflect people’s experiences?
  - What can our families teach us about ourselves?
  - What can we learn from the experiences of older generations?
  - What are some different ways in which people can reach a goal?
  - How are the experiences of people in ancient times similar to those of people in the modern world?

Standards	Knowledge/Skills	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 5</b></p> <p><b><u>Reading: Literature</u></b></p> <p><b>Key Ideas and Details</b></p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>● Analyze characters in realistic fiction to make connections</li> <li>● Analyze plot elements to help summarize events in realistic fiction</li> <li>● Explain literary structures in a legend and a drama and synthesize</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 3 weekly tests</li> <li>● Unit 3 weekly quizzes</li> <li>● Observational checklists</li> <li>● Conferring Checklists</li> </ul>

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**RL.5.2.** Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

**NJSLSA.R3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**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).

#### **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.

**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.

**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.

**RL.5.5.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama,

information across texts

- Use figurative language to visualize images in poetry
- Make inferences about multiple themes in realistic fiction and confirm or correct predictions

#### **Enduring Understandings**

- Understand how the experiences of others reflect our own.

- Fluency Checks and Running Records
- Unit 3 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension
- Unit 3 Progress Checkups
- KLW charts
- Exit slips
- mClassProgress Monitoring Assessments

#### **Summative Assessments:**

- Unit 3 Test
- Middle-of-Year Assessment
- Fluency Checks and Running Records
- Unit 3 Research Project Checklists

#### **Benchmark Assessments:**

- mClass Benchmark Assessments
- Fluency Checks and Running Records

#### **Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

or poem.

**NJSLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

**RL.5.6.** Describe how a narrator's or speaker's point of view influences how events are described.

**Integration of Knowledge and Ideas**

**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.

**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.

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RL.5.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

**Reading: Informational Text**

**Range of Reading and Level of Text Complexity**

**NJLSA.R10** and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.5.10.** By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

**Reading: Foundational Skills**

**Phonics and Word Recognition**

**RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

**a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Writing**

**Text Types and Purposes**

**NJLSA.W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**a.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which

ideas are logically grouped to support the writer's purpose.

**b.** Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

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

**NJLSA.W3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

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

### **Production and Distribution of Writing**

**NJLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**NJLSA.W6** Use technology, including the Internet, to produce and publish writing and to interact

and collaborate with others.

**W.5.6.** With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Research to Build and Present Knowledge**

**NJLSA.W7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**W.5.7.** Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

**Speaking and Listening**

**Comprehension and Collaboration**

**NJLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

**c.** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**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.

**Language**

**Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and

spelling when writing.  
e. Spell grade-appropriate words correctly, consulting references as needed.

**Knowledge of Language**

**NJSLSA.L3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**Vocabulary Acquisition and Use**

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

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

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital,



to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**NJSLSA.L5** Demonstrate understanding of word relationships and nuances in word meanings.

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

**a.** Interpret figurative language, including similes and metaphors, in context.

**c.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**NJSLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

**Unit Description:** In this unit, students will collaborate with others to determine what it means to be free. Additionally, students will know different types of fiction and understand the elements of historical fiction. Finally, students will use language to make connections between reading and writing fiction and use elements of science fiction to write a short story.

### Essential Questions

- What can governments do to protect our freedoms?
- How can ordinary people contribute to a fight for freedom?
- Why should people work together to help others achieve freedom?
- What are some things people can do when their freedom is limited?
- How can going to a new place give a person new opportunities?

Standards	Knowledge/Skills	Evidence of Learning
<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 5</b></p> <p><b><u>Reading: Literature</u></b></p> <p><b>Key Ideas and Details</b>  <b>NJSLSA.R1</b> 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.  <b>RL.5.1</b> 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><b>Craft and Structure</b>  <b>NJSLSA.R4</b> Interpret words and phrases as they are used in a text, including determining technical,</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Learn more about historical fiction by analyzing characters and evaluating details</li> <li>• Monitor comprehension to understand historical fiction and infer multiple themes</li> <li>• Interpret text structure in an informational text to help summarize the text</li> <li>• Generate questions about and explain relationships between ideas in a biography</li> <li>• Make inferences to help explain the author’s purpose in historical fiction</li> </ul> <p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Understand what freedom means.</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 4 weekly tests</li> <li>• Unit 4 weekly quizzes</li> <li>• Observational checklists</li> <li>• Conferring Checklists</li> <li>• Fluency Checks and Running Records</li> <li>• Unit 4 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>• Unit 4 Progress Checkups</li> <li>• KLW charts</li> <li>• Exit slips</li> <li>• mClassProgress Monitoring Assessments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 4 Test</li> <li>• Fluency Checks and Running Records</li> <li>• Unit 4 Research Project Checklists</li> </ul>

connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**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.

**NJLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

**RL.5.6.** Describe how a narrator's or speaker's point of view influences how events are described.

#### **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.

**RL.5.7.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

#### **Range of Reading and Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RL.5.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix

#### **Benchmark Assessments:**

- mClass Benchmark Assessments
- Fluency Checks and Running Records

#### **Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

A) or above, with scaffolding as needed.

**Reading: Informational Text**

**NJLSA.R3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**RI.5.3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**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.

**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.

**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.

**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.

**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.

**RI.5.8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**Range of Reading and Level of Text Complexity**

**NJLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.5.10.** By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

**Reading: Foundational Skills**

**Phonics and Word Recognition**

**RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

**a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Writing**

**Text Types and Purposes**

**NJLSA.W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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

**NJLSA.W3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

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

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

**Production and Distribution of Writing**

**NJLSA.W4** Produce clear and coherent writing in which the

development, organization, and style are appropriate to task, purpose, and audience.

**W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Research to Build and Present Knowledge**

**NJLSA.W7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**W.5.7.** Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

**NJLSA.W9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.5.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 5 Reading standards

to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**SL.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

**c.** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**Language**

**Conventions of Standard English**

**NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**b.** Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.



**NJSLSA.L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**a.** Use punctuation to separate items in a series.\*

**b.** Use a comma to separate an introductory element from the rest of the sentence.

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

**Knowledge of Language**

**NJSLSA.L3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Vocabulary Acquisition and Use**

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L.5.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases

based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

**NJSLSA.L5** Demonstrate understanding of word relationships and nuances in word meanings.

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

**a.** Interpret figurative language, including similes and metaphors, in context.

**NJSLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

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**Unit 5: Systems****Pacing: 6 Weeks**

**Unit Description:** In this unit, students will collaborate with others to explore how elements of systems change. Additionally, students will know about different types of informational texts and understand their structures and features. Finally, students will use language to make connections between reading and writing and use elements of poetry to write a poem.

**Essential Questions**

- How much should people try to influence natural systems?
- How do human actions create and change cycles?
- How do rocks form and change over time?
- What can cause water to change form?
- How can Earth's changes affect where and how we live?

<b>Standards</b>	<b>Knowledge/Skills</b>	<b>Evidence of Learning</b>
<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 5</b></p> <p><b><u>Reading: Literature</u></b></p> <p><b>Craft and Structure</b>  <b>NJLSA.R4</b> 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.</p> <p><b>RL.5.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>NJLSA.R5</b> 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</p>	<p style="text-align: center;"><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Identify main ideas and details to make connections in an informational text</li> <li>• Interpret text features in an informational text to confirm or correct predictions</li> <li>• Analyze plot and setting to make inferences in historical fiction</li> <li>• Compare and contrast different accounts to monitor comprehension of informational texts</li> <li>• Analyze an argumentative text to make connections</li> </ul> <p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Understand how elements of systems change.</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit 5 weekly tests</li> <li>• Unit 5 weekly quizzes</li> <li>• Observational checklists</li> <li>• Conferring Checklists</li> <li>• Fluency Checks and Running Records</li> <li>• Unit 5 Developing, On-Level and Advanced Cold Reads for Fluency and Comprehension</li> <li>• Unit 5 Progress Checkups</li> <li>• KLW charts</li> <li>• Exit slips</li> <li>• mClassProgress Monitoring Assessments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• End-of-Year Assessment</li> <li>• Unit 5 Test</li> <li>• Fluency Checks and Running Records</li> <li>• Unit 1 Research Project</li> </ul>

each other and the whole.  
**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.

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RL.5.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

**Reading: Informational Text**

**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.

**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.

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Checklists

**Benchmark Assessments:**

- mClass Benchmark Assessments
- Fluency Checks and Running Records

**Alternative Assessments:**

- Student portfolios
- Observations
- Questioning
- Whiteboards / Dry erase markers

**RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**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.

**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.

**NJLSA.R6** Assess how point of view or purpose shapes the content and style of a text.

**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**

**NJLSA.R7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**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.**

**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.

**RI.5.8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**Range of Reading and Level of Text Complexity**

**NJLSA.R10** and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**RI.5.10.** By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

**Reading: Foundational Skills**

**Phonics and Word Recognition**

**RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

**a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Fluency**

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

**a.** Read grade-level text with purpose and understanding.

**Writing**

**NJSLSA.W3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

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

**Production and Distribution of Writing**

**NJSLSA.W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by

planning, revising, editing, rewriting, or trying a new approach.

**Research to Build and Present Knowledge**

**NJSLSA.W7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**W.5.7.** Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

**NJSLSA.W9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.5.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**a.** Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

**Range of Writing**

**NJSLSA.W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**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.

**Speaking and Listening**

**Comprehension and Collaboration**

**NJLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

**Language**

**Conventions of Standard English**

**NJLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1e. Use correlative conjunctions (e.g., either/or, neither/nor).

**NJLSA.L2** Demonstrate command

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

**L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**a.** Use punctuation to separate items in a series.\*

**d.** Use underlining, quotation marks, or italics to indicate titles of works.

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

**Vocabulary Acquisition and Use**

**NJSLSA.L5** Demonstrate

understanding of word relationships and nuances in word meanings.

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

**c.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**NJSLSA.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**L.5.6.** Acquire and use accurately grade-appropriate general academic

and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Appendix A

## Core Instructional & Supplemental Materials

Grade # 5

### **Savvas Teacher's Resources:**

- Savvas Teacher's Manual
- Reading Routines Companion
- Anchor charts (online and in student consumables)
- Dual Language Educator's Implementation Guide
- Small Group Professional Development Guide
- Language Awareness Handbook
- myFocus Intervention Teacher's Guide
- Assessment Guide

### **Savvas Student Learning Resources:**

- Student Interactive
- Trade Book Read Alouds
- Unit Trade Books
- Leveled Content Readers
- Weekly texts found in student consumables
- myFocus Reader

### **Materials Outside of the Savvas Reading Program:**

- RAZ-Plus online library and materials
- Epic Books
- Brain Pop

Appendix B		Technology Integration	Grade # 5
Standards			

Appendix C		Interdisciplinary Connections	Grade # 5
<p><b>Social Studies and Science Interdisciplinary Connections:</b></p> <p><b>Project-Based Inquiries</b></p> <p>Unit 1, Week 6: Research a country they want to visit. Write an argumentative travel brochure.</p> <p>Unit 2, Week 6: Research a national park or wilderness area. Write an informational survival guide.</p> <p>Unit 3, Week 6: Research a person or hero who has had an impact on their lives. Write a speech about why a day should be dedicated to that person.</p> <p>Unit 4, Week 6: Survey people on the meaning of freedom. Create a speech or poster about freedom.</p> <p>Unit 5, Week 6: Research a natural disaster. Create a public service announcement (PSA) about the environment.</p> <p><b>Career Readiness, Life Literacies, and Key Skills: TREP\$</b></p> <p>TREP\$ is a 6 week educational program which empowers children by providing an engaging project-based learning experience which creatively integrates entrepreneurship education with the authentic opportunity to apply business, academic, and life skills. The benefits of teaching entrepreneurship using TREP\$ are far-reaching. Children who participate in TREP\$ provides a feeling of empowerment and confidence that comes with starting a business. During the workshops, the classroom takes on a professional environment as students are encouraged to develop leadership skills, practice critical thinking, solve problems creatively, demonstrate economic concepts, become risk takers, learn from the business community, and begin planning their own businesses. TREP\$ is a situation where it is possible for all students to succeed. TREP\$ rewards those students with passion, determination, and a strong work ethic to become entrepreneurs.</p> <p><b>Interdisciplinary Links</b></p> <p>BrainPop Jr.: <a href="https://brainpop.com/">https://brainpop.com/</a></p> <p>Epic Books: <a href="https://www.getepic.com/">https://www.getepic.com/</a></p> <p>News ELA: <a href="https://newsela.com/">https://newsela.com/</a></p>			

Appendix D		Career Education Integration	Grade # 5
Standards			

**9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways including regular payments, tips, commissions, and benefits.

**9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

**9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

**9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

**9.2.5.CAP.5:** Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.

**9.2.5.CAP.6:** Compare the characteristics of a successful entrepreneur with the traits of successful employees.

**9.2.5.CAP.7:** Identify factors to consider before starting a business.

**9.2.5.CAP.8:** Identify risks that individuals and households face.

**9.2.5.CAP.9:** Justify reasons to have insurance.

**Exploration:** Students learn about different careers through role-playing different aspects of Reader's and Writer's Workshop: Publisher, Writer, Editor, and through Reader's Theatre acting out the careers of different characters in their fictional texts and non-fiction articles.

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
Reading Unit 1: Fantasy Fiction Reading Unit 5: Reading in Science and Social Studies (Content Areas)  Writing: Ideas and Organization  Language/Grammar: Grammar Basics and Latin Roots	Reading Unit 2: Historical Fiction Reading Unit 3: Fables and Poetry Reading Unit 5: Reading in Science and Social Studies (Content Areas)  Writing: Word Choice, Sentence Fluency, and Voice  Language/Grammar: Pronouns and Greek/Latin Roots	Reading Unit 4: Realistic Fiction Reading Unit 5: Reading in Science and Social Studies (Content Areas)  Writing: 6 Traits - Putting it all together; Research and Expository Writing  Language/Grammar: Latin/Greek Roots

English Language Arts		Grade 6
	<b>Unit 1</b>	<b>Pacing:</b> 8-10 weeks
	<b>Reading: Fantasy Fiction</b> <b>Writing: Ideas and Organization</b> <b>Language/Grammar: Grammar Basics and Latin Roots</b>	
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>How does reading and discussing texts help me clarify personal values and define important human qualities?</li> <li>What strategies and techniques improve my enjoyment and understanding of text?</li> <li>How are point of view and perspective connected?</li> <li>How are themes reflected in life and in reading?</li> </ul>	
<b>Unit Description</b>	In this unit, students will review story elements, work on their writing skills of ideas and organization through the view of fantasy fiction genre; students will review grammar basics and begin learning Latin roots as part of their vocabulary work.	
<b>Standards</b>	<b>Knowledge/Skills</b>	<b>Evidence of Learning</b>
<b>Literature</b> <b>RL.6.1.:</b> Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Reading</b> <ul style="list-style-type: none"> <li>Review story elements and identify different parts of plot/ plot structure, may refer to a plot diagram to assist in student learning</li> <li>Evaluate setting and characters in detail (static, dynamic, flat, round).</li> <li>Model identifying and utilizing textual evidence.</li> </ul>	<b>Formative:</b> Observation, participation, writing workshops, guided reading, revise essays or memoirs, displaying skills learned

**RL.6.2.:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

**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.

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

**RL.6.6.:** Explain how an author develops the point of view of the narrator or speaker in a text.

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

**RL.6.9.:** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy

- Categorize conflicts such as: man vs. self (internal) and man vs. man (external).
- Introduce literary devices with an emphasis on figurative language.
- Provide sample excerpts of a narrative piece without figurative language, and model ways to enhance the piece by including figurative language.
- Evaluate the specific story elements of resolution and theme
- Introduce pieces of literature that present unresolved conflict.
- Explain the difference between point of view and perspective
- Review point of view, illustrating first, second, and third person point of view.
- Using a non-fiction piece from the time period of a selected class novel, illustrate connections between time period and literature.
- Conduct discussion on how the time period of the author and of the novel can both influence the perspective of the text.
- Introduce common themes for literature.

### Writing

- Focus on gathering ideas for writing.
- Focus on proper organization for writing pieces.
- Gather baseline writing sample via journal or prompt (e.g. introductory narrative or district pre-assessment)
- Respond to literature utilizing textual evidence.
- Provide explicit instruction in proper use of commas and quotation marks as it relates to textual evidence and writing narrative dialogue.
- Conduct writing activities focused on figurative language such as offering a story starter to groups, having each infuse a different literary device.
- Model using narrative writing skills to continue a short story/ chapter/ section/ text written by the author and how to maintain story elements of original piece building onto the addition.
- Review the elements of an evidence based short response and model constructing strong topic sentences.
- Model how short-response format is expanded for essay writing (introduction, thesis statement, body paragraphs, transitions, and conclusion).
- Demonstrate proper brainstorming and outlining techniques for literary essays.

**Summative:** Weekly quizzes, unit assessments, final essays.

**Benchmark:** Freckle by Renaissance; Amplify

**Alternative:** Book report presentations (e.g. verbal, visual, digital, etc.), oral assessments

stories) in terms of their approaches to similar themes and topics.

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

**RI.6.6.:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**RI.6.7.:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**RI.6.9.:** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

### **Writing**

**W.6.1.:** Write arguments to support claims with clear reasons and relevant evidence.

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

**W.6.3.:** Write narratives to develop real or imagined experiences or

### **Language/Grammar**

- Review basics of grammar and parts of speech (noun, verb, adjective, pronoun, adverb, preposition, conjunction, interjection).
- Model use of prepositional phrases (including as adjectives and adverbs) in written work.
- Review subjects, predicates, direct objects, indirect objects.
- Use proper grammar in writing and speaking presentations.
- Create oral presentations using correct grammar and vocabulary.



events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.6.4.:** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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

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

**W.6.7.:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

**W.6.9.:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.6.10.:** Write routinely over extended time frames (time for research, reflection,

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

**Speaking and Listening**

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

**SL.6.2.:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

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

**SL.6.5.:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**SL.6.6.:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Language/Grammar**

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

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

**L.6.2.a.:** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**L.6.2.b.:** Spell correctly.

**L.6.1.a.:** Ensure that pronouns are in the proper case (subjective, objective, possessive).

**L.6.1.b.:** Use intensive pronouns (e.g., myself, ourselves).

**L.6.1.c.:** Recognize and correct inappropriate shifts in pronoun number and person.

**L.6.1.d.:** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

**L.6.1.e.:** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

**L.6.3.a.:** Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

**L.6.3.b.:** Maintain consistency in style and tone.

**L.6.4.:** Determine or clarify the meaning of unknown and

multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**L.6.4.a.:** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.6.4.b.:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

**L.6.4.c.:** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**L.6.4.d.:** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

**L.6.5.a.:** Interpret figures of speech (e.g., personification) in context.

**L.6.5.b.:** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

**L.6.5.c.:** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

<p><b>L.6.6.:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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English Language Arts		Grade 6
	<p align="center"><b>Unit 2</b></p> <p><b>Reading: Historical Fiction</b>  <b>Writing: Word Choice and Sentence Fluency</b>  <b>Language/Grammar: Grammar Basics and Greek/Latin Roots</b></p>	<p><b>Pacing: 6-9 Weeks</b></p>
<p><b>Essential Question</b></p>	<ul style="list-style-type: none"> <li>• How does reading and discussing texts help me clarify personal values and define important human qualities?</li> <li>• How are point of view and perspective connected?</li> <li>• How does understanding culture help us in life?</li> <li>• How do we effectively communicate ideas effectively?</li> <li>• How can intolerance and prejudice affect lives?</li> <li>• What constitutes effective research?</li> <li>• What responsibility do we have to society?</li> </ul>	
<p><b>Unit Description</b></p>	<p>In this unit, students will review story elements, work on their writing skills of ideas and organization through the view of historical fiction genre; students will focus on pronouns in grammar, while learning Greek and Latin roots as part of their vocabulary work.</p>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>Literature</b>  <b>RL.6.1.:</b> Cite textual evidence and make relevant connections to</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Review story elements and identify different parts of plot/ plot</li> </ul>	<p><b>Formative:</b> Observation, participation, writing workshops,</p>

support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.6.2.:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

**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.

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

**RL.6.6.:** Explain how an author develops the point of view of the narrator or speaker in a text.

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

**RL.6.9.:** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background

structure, may refer to a plot diagram to assist in student learning

- Evaluate setting and characters in detail (static, dynamic, flat, round).
- Model identifying and utilizing textual evidence.
- Categorize conflicts such as: man vs. self (internal) and man vs. man (external).
- Introduce literary devices with an emphasis on figurative language.
- Provide sample excerpts of a narrative piece without figurative language, and model ways to enhance the piece by including figurative language.
- Evaluate the specific story elements of resolution and theme
- Introduce pieces of literature that present unresolved conflict.
- Explain the difference between point of view and perspective
- Review point of view, illustrating first, second, and third person point of view.
- Using a non-fiction piece from the time period of a selected class novel, illustrate connections between time period and literature.
- Conduct discussion on how the time period of the author and of the novel can both influence the perspective of the text.
- Introduce common themes for literature.
- Integrate Amistad Curriculum themes into reading (e.g. *Elijah of Buxton*) <https://www.nj.gov/education/amistad/about/>

### Writing

- Focus on word choice, including figurative language, synonyms and antonyms.
- Focus on sentence fluency for writing pieces, including varied sentence lengths, starting with varied words, using varied sentence structure, etc.
- Gather baseline writing sample via journal or prompt (e.g. introductory narrative or district pre-assessment)
- Respond to literature utilizing textual evidence.
- Provide explicit instruction in proper use of commas and quotation marks as it relates to textual evidence and writing narrative dialogue.
- Conduct writing activities focused on figurative language such as offering a story starter to groups, having each infuse a different literary device.

guided reading, revise essays or memoirs, displaying skills learned

**Summative:** Weekly quizzes, unit assessments, final essays.

**Benchmark:** Freckle by Renaissance; Amplify

**Alternative:** Book report presentations (e.g. verbal, visual, digital, etc.), oral assessments

knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

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

### **Writing**

**W.6.1.:** Write arguments to support claims with clear reasons and relevant evidence.

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

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

**W.6.4.:** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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

**W.6.6.:** Use technology, including the Internet, to produce and publish writing as well as to interact

- Model using narrative writing skills to continue a short story/ chapter/ section/ text written by the author and how to maintain story elements of original piece building onto the addition.
- Review the elements of an evidence based short response and model constructing strong topic sentences.
- Model how short-response format is expanded for essay writing (introduction, thesis statement, body paragraphs, transitions, and conclusion).
- Demonstrate proper brainstorming and outlining techniques for literary essays.
- 

### **Language/Grammar**

- Introduce the three cases of pronouns: subjective, possessive and objective.
- Model use of prepositional phrases (including as adjectives and adverbs) in written work.
- Review subjects, predicates, direct objects, indirect objects.
- Use proper grammar in writing and speaking presentations.
- Create oral presentations using correct grammar and vocabulary

and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**W.6.7.:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

**W.6.9.:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

**Speaking and Listening**

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

**SL.6.2.:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain



how it contributes to a topic, text, or issue under study.

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

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

**SL.6.5.:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**SL.6.6.:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Language/Grammar**

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

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

**L.6.2.a.:** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**L.6.2.b.:** Spell correctly.

**L.6.1.a.:** Ensure that pronouns are in the proper case (subjective, objective, possessive).

**L.6.1.b.:** Use intensive pronouns (e.g., myself, ourselves).

**L.6.1.c.:** Recognize and correct inappropriate shifts in pronoun number and person.

**L.6.1.d.:** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

**L.6.1.e.:** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

**L.6.3.a.:** Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

**L.6.3.b.:** Maintain consistency in style and tone.

**L.6.4.:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**L.6.4.a.:** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.6.4.b.:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

**L.6.4.c.:** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print

and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**L.6.4.d.:** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

**L.6.5.a.:** Interpret figures of speech (e.g., personification) in context.

**L.6.5.b.:** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

**L.6.5.c.:** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

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

	<b>Unit 3</b> <b>Reading: Fables and Poetry</b> <b>Writing: Sentence Fluency and Voice</b> <b>Language/Grammar: Pronouns and Latin/Greek Roots</b>	<b>Pacing: 4 weeks</b>
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>● How are themes reflected in life and in reading?</li> <li>● How does understanding culture help us in life?</li> <li>● How do we effectively communicate ideas effectively?</li> <li>● How can intolerance and prejudice affect lives?</li> <li>● What responsibility do we have to society?</li> </ul>	
<b>Unit Description</b>	<p>In this unit, students will review story elements, work on their writing skills of ideas and organization through the view of fables and poetry genres; students will review grammar basics and begin learning Latin roots as part of their vocabulary work.</p>	
<b>Standards</b>	<b>Knowledge/Skills</b>	<b>Evidence of Learning</b>
<p><b>Literature</b>  <b>RL.6.1.:</b> Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>RL.6.2.:</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  <b>RL.6.3.:</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  <b>RL.6.4.:</b> 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.  <b>RL.6.5.:</b> Analyze how a particular sentence, chapter, scene, or</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Review the process of analyzing texts through a specific lens (e.g. word choice, and connotation).</li> <li>● Introduce poetic devices (e.g. stanza, meter, rhyme, figurative language).</li> <li>● Read teacher-selected mentor pieces of poetry and present different lenses for each piece of reading (structure, figurative language, enjambment, etc.)</li> <li>● Introduce the different forms of poetry (e.g. Reading • Analyze the poetic devices within poetry. • Conduct close reading of poems and explain how particular lines fit the poem's structure and change meaning.</li> <li>● Evaluate how the author's word choices contribute to the theme or tone of a poem. Stanza Meter Rhyme Assonance Consonance Enjambment haiku, narrative, acrostic, etc.)through teacher-selected mentor pieces.</li> <li>● Introduce the use of fables to teach lessons.</li> <li>● Read classic fables, as well as newer fables, compare and contrast how they are used to get a point across.</li> <li>● Review story elements and identify different parts of plot/ plot structure, may refer to a plot diagram to assist in student learning</li> <li>● Evaluate setting and characters in detail (static, dynamic, flat, round).</li> </ul>	<p><b>Formative:</b> Observation, participation, writing workshops, guided reading, revise essays or memoirs, displaying skills learned</p> <p><b>Summative:</b> Weekly quizzes, unit assessments, final essays.</p> <p><b>Benchmark:</b> Freckle by Renaissance; Amplify</p> <p><b>Alternative:</b> Book report presentations (e.g. verbal, visual, digital, etc.), oral assessments</p>

stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**RL.6.6.:** Explain how an author develops the point of view of the narrator or speaker in a text.

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

**RL.6.9.:** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

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

**RI.6.6.:** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**RI.6.7.:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

- Model identifying and utilizing textual evidence.
- Categorize conflicts such as: man vs. self (internal) and man vs. man (external).
- Introduce literary devices with an emphasis on figurative language.
- Provide sample excerpts of a narrative piece without figurative language, and model ways to enhance the piece by including figurative language.
- Evaluate the specific story elements of resolution and theme
- Introduce pieces of literature that present unresolved conflict.
- Explain the difference between point of view and perspective
- Review point of view, illustrating first, second, and third person point of view.
- Using a non-fiction piece from the time period of a selected class novel, illustrate connections between time period and literature.
- Conduct discussion on how the time period of the author and of the novel can both influence the perspective of the text.
- Introduce common themes for literature
- Integrated Holocaust themes (e.g. The Boy in the Striped Pajamas)  
[https://www.nj.gov/education/holocaust/curr/materials/grades5-8\\_shtml](https://www.nj.gov/education/holocaust/curr/materials/grades5-8_shtml)

### Writing

- Write an original fable, present to younger grades.
- Introduce the framework for teacher selected or self-selected culminating poetry project: writing with different forms of poetry
- Complete poetry portfolio.
- Focus on word choice, including figurative language, synonyms and antonyms.
- Focus on sentence fluency for writing pieces, including varied sentence lengths, starting with varied words, using varied sentence structure, etc.
- Gather baseline writing sample via journal or prompt (e.g. introductory narrative or district pre-assessment)
- Respond to literature utilizing textual evidence.
- Provide explicit instruction in proper use of commas and quotation marks as it relates to textual evidence and writing narrative dialogue.

**RI.6.9.:** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**Writing**

**W.6.1.:** Write arguments to support claims with clear reasons and relevant evidence.

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

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

**W.6.4.:** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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

**W.6.6.:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of

- Conduct writing activities focused on figurative language such as offering a story starter to groups, having each infuse a different literary device.
- Model using narrative writing skills to continue a short story/ chapter/ section/ text written by the author and how to maintain story elements of original piece building onto the addition.
- Review the elements of an evidence based short response and model constructing strong topic sentences.
- Model how short-response format is expanded for essay writing (introduction, thesis statement, body paragraphs, transitions, and conclusion).
- Demonstrate proper brainstorming and outlining techniques for literary essays.

**Language/Grammar**

- Master the three cases of pronouns: subjective, possessive and objective.
- Model use of prepositional phrases (including as adjectives and adverbs) in written work.
- Review subjects, predicates, direct objects, indirect objects.
- Use proper grammar in writing and speaking presentations.
- Create oral presentations using correct grammar and vocabulary

keyboard skills to type a minimum of three pages in a single sitting.

**W.6.7.:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

**W.6.9.:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

**Speaking and Listening**

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

**SL.6.2.:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

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

**SL.6.5.:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**SL.6.6.:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Language/Grammar**

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

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

**L.6.2.a.:** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**L.6.2.b.:** Spell correctly.

**L.6.1.a.:** Ensure that pronouns are in the proper case (subjective, objective, possessive).

**L.6.1.b.:** Use intensive pronouns (e.g., myself, ourselves).



**L.6.1.c.:** Recognize and correct inappropriate shifts in pronoun number and person.

**L.6.1.d.:** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

**L.6.1.e.:** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

**L.6.3.a.:** Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

**L.6.3.b.:** Maintain consistency in style and tone.

**L.6.4.:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**L.6.4.a.:** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.6.4.b.:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

**L.6.4.c.:** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or

<p>determine or clarify its precise meaning or its part of speech.</p> <p><b>L.6.4.d.:</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L.6.5.:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.6.5.a.:</b> Interpret figures of speech (e.g., personification) in context.</p> <p><b>L.6.5.b.:</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p><b>L.6.5.c.:</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> <p><b>L.6.6.:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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English Language Arts		Grade 6
	Unit 4	Pacing: 4-6 weeks

	<b>Reading: Realistic Fiction</b> <b>Writing: 6 Traits - Putting it together</b> <b>Language/Grammar: Latin/Greek Roots</b>	
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>• How do we effectively communicate ideas effectively?</li> <li>• What makes a strong argument?</li> <li>• What is the value of argument?</li> <li>• What constitutes effective research?</li> </ul>	
<b>Unit Description</b>	<p>In this unit, students will review story elements, work on their writing skills of ideas and organization through the view of realistic fiction genre; students will review grammar basics and begin learning Latin roots as part of their vocabulary work.</p>	
<b>Standards</b>	<b>Knowledge/Skills</b>	<b>Evidence of Learning</b>
<p><b>Literature</b>  <b>RL.6.1.:</b> Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>RL.6.2.:</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  <b>RL.6.3.:</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  <b>RL.6.4.:</b> 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.  <b>RL.6.5.:</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Review story elements and identify different parts of plot/ plot structure, may refer to a plot diagram to assist in student learning</li> <li>• Evaluate setting and characters in detail (static, dynamic, flat, round).</li> <li>• Model identifying and utilizing textual evidence.</li> <li>• Categorize conflicts such as: man vs. self (internal) and man vs. man (external).</li> <li>• Introduce literary devices with an emphasis on figurative language.</li> <li>• Provide sample excerpts of a narrative piece without figurative language, and model ways to enhance the piece by including figurative language.</li> <li>• Evaluate the specific story elements of resolution and theme</li> <li>• Introduce pieces of literature that present unresolved conflict.</li> <li>• Explain the difference between point of view and perspective</li> <li>• Review point of view, illustrating first, second, and third person point of view.</li> <li>• Using a non-fiction piece from the time period of a selected class novel, illustrate connections between time period and literature.</li> <li>• Conduct discussion on how the time period of the author and of the novel can both influence the perspective of the text.</li> <li>• Introduce common themes for literature.</li> </ul> <p><b>Writing</b></p>	<p><b>Formative:</b> Observation, participation, writing workshops, guided reading, revise essays or memoirs, displaying skills learned</p> <p><b>Summative:</b> Weekly quizzes, unit assessments, final essays.</p> <p><b>Benchmark:</b> Freckle by Renaissance; Amplify</p> <p><b>Alternative:</b> Book report presentations (e.g. verbal, visual, digital, etc.), oral assessments</p>

development of the theme, setting, or plot.

**RL.6.6.:** Explain how an author develops the point of view of the narrator or speaker in a text.

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

**RL.6.9.:** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

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

### **Writing**

**W.6.1.:** Write arguments to support claims with clear reasons and relevant evidence.

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

**W.6.3.:** Write narratives to develop

- Use all 6 traits of writing in tandem.
- Gather baseline writing sample via journal or prompt (e.g. introductory narrative or district pre-assessment)
- Respond to literature utilizing textual evidence.
- Provide explicit instruction in proper use of commas and quotation marks as it relates to textual evidence and writing narrative dialogue.
- Conduct writing activities focused on figurative language such as offering a story starter to groups, having each infuse a different literary device.
- Model using narrative writing skills to continue a short story/ chapter/ section/ text written by the author and how to maintain story elements of original piece building onto the addition.
- Review the elements of an evidence based short response and model constructing strong topic sentences.
- Model how short-response format is expanded for essay writing (introduction, thesis statement, body paragraphs, transitions, and conclusion).
- Demonstrate proper brainstorming and outlining techniques for literary essays.
- Introduce the three cases of pronouns: subjective, possessive and objective.

### **Language/Grammar**

- Review basics of grammar and parts of speech (noun, verb, adjective, pronoun, adverb, preposition, conjunction, interjection).
- Model use of prepositional phrases (including as adjectives and adverbs) in written work.
- Review subjects, predicates, direct objects, indirect objects.
- Use proper grammar in writing and speaking presentations.
- Create oral presentations using correct grammar and vocabulary.

real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.6.4.:** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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

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

**W.6.7.:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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

**W.6.9.:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.6.10.:** Write routinely over extended time frames (time for

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

**Speaking and Listening**

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

**SL.6.2.:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

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

**SL.6.5.:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**SL.6.6.:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or

appropriate.

**Language/Grammar**

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

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

**L.6.2.a.:** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**L.6.2.b.:** Spell correctly.

**L.6.1.a.:** Ensure that pronouns are in the proper case (subjective, objective, possessive).

**L.6.1.b.:** Use intensive pronouns (e.g., myself, ourselves).

**L.6.1.c.:** Recognize and correct inappropriate shifts in pronoun number and person.

**L.6.1.d.:** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

**L.6.1.e.:** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

**L.6.3.a.:** Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

**L.6.3.b.:** Maintain consistency in style and tone.

**L.6.4.:** Determine or clarify the

meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**L.6.4.a.:** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.6.4.b.:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

**L.6.4.c.:** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**L.6.4.d.:** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

**L.6.5.a.:** Interpret figures of speech (e.g., personification) in context.

**L.6.5.b.:** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

**L.6.5.c.:** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping,



economical, un wasteful, thrifty). <b>L.6.6.:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
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English Language Arts		Grade 6
	<b>Unit 5</b> <b>Reading: Reading in Science and Social Studies (Content Areas)</b> <b>Writing: 6 Traits - Research and Expository Writing</b>	<b>Pacing: 20-25 Weeks</b>
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>• How does reading and discussing texts help me clarify personal values and define important human qualities?</li> <li>• What strategies and techniques improve my understanding of text?</li> <li>• How does understanding culture help us in life?</li> <li>• How do we effectively communicate ideas effectively?</li> <li>• What makes a strong argument?</li> <li>• What constitutes effective research?</li> </ul>	
<b>Unit Description</b>	In this unit, students will use content area reading to work on their reading metacognition, work on their 6 traits of writing skills, and implement grammar rules, as well as vocabulary work.	
<b>Standards</b>	<b>Knowledge/Skills</b>	<b>Evidence of Learning</b>
<b>RI.6.1.:</b> Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>RI.6.2.:</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>Reading</b> <ul style="list-style-type: none"> <li>• Model identifying and citing textual evidence.</li> <li>• Make relevant connections within and between texts and cultures.</li> <li>• Explain the difference between point of view and perspective</li> <li>• Review point of view, illustrating first, second, and third person point of view.</li> <li>• Using a non-fiction piece from the time period of a selected class novel, illustrate connections between time period and literature.</li> </ul>	<b>Formative:</b> Observation, participation, writing workshops, guided reading, revise essays or memoirs, displaying skills learned  <b>Summative:</b> Weekly quizzes, unit assessments, final essays.

**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).

**RI.6.4.:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**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.

**RI.6.6.:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**RI.6.7.:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**RI.6.8.:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**RI.6.9.:** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**RI.6.10.:** By the end of the year read and comprehend literary nonfiction at grade level

- Conduct discussion on how the time period of the author and of the novel can both influence the perspective of the text.
- Introduce common themes for literature.
- Explore figurative language within expository text.
- Identify subject specific vocabulary.
- Read short, expository articles on important people in history, science and current culture focusing on comprehension and details.

### Writing

- Use 6 traits skills to answer short answer, paragraph and essay length questions in science and social studies.
- Complete research projects and reports of varying lengths and presentations.
- Provide citations to verify evidence and its source.
- Identify and use valid sources for research projects and reports.
- Respond to oral and written prompts utilizing textual evidence from science and social studies texts..
- Conduct writing activities focused on figurative language such as offering a story starter to groups, having each infuse a different literary device.
- Model using expository writing skills, drawing on textual evidence for support of claims.
- Review the elements of an evidence based short response and model constructing strong topic sentences.
- Model how short-response format is expanded for essay writing (introduction, thesis statement, body paragraphs, transitions, and conclusion).
- Demonstrate proper brainstorming and outlining techniques for literary essays
- Write grade appropriate responses based on short, expository articles on important people in history, science and current culture focusing on comprehension and details.

### Language/Grammar

- Review basics of grammar and parts of speech (noun, verb, adjective, pronoun, adverb, preposition, conjunction, interjection).
- Model use of prepositional phrases (including as adjectives and adverbs) in written work.
- Review subjects, predicates, direct objects, indirect objects.

**Benchmark:** Freckle by Renaissance; Amplify

**Alternative:** verbal and visual presentations.

text-complexity or above, with scaffolding as needed.

**Writing**

**W.6.1.:** Write arguments to support claims with clear reasons and relevant evidence.

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

**W.6.4.:** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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

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

**W.6.7.:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**W.6.8.:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while

- Use proper grammar in writing and speaking presentations.
- Create oral presentations using correct grammar and vocabulary.

<p>avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>W.6.9.:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.6.10.:</b> 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>		
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<p><b>Appendix A</b></p>	<p><b>Core Instructional &amp; Supplemental Materials</b></p>	<p>Grade 6</p>
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<p><b>Novel Studies/Literature Circles</b> (May include)</p> <p><i>My Side of the Mountain</i> - Jean Craighead George</p> <p><i>Harry Potter and the Sorcerer's Stone</i> - J.K. Rowling</p> <p><i>The Lion, the Witch, and the Wardrobe</i> - C.S. Lewis</p> <p><i>Elijah of Buxton</i> - Christopher Paul Curtis</p> <p><i>The Boy in the Striped Pajamas, a Fable</i> - John Boyne</p> <p><i>Walk Two Moons</i> - Sharon Creech</p> <p><i>The Giver</i> - Lois Lowry</p> <p><i>From the Mixed Up Files of Mrs. Basil E. Frankweiler</i> - E.L. Konigsburg</p> <p><i>The Sixth Grade NickName Game</i> - Gordon Korman</p> <p><b>Poetry</b></p> <p>Suggested: Paired selections Optional Concept- Based reading selections</p> <p>Teacher selected text(s) from Grade- Level Optional Text List Teacher resources</p> <p>Trade book library</p> <p>Poetry Foundation <a href="https://www.poetryfoundation.org/">https://www.poetryfoundation.org/</a></p>
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**Informational Test** (Science/Social Studies)

Mosa Mack (science curriculum)

Freckle Social Science Text (Social Studies curriculum)

*We the People* (Civics Text)

**Writing**

6 Traits of Writing

Writing rubrics <https://educationnorthwest.org/sites/default/files/resources/traits-rubrics-3-12.pdf>

Writing Workshop <https://www.unitsofstudy.com/framework>

Purdue Owl <https://owl.purdue.edu/>

**Language/Grammar**

Khan Academy <https://www.khanacademy.org/teacher/dashboard>

Interactive Grammar Notebook, Google Slides

Grammaropolis <https://www.grammaropolis.com/>

Schoolhouse Rock <https://www.youtube.com/channel/UC1yty6F-2neYfwE8xc1A72Q>

Interactive Grammar Notebook <https://www.teacherspayteachers.com/Product/Greek-and-Latin-Roots-Interactive-Notebook-1521669>

<https://www.teacherspayteachers.com/Product/Back-to-School-Greek-and-Latin-Root-Words-Bundle-Books-1-2-962135>

**Other**

Magazine articles

Classroom Library

News articles

Online articles

Biography Texts

Anchor Charts

*Guided Reading*, Fountas and Pinnell

Holocaust Curriculum <https://www.nj.gov/education/holocaust/curr/materials/grades5-8.shtml>

**8.2.8.ED.1:** Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

**8.2.8.ED.2:** Identify the steps in the design process that could be used to solve a problem.

**8.2.8.ED.3:** Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

**8.2.8.ED.4:** Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.

**8.2.8.ED.5:** Explain the need for optimization in a design process.

**8.2.8.ED.6:** Analyze how trade-offs can impact the design of a product.

**8.2.8.ED.7:** Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

**8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.

**8.2.8.ITH.2:** Compare how technologies have influenced society over time.

**8.2.8.ITH.5:** Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

**8.2.8.ITH.4:** Identify technologies

## **Engineering Design**

- Engineering design is a systematic, creative, and iterative process used to address local and global problems. The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes. (Unit 5: Reading and Writing in Science and Social Studies)
- Engineering design requirements and specifications involve making trade-offs between competing requirements and desired design features. (Unit 5: Reading and Writing in Science and Social Studies)

## **Interaction of Technology and Humans**

- Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems. (Unit 5: Reading and Writing in Science and Social Studies)
- Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. (Unit 5: Reading and Writing in Science and Social Studies)
- New needs and wants may create strains on local economies and workforces. (Unit 5: Reading and Writing in Science and Social Studies)
- Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient. (Unit 5: Reading and Writing in Science and Social Studies)

that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

**8.2.8.ITH.3:** Evaluate the impact of sustainability on the development of a designed product or system.

**8.2.8.ETW.1:** Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.

**8.2.8.ETW.2:** Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).

**8.2.8.ETW.3:** Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

**8.2.8.ETW.4:** Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.

**8.2.8.NT.1:** Examine a malfunctioning tool, product, or system and propose solutions to the problem.

**8.2.8.NT.2:** Analyze an existing technological product that has been repurposed for a different function.

**8.2.8.NT.3:** Examine a system, consider how each part relates to other parts, and redesign it for another purpose.

**8.2.8.NT.4:** Explain how a product designed for a specific demand was modified to meet a new

### **Effects of Technology on the Natural World**

- Resources need to be utilized wisely to have positive effects on the environment and society. Some technological decisions involve tradeoffs between environmental and economic needs, while others have positive effects for both the economy and environment (Unit 5: Reading and Writing in Science and Social Studies)

### **Effects of Technology on the Natural World**

- Technology advances through the processes of innovation and invention which relies upon the imaginative and inventive nature of people. (Unit 5: Reading and Writing in Science and Social Studies)
- Sometimes a technology developed for one purpose is adapted to serve other purposes. (Unit 5: Reading and Writing in Science and Social Studies)
- Engineers use a systematic process of creating or modifying technologies that is fueled and constrained by physical laws, cultural norms, and economic resources. (Unit 5: Reading and Writing in Science and Social Studies)
- Scientists use systematic investigation to understand the natural world. (Unit 5: Reading and Writing in Science and Social Studies)

demand and led to a new product.  
**8.2.8.EC.1:** Explain ethical issues that may arise from the use of new technologies.

**8.2.8.EC.2:** Examine the effects of ethical and unethical practices in product design and development.

### **Ethics and Culture**

- Technological disparities have consequences for public health and prosperity. (Unit 5: Reading and Writing in Science and Social Studies)

## **Appendix C**

## **Interdisciplinary Connections**

Grade 6

### **Science**

**MS-LS3-2:** Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. (Unit 5: Reading and Writing in Science)

**MS-LS1-5** Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. (Unit 5: Reading and Writing in Science)

**MS-LS2-1:** Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. (Unit 5: Reading and Writing in Science)

**MS-LS2-2:** Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. (Unit 5: Reading and Writing in Science)

**MS-LS2-3.**Develop a model to describe phenomena the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. (Unit 5: Reading and Writing in Science)

**MS-LS2-4:**Construct an oral and written argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. (Unit 5: Reading and Writing in Science)

**MS-LS2-5:** Evaluate competing design solutions for maintaining biodiversity and ecosystem services.(Unit 5: Reading and Writing in Science)

**MS-PS2-1:** Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.(Unit 5: Reading and Writing in Science)

**MS-PS2-2:** Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. (Unit 5: Reading and Writing in Science)

**MS-PS2-3:**Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. (Unit 5: Reading and Writing in Science)

**MS-PS2-4:** Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.(Unit 5: Reading and Writing in Science)

**MS-PS2-5:** Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. (Unit 5: Reading and Writing in Science)

**MS-ESS1-1:** Develop and use a model of the Earth sun moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. (Unit 5: Reading and Writing in Science)

**ESS1.A:** The Universe and Its Stars Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models. (Unit 5: Reading and Writing in Science)



**ESS1.B:** Earth and the Solar System This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.(Unit 5: Reading and Writing in Science)

**MS-ESS1-2:** Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. (Unit 5: Reading and Writing in Science)

**MS-ESS1-3:** Analyze and interpret data to determine scale properties of objects in the solar system. (Unit 5: Reading and Writing in Science)

**MS-ETS1-1:** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (Unit 5: Reading and Writing in Science)

**MS-ETS1-2:** Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (Unit 5: Reading and Writing in Science)

**MS-ETS1-3:** Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (Unit 5: Reading and Writing in Science)

**MS-ETS1-4:** Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (Unit 5: Reading and Writing in Science)

### Social Studies

- *The ELA Curriculum is connected to themes in our social studies curriculum and through application of skills in Reading Literature, Reading Informational Text, and Writing.*
- *Resources such as those located in the Amistad Curriculum and the NJ Commission on Holocaust Education which provide PowerPoints, lesson plans, biographies, interactive maps, timelines, and primary source documents to facilitate interdisciplinary connections.*

**6.1.8.HistoryCC.4.b:** Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. (Unit 2: Historic Fiction)

**6.1.8.HistoryCC.5.a:** Prioritize the causes and events that led to the Civil War from different perspectives. (Unit 2: Historic Fiction)

**6.1.8.CivicsPI.3.b:** Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. (Unit 5: Reading and Writing in Social Studies)

**6.1.8.CivicsPI.3.c:** Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. (Unit 5: Reading and Writing in Social Studies)

**6.1.8.CivicsDP.3.a:** Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.(Unit 5: Reading and Writing in Social Studies)

**6.1.8.CivicsHR.3.b:** Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. (Unit 2: Historic Fiction)

**6.1.8.CivicsHR.3.c:** Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. (Unit 2: Historic Fiction)

**6.1.8.CivicsHR.4.a:** Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.GeoPP.1.a:** Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.GeoPP.1.b:** Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCC.1.a:** Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).(Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCC.1.b:** Determine the impact of technological advancements on hunter/gatherer and agrarian societies. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCC.1.c:** Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCC.1.d:** Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistorySE.1.a:** Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.CivicsPI.2.a:** Explain how/why different early river valley civilizations developed similar forms of government and legal structures.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.CivicsHR.2.a:** Determine the role of slavery in the economic and social structures of early river valley civilizations.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.GeoSV.2.a:** Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China). (Unit 5: Reading and Writing in Social Studies)

**6.2.8.GeoHE.2.a:** Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.GeoGE.2.a:** Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCC.2.a:** Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCC.2.b:** Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCC.2.c:** Explain how the development of written language transformed all aspects of life in early river valley civilizations.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCA.2.a:** Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.CivicsPI.3.a:** Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.CivicsDP.3.a:** Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law). (Unit 5: Reading and Writing in Social Studies)

**6.2.8.CivicsDP.3.b:** Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.CivicsHR.3.a:** Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.GeoPP.3.a:** Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.GeoPP.3.b:** Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.EconEM.3.a:** Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.EconGE.3.a:** Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCC.3.a:** Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryUP.3.a:** Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryUP.3.b:** Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).(Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryUP.3.c:** Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCA.3.a:** Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCA.3.b:** Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.CivicsPI.4.a:** Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.CivicsDP.4.a:** Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary). (Unit 5: Reading and Writing in Social Studies)

**6.2.8.GeoHE.4.a:** Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. (Unit 5: Reading and Writing in Social Studies)

**6.2.8.GeoHP.4.a:** Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.GeoHP.4.b:** Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).(Unit 5: Reading and Writing in Social Studies)

**6.2.8.GeoHP.4.c:** Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.GeoHE.4.b:** Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.GeoHE.4.c:** Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.GeoGI.4.a:** Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.GeoSV.4.a:** Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.EconNE.4.a:** Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCC.4.a:** Determine which events led to the rise and eventual decline of European feudalism.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCC.4.b:** Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).(Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCC.4.c:** Assess the demographic, economic, and religious impact of the plague on Europe.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCC.4.d:** Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCC.4.e:** Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCC.4.f:** Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.(Unit 5: Reading and Writing in Social Studies)

**6.2.8.HistoryCC.4.g:** Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.(Unit 5: Reading and Writing in Social Studies)

**6.3.8.CivicsPI.1:** Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.(Unit 5: Reading and Writing in Social Studies)

**6.3.8.CivicsPI.2:** Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).(Unit 5: Reading and Writing in Social Studies)

**6.3.8.CivicsPI.3:** Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. (Unit 5: Reading and Writing in Social Studies)

**6.3.8.CivicsPI.4:** Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.(Unit 5: Reading and Writing in Social Studies)

**6.3.8.CivicsPD.1:** Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. (Unit 5: Reading and Writing in Social Studies)

**6.3.8.CivicsPD.2:** Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.(Unit 5: Reading and Writing in Social Studies)

**6.3.8.CivicsPD.3:** Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues. (Unit 5: Reading and Writing in Social Studies)

**6.3.8.CivicsHR.1:** Construct an argument as to the source of human rights and how they are best protected. (Unit 5: Reading and Writing in Social Studies)

**Amistad Curriculum** Implementation <https://www.nj.gov/education/amistad/about/> (Unit 2: Historic Fiction)

Integrated **Holocaust** themes <https://www.nj.gov/education/holocaust/curr/materials/grades5-8.shtml> (Unit 3: Fables and Poetry)

Appendix D	Career Education Integration	Grade 6
<b>Standards</b>		
<p><b>9.4.8.DC.1:</b> Analyze the resource citations in online materials for proper use.</p> <p><b>9.4.8.DC.2:</b> Provide appropriate citation and attribution elements</p>	<p><b>Digital Citizenship</b></p> <ul style="list-style-type: none"> <li>Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work. (Google Slide presentations, book reports, research projects).</li> </ul>	

when creating media products (e.g., W.6.8).

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH.IPRET.8).

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

### **Global and Cultural Awareness**

- To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors.
- Individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures. (Novel studies, book reports, class discussion, American Heritage Stories)

### **Information and Media Literacy**

- Learners are empowered to access, retrieve and produce well managed resources.
- Promotes inquiry learning as well as a deep understanding of target knowledge, skills or concepts.
- Pursue and create relevant information using the opportunities of high-quality materials.
- Includes a basic understanding of ethical use of information. (6-traits writing assignments, research assignments, science biome/ecosystem report, book reports, slide presentations, citations)



contributions of persons with disabilities and lesbian, gay, bisexual, and transgender (LGBT) people in appropriate places in the middle school and high school curriculum. The law also requires boards of education to adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and LGBT people, where appropriate.

	SPECIAL EDUCATION						
	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>SPECIAL EDUCATION</b>							
<b>CONTENT/MATERIAL</b>							
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Provide copy of class notes	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Adjust number of items student is expected to complete	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Allow extra time for task completion	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y
Use of calculator	N/A	Y	Y	Y	Y	Y	N/A
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
Access to electronic text (e.g. Downloaded books)	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD or read aloud computer software	Y	Y	Y	Y	Y	Y	Y
Modified homework assignments (modify content, modify amount, as appropriate)	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>ORGANIZATION</b>							
Assistance with organization of planner/schedule	Y	Y	Y	Y	Y	Y	Y
Assistance with organization of materials/notebooks	Y	Y	Y	Y	Y	Y	Y
Use a consistent daily routine	Y	Y	Y	Y	Y	Y	Y
Assist student in setting short-term goals	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Provide benchmarks for long-term assignments and/or projects	Y	Y	Y	Y	Y	Y	Y



	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>SPECIAL EDUCATION</b>							
Use of checklists	Y	Y	Y	Y	Y	Y	Y
Use of an assignment notebook or planner	Y	Y	Y	Y	Y	Y	Y
Check homework on a daily basis	Y	Y	Y	Y	Y	Y	Y
Provide timelines for work completion	Y	Y	Y	Y	Y	Y	Y
Develop monthly calendars with assignment due dates marked	Y	Y	Y	Y	Y	Y	Y
Provide organizational support through teacher websites	Y	Y	Y	Y	Y	Y	Y
Enlarge work space areas	Y	Y	Y	Y	Y	Y	Y
Provide organizers/study guides	Y	Y	Y	Y	Y	Y	Y
Require classroom notebooks and/or folders	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>INSTRUCTION</b>							
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Color code important information	Y	Y	Y	Y	Y	Y	Y
Simplify task directions	Y	Y	Y	Y	Y	Y	Y
Provide hands-on learning activities	Y	Y	Y	Y	Y	Y	Y
Provide modeling	Y	Y	Y	Y	Y	Y	Y
Provide guided instruction	Y	Y	Y	Y	Y	Y	Y
Modify pace of instruction to allow additional processing time	Y	Y	Y	Y	Y	Y	Y
Provide small group instruction	Y	Y	Y	Y	Y	Y	Y
Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)	Y	Y	Y	Y	Y	Y	Y
Provide outline in advance of lecture	Y	Y	Y	Y	Y	Y	Y
Demonstrate directions and provide a model or example of completed task	Y	Y	Y	Y	Y	Y	Y
Emphasize multi-sensory presentation of data	Y	Y	Y	Y	Y	Y	Y



SPECIAL EDUCATION	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Provide larger white work space on quizzes and tests, particularly in math	Y	Y	Y	Y	Y	Y	Y
Modified tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Modify the number of choices on tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Modify length of test	Y	Y	Y	Y	Y	Y	Y
Modify the content of tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Adjust test format to student's ability level	Y	Y	Y	Y	Y	Y	Y
Provide manipulative examples	Y	Y	Y	Y	Y	Y	Y
Develop charts, visual outlines, diagrams, etc.	Y	Y	Y	Y	Y	Y	Y
Verbally guide student through task steps	Y	Y	Y	Y	Y	Y	Y
Allow for oral rather than written responses on tests	Y	Y	Y	Y	Y	Y	Y
Allow for oral follow-up for student to expand on written response	Y	Y	Y	Y	Y	Y	Y
Allow use of a computer	Y	Y	Y	Y	Y	Y	Y
Provide a word bank for fill-in-the blank tests	Y	Y	Y	Y	Y	Y	Y
Allow dictated responses in lieu of written responses	Y	Y	Y	Y	Y	Y	Y
Do not penalize for spelling errors	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y
Allow student to circle responses directly on test rather than use Scantron	Y	Y	Y	Y	Y	Y	Y
Provide word banks for recall tests	Y	Y	Y	Y	Y	Y	Y
Read test aloud	Y	Y	Y	Y	Y	Y	Y
Allow student to make test corrections for credit	Y	Y	Y	Y	Y	Y	Y
Mark answers in test booklet	Y	Y	Y	Y	Y	Y	Y
Point to response	Y	Y	Y	Y	Y	Y	Y
Alternate test-taking site	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y

	SPECIAL EDUCATION						
	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>SPECIAL EDUCATION</b>							
<b>ATTENTION/FOCUS</b>							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>WRITTEN LANGUAGE</b>							
Include brainstorming as a pre-writing activity	Y	Y	Y	Y	Y	Y	Y
Edit written work with teacher guidance	Y	Y	Y	Y	Y	Y	Y
Allow use of word processor	Y	Y	Y	Y	Y	Y	Y
Use graphic organizers	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>SOCIAL/BEHAVIORAL</b>							
Discuss behavioral issues privately with student	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for peer interactions	Y	Y	Y	Y	Y	Y	Y
Utilize student in development of tasks/goals	Y	Y	Y	Y	Y	Y	Y
Encourage student to self-advocate	Y	Y	Y	Y	Y	Y	Y

SPECIAL EDUCATION	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Minimize negative behavior	Y	Y	Y	Y	Y	Y	Y
Present alternatives to negative behavior	Y	Y	Y	Y	Y	Y	Y
Establish positive scripts	Y	Y	Y	Y	Y	Y	Y
Desensitize student to anxiety causing events	Y	Y	Y	Y	Y	Y	Y
Monitor for overload, excess stimuli	Y	Y	Y	Y	Y	Y	Y
Identify triggers	Y	Y	Y	Y	Y	Y	Y
Help student manage antecedents	Y	Y	Y	Y	Y	Y	Y
Develop signal for when break is needed	Y	Y	Y	Y	Y	Y	Y
Give student choices to allow control	Y	Y	Y	Y	Y	Y	Y
Provide positive reinforcement	Y	Y	Y	Y	Y	Y	Y
Provide consistent praise to elevate self-esteem	Y	Y	Y	Y	Y	Y	Y
Model and role play problem solving	Y	Y	Y	Y	Y	Y	Y
Provide counseling	Y	Y	Y	Y	Y	Y	Y
Use social skills group to teach skills and provide feedback	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
<b><u>ENGLISH LANGUAGE LEARNERS</u></b>	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>GRADING</b>							
<a href="#">Standard Grades vs Pass/Fail</a>	Y	Y	Y	Y	Y	Y	Y
<b>CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT</b>							
<a href="#">PreK-K WIDA CAN DO Descriptors</a>	Y	Y	Y	Y	Y	Y	Y
<a href="#">Grades 1-2 WIDA CAN DO Descriptors</a>	Y	Y	Y	Y	Y	Y	Y
<a href="#">Grades 3-5 WIDA CAN DO Descriptors</a>	Y	Y	Y	Y	Y	Y	Y
<a href="#">Grades 6-8 WIDA CAN DO Descriptors</a>	Y	Y	Y	Y	Y	Y	Y
<b><u>SIOP COMPONENTS AND FEATURES</u></b>							
<b>PREPARATION</b>							
Write content objectives clearly for students	Y	Y	Y	Y	Y	Y	Y
Write language objectives clearly for students	Y	Y	Y	Y	Y	Y	Y
Choose content concepts appropriate for age and educational background levels of students	Y	Y	Y	Y	Y	Y	Y
Identify supplementary materials to use	Y	Y	Y	Y	Y	Y	Y
Adapt content to all levels of students proficiency	Y	Y	Y	Y	Y	Y	Y
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking	Y	Y	Y	Y	Y	Y	Y
<b>BUILDING BACKGROUND</b>							
Explicitly link concepts to students' backgrounds and experiences	Y	Y	Y	Y	Y	Y	Y
Explicitly link past learning and new concepts	Y	Y	Y	Y	Y	Y	Y
Emphasize key vocabulary for students	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
<u>ENGLISH LANGUAGE LEARNERS</u>	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>COMPREHENSIBLE INPUT</b>							
Use speech appropriate for students' proficiency level	Y	Y	Y	Y	Y	Y	Y
Explain academics tasks clearly	Y	Y	Y	Y	Y	Y	Y
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>STRATEGIES</b>							
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)	Y	Y	Y	Y	Y	Y	Y
<a href="#">Use scaffolding techniques consistently throughout lesson</a>	Y	Y	Y	Y	Y	Y	Y
<a href="#">Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</a>	Y	Y	Y	Y	Y	Y	Y
<b>INTERACTION</b>							
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses	Y	Y	Y	Y	Y	Y	Y
Use group configurations that support language and content objectives of the lesson	Y	Y	Y	Y	Y	Y	Y
Provide sufficient wait time for student responses consistently	Y	Y	Y	Y	Y	Y	Y
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text	Y	Y	Y	Y	Y	Y	Y
<b>PRACTICE/APPLICATION</b>							
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
<u>ENGLISH LANGUAGE LEARNERS</u>	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Provide activities for students to apply content and language knowledge in the classroom	Y	Y	Y	Y	Y	Y	Y
Provide activities that integrate all language skills	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>LESSON DELIVERY</b>							
Support content objectives clearly	Y	Y	Y	Y	Y	Y	Y
Support language objectives clearly	Y	Y	Y	Y	Y	Y	Y
Engage students approximately 90-100% of the period	Y	Y	Y	Y	Y	Y	Y
Pace the lesson appropriately to the students' ability level	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>REVIEW/EVALUATION</b>							
Give a comprehensive review of key vocabulary	Y	Y	Y	Y	Y	Y	Y
Give a comprehensive review of key content concepts	Y	Y	Y	Y	Y	Y	Y
Provide feedback to students regularly on their output	Y	Y	Y	Y	Y	Y	Y
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives	Y	Y	Y	Y	Y	Y	Y





<a href="#">STUDENTS AT RISK OF SCHOOL FAILURE (I&amp;RS Resource Manual)</a>	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
Provide models/organizers to break down independent tasks	Y	Y	Y	Y	Y	Y	Y
Access to electronic text (e.g. Downloaded books)	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD, or read aloud computer software	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for using a Chromebook as well as assistive technologies	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Adjust activity, length of assignment, and/or number of problems, including homework	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)	Y	N/A	Y	Y	Y	Y	Y
Rubric-based checklist	Y	Y	Y	Y	Y	Y	Y
Target specific number of details and focus on organization with post-its	Y	Y	Y	Y	Y	Y	Y
Accept late work/homework without penalty	Y	Y	Y	Y	Y	Y	Y
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)	Y	Y	Y	Y	Y	Y	Y
<b>SOCIAL/EMOTIONAL</b>							
Children's books addressing presenting problem	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Meet with social worker	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y

<a href="#"><u>STUDENTS AT RISK OF SCHOOL FAILURE (I&amp;RS Resource Manual)</u></a>	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Utilize nurse during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y
Provide short breaks	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Counseling check-ins	Y	Y	Y	Y	Y	Y	Y
Praise whenever possible	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>ATTENTION/FOCUS</b>							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
Group directions 1 step at a time	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y

<a href="#">STUDENTS AT RISK OF SCHOOL FAILURE (I&amp;RS Resource Manual)</a>	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Extended time on assignments/assessments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Permit the use of headphones while working	Y	Y	Y	Y	Y	Y	Y

<b>GIFTED AND TALENTED STUDENTS</b>	<a href="#">ELA</a>	<a href="#">MATH</a>	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>CURRICULUM</b>							
<a href="#">Acceleration</a>	Y	Y	Y	Y	Y	Y	Y
<a href="#">Compacting</a>	Y	Y	Y	Y	Y	Y	Y
<b>INSTRUCTION</b>							
<a href="#">Grouping</a>	Y	Y	Y	Y	Y	Y	Y
Independent Study	Y	Y	Y	Y	Y	Y	Y
Differentiated Conferencing	Y	Y	Y	Y	Y	Y	Y
Project-Based Learning	Y	Y	Y	Y	Y	Y	Y
Competitions	Y	Y	Y	Y	Y	Y	Y
Differentiated Instruction	Y	Y	Y	Y	Y	Y	Y
Summer Work	Y	Y	Y	Y	Y	Y	Y
Parent Communication	Y	Y	Y	Y	Y	Y	Y

STUDENTS WITH 504 PLANS	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>ACADEMICS</b>							
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Provide structure and positive reinforcements	Y	Y	Y	Y	Y	Y	Y
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Graphic organizers	Y	Y	Y	Y	Y	Y	Y
Tracker	Y	Y	Y	Y	Y	Y	Y
Slant board	Y	Y	Y	Y	Y	Y	Y
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Provide enlarged copies of notes/textbooks	Y	Y	Y	Y	Y	Y	Y
Access to notes ahead of time	Y	Y	Y	Y	Y	Y	Y
Provide a print out of weekly assignments	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified, or reworded	Y	Y	Y	Y	Y	Y	Y
Frequent breaks during class	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD, read aloud computer software, or electronic text	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for using a Chromebook as well as assistive technologies	Y	Y	Y	Y	Y	Y	Y
Use of closed captioned videos/film/television	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Modify schedule	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>STUDENTS WITH 504 PLANS</b>							
Modify deadlines	Y	Y	Y	Y	Y	Y	Y
Adjust activity, length of assignment, and/or number of problems, including homework	Y	Y	Y	Y	Y	Y	Y
Modification in grading system	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Recommended use of Tutorial Center/Extra help from teachers	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y
Use of calculator	N/A	Y	Y	Y	Y	Y	N/A
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
<b>ASSESSMENTS</b>							
Utilize dictionary on assessments	Y	Y	Y	Y	Y	Y	Y
Use paper-based assessments or assignments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide oral assessments	Y	Y	Y	Y	Y	Y	Y
Permission to elaborate orally on written assessments	Y	Y	Y	Y	Y	Y	Y
Permit use of scrap paper on assessments	Y	Y	Y	Y	Y	Y	Y
Permit to write directly on assessments in lieu of using Scantron forms	Y	Y	Y	Y	Y	Y	Y
Option to retake assessments	Y	Y	Y	Y	Y	Y	Y
Provide a study guide	Y	Y	Y	Y	Y	Y	Y

							HLTH & PE	VIS & PERF ARTS
	ELA	MATH	SCI	SS	WRLD LANG			
<b>STUDENTS WITH 504 PLANS</b>	K-6	K-6	K-6	K-6	K-6	K-6	K-6	
Modify spatial layout of assessments	Y	Y	Y	Y	Y	Y	Y	
<b>SOCIAL/EMOTIONAL</b>								
Children's books addressing presenting problem	Y	Y	Y	Y	Y	Y	Y	
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y	
Meet with guidance counselor	Y	Y	Y	Y	Y	Y	Y	
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y	
Attendance plan	Y	Y	Y	Y	Y	Y	Y	
Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y	
Provide short breaks	Y	Y	Y	Y	Y	Y	Y	
Attendance plan	Y	Y	Y	Y	Y	Y	Y	
Communication with parents	Y	Y	Y	Y	Y	Y	Y	
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y	
Behavior management system	Y	Y	Y	Y	Y	Y	Y	
<b>ATTENTION/FOCUS</b>								
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y	
Preferential seating	Y	Y	Y	Y	Y	Y	Y	
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y	
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y	
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y	
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y	
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y	
Use study carrel	Y	Y	Y	Y	Y	Y	Y	

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	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>STUDENTS WITH 504 PLANS</b>							
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
Group directions 1 step at a time	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Extended time on assignments/assessments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
<b>PHYSICAL</b>							
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant personnel with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Utilize nurse during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Use of alternative settings	Y	Y	Y	Y	Y	Y	Y
Excessive physical activities kept to a minimum	Y	Y	Y	Y	Y	Y	Y



	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>STUDENTS WITH 504 PLANS</b>							
Excused from activities that affect presenting issue	Y	Y	Y	Y	Y	Y	Y
Include in emergency plans of presenting issue	Y	Y	Y	Y	Y	Y	Y
Allow use of assistive devices	Y	Y	Y	Y	Y	Y	Y
Monitor presenting issue	Y	Y	Y	Y	Y	Y	Y

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	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>CAREER EDUCATION</b>							
<b>CRP1.</b> Act as a responsible and contributing citizen and employee.	Y	Y	Y	Y	Y	Y	Y
<b>CRP2.</b> Apply appropriate academic and technical skills.	Y	Y	Y	Y	Y	Y	Y
<b>CRP3.</b> Attend to personal health and financial well-being.	Y	Y	Y	Y	Y	Y	Y
<b>CRP4.</b> Communicate clearly and effectively and with reason.	Y	Y	Y	Y	Y	Y	Y
<b>CRP5.</b> Consider the environmental, social and economic impacts of decisions.	Y	Y	Y	Y	Y	Y	Y
<b>CRP6.</b> Demonstrate creativity and innovation.	Y	Y	Y	Y	Y	Y	Y
<b>CRP7.</b> Employ valid and reliable research strategies.	Y	Y	Y	Y	Y	Y	Y
<b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.	Y	Y	Y	Y	Y	Y	Y
<b>CRP9.</b> Model integrity, ethical leadership and effective management.	Y	Y	Y	Y	Y	Y	Y
<b>CRP10.</b> Plan education and career paths aligned to personal goals.	Y	Y	Y	Y	Y	Y	Y
<b>CRP11.</b> Use technology to enhance productivity.	Y	Y	Y	Y	Y	Y	Y
<b>CRP12.</b> Work productively in teams while using cultural global competence.	Y	Y	Y	Y	Y	Y	Y