

**Moonachie School District
Library/Literacy Media
Curriculum
Grades K-6
Revised December 2016**

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Units in this Library/Literacy Media Specialist Curriculum are aligned with the New Jersey Common Core Curriculum Standards in the areas of Language Arts Literacy.

Library/Literacy Media Curriculum: Elementary K-6

Overview of Elementary Program:

It is the goal, and rationale of this curriculum, to provide each student a foundation in the basic skills of reading, writing, listening, and speaking. Library media instruction is an essential component of 21st century learners, as they grow into technologically advanced lifelong learners. These skills and instructional outcomes, designed around Language Arts Literacy, are vital to success in all contextual areas. The skills will allow our students to access, evaluate, interpret and apply information from print and non-print sources.

This curriculum is designed to provide every classroom teacher a scope of the skills, experiences, and technological components that can be brought into most lessons and units. The standards and skills should be incorporated into the Language Arts instruction, alongside the Library/Media specialist. The teachers are able to integrate these components and provide the students a journey of listening, reading, viewing, speaking and writing, that creates a well-rounded experience that promotes literacy and academic growth.

This guide is designed to target a specific grade's breakdown of skills, so that each teacher can become cognizant and proficient in the child's developmental growth. Through daily integration and emphasis of these literary skills, students will increase their preparedness for secondary education, workplace readiness, and increased proficiencies to the standards and state testing.

STRATEGIES FOR SPECIAL POPULATIONS

Differentiated Instruction

Strategies to Accommodate Gifted and Talented Students

- Pair Gifted & Talented students with other students to spark dialogue and diverse viewpoints
- Request Gifted & Talented students to model and verbalize processes used to perform creative problem-solving
- Invoke multiple intelligences and Bloom's Taxonomy in higher-ordered thinking skills in all areas of curriculum
- Vary instructional groupings
- Invoke real life problems that students can identify with
- Explore curriculum objectives in greater depth
- Provide ample examples
- Invoke technological resources
- Invoke multi-media resources

Strategies to Accommodate BSIP

- Small group instruction
- Increased time on task
- Use of manipulatives
- Use of intervention materials to review and reteach concepts
- Scaffold writing
- Individual support
- Shorter assignments
- Read and reword directions
- Underline, block and use other appropriate methods to identify key words

ASSESSMENTS

- Modified Tests
- Modified test/alternative assessments Ex. True/False, fill in the blanks, Matching, Short Essay
- Allow modifications of time, scheduling or administration of testing
- Read directions, test to students as needed
- Grade on effort, participation and improvement

Strategies to Accommodate English Language Learners

- Have the students do hands-on activities
- Read directions
- Shorten assignments
- Extend time for assignment completion
- Provide additional instructions
- Provide repeated reviews and drills using varied teaching strategies
- Provide outlines
- Vary Instructional grouping (individual, pair and small groups)
- Reading Strategies (Peer, Guided, Small group)
- Pair ELL students with native language speakers
- Model and verbalize processes used to solve problems
- Encourage student to verbalize steps needed to complete task to check understanding
- Increase verbal response time/opportunity to respond orally

Kindergarten

September: We are Special	Research Project on Self
October: Families/Friends	Book Report Research Families
November: Friends/ Transportation	Research Modes of Transportation
December: Transportation/ Food	Research types of Food
January: Food/Animals	Book Report Research Animals
February: Neighborhood	Research your Neighborhood
March: Weather	Research the Weather
April: Plants	Book Report Research Plants
May: Amazing Creatures	Research type of creatures
June: I Know A Lot!	Research on what was learned.

Smart Start

Theme: We Are Special

Genre/Theme	Writing	Skills	Extension Books	Standards	Activities/ Assessments
Informational Text/ ABC Book Expository Literary Text/Fiction	Sentences	Listening Comprehension Read Across Texts	Chicka, Chicka, Boom, Boom Click, Clack, ABC Eric Carle’s ABC All By Myself From Head to Toe Clap your hands The Little Engine That Could <hr/> I am me , I like Me! Max’s ABC Day ABC T-Rex Alphabet under construction The icky bug alphabet boo	RL.K.1, RL.K.5, RL.K.6, RL.K.9, RI.K.2, RI.K.5, RI.K.7, RL.K.7, RL.K.10, RI.K.6, RI.K.9, RI.K.10, RF.K.1, RF.K.2, RI.K.4, L.K.6, L.K.5, L.K.2, L.K.1, SL.K.6, SL.K.5, SL.K. 3, SL.K.2, SL.K.4, SL.K.1, W.K.8, W.K.7, RI.K.8, W.K.1, W.K.2, W.K.3	Think-pair-share activity Given 6-8 randomly sorted books (e.g. picture books, storybooks, books of poems) children can sort them into 3 piles according to type. Model how to identify parts of a book (title, cover, author, illustrator). Create their own book about a topic, using a front and back cover, and a title page. Play a game called ‘Book Match’. With pictorial card clues the student matches cards, which depict parts of a book (e.g., spine, author’s name, title page, etc....) to actual books in the classroom explaining the purpose of each part. Sort letters and words Name and match the letters of the alphabet Use a pointer to model left to right progression Count words in a sentence Correctly identify whether what the teacher reads during a read aloud is a picture book, storybook, or poem and explain the reason for choosing that category. In pairs students will choose the role of the author and illustrator and create a story. Student will identify the front cover, back cover, and the title page of a book.

Unit 1

Theme: Families

Essential Question: Who is a part of your family?

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/ Assessment
Informational Text Expository Fiction	Make Predictions Identify Setting	Labels, picture list	Who's In My Family? All kinds of families The family book The Relatives Came 10 Ways I Can Help My Family Climb the family tree My family is forever Daddy calls me man Is your mama a llama? Leo's tree Little Loon and Papa	RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.6, RL.K.9, RI.K.1, RI.K.2, RI.K.5, RI.K.7, RL.K.7, RL.K.10, RI.K.3, RI.K.6, RI.K.9-, RI.K.10, RF.K.1, RF.K.2, RI.K.4, L.K.6, L.K.5, L.K.2, L.K.1, SL.K.6, SL.K.5, SL.K. 3, SL.K.2, SL.K.4, SL.K.1, W.K.8, W.K.7, RI.K.8, W.K.1, W.K.2, W.K.3	Using a wordless picture book, students will create text to represent the illustrations. Draw an illustration as the teacher reads one page from a story. Draw an illustrations and use "great" words to describe After listening to a read aloud identify new vocabulary to use in a student illustration Choose words or phrases from their journal and create images that help communicate their meaning. Using pbs.org- view different author's biographical information and discuss. Identify author and illustrator before reading each story. Students will match story sentence strips from a familiar story to illustrations in that story, relating text to illustrations. Using a storybook, students will identify the author's and illustrator's name by pointing to them and verbally explain their roles. Students will identify new vocabulary in a text and use them in oral language.

Unit 2

Theme: Friends

Essential Question: What do you like to do with your friends?

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/ Assessments
Literary Text/ Fiction Informational Text/Expository	Identify Character Compare and Contrast: Details	Sentences Picture Web	My Friends The Best of Friends Stellaluna A splendid friend, indeed Hunter's best friend at school Little Bear's friend Will I have a friend? My best friend moved away Corduroy Do You Want To Be My Friend May I bring a friend? That's what friends are f	RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.6, RL.K.9, RI.K.1, RI.K.2, RI.K.5, RI.K.7, RL.K.7, RL.K.10, RI.K.3, RI.K.6, RI.K.9, RI.K.10, RF.K.1, RF.K.2, RI.K.4, L.K.6, L.K.5, L.K.2, L.K.1, SL.K.6, SL.K.5, SL.K. 3, SL.K.2, SL.K.4, SL.K.1, W.K.8, W.K.7, RI.K.8, W.K.1, W.K.2, W.K.3	Read the story “The Town Mouse and The Country Mouse”. After reading, view the video using www.watchknowlearn.org . Have a class discussion comparing and contrasting the 2 pieces. Choose two books about the same topic and have students compare/contrast them. Create a graphic organizer recording the findings. Following read aloud of books on common topics, students develop products that synthesize the information (e.g., mobiles, posters, flip books). In pairs or small groups, students use digital tools to gather and share information about topics. Create a Venn Diagram about the “Town Mouse and the Country Mouse”. Using 2 different authors’ versions of the story the Three Little Pigs, students will create a graphic organizer to compare/contrast the text. Students will participate in research by working in pairs or small groups to explore and record their findings about a given topic (e.g., animals, community helpers,..)

Unit 3

Theme: Transportation

Essential Question: How did you travel to school today?

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/ Assessments
Literary Text/ Fiction Informational Text/Expository Fantasy	Make and Confirm Predictions Classify and Categorize Identify Character and Plot	Sentences Posters Book Title	Away We Go! Moving People, Moving Stuff What do you do with a taxi School bus Everything Goes in the Air Transportation in the City <hr/> My car Two little trains The Wheels On the Bus My subway ride Bear on a bike	RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.6, RL.K.9, RI.K.1, RI.K.2, RI.K.5, RI.K.7, RL.K.7, RL.K.10, RI.K.3, RI.K.6, RI.K.9, RI.K.10, RF.K.1, RF.K.3, RF.K.4, RF.K.2, RI.K.4, L.K.6, L.K.5, L.K.2, L.K.1, SL.K.6, SL.K.5, SL.K. 3, SL.K.2, SL.K.4, SL.K.1, W.K.8, W.K.7, RI.K.8, W.K.1, W.K.2, W.K.3	Choral reading, guided reading, shared reading, echo reading, D.E.A.R. Model how to choose a book that is appropriate for their interest and level. Store leveled reading books from activity books in students cubbies to read during free time. Read a book (e.g., Earth Day by Trudi Strain) and create a cause/effect table to record the students' ideas. Use illustrations from a story, have students brainstorm what will happen next. Observations during guided reading. Reading Conference: student will retell and discuss the book they have read to check for comprehension and understanding. Read leveled readers to a partner and create a group illustration depicting their understanding of the text. Students will create a cause/effect table for the story "The Day Jimmy's Boa Ate the Wash"

Unit 4

Theme: Food

Essential Question: What kind of food do you like?

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/Assessments
Literary Text/ Fiction Fantasy	Identify Sequence of Events: Plot Make Inferences: Characters	Sentences Recipe Menu	Food From Farms Fall Harvests: Bringing In Food Animal snackers Everybody cooks rice Pancakes, pancakes Peanut Butter and Jelly More Spaghetti I Say! Apple pie 4th of July <hr/> Feast for 10 Eating the Alphabet How Are You Peeling? Bunny cakes	RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.6, RL.K.9, RI.K.1, RI.K.2, RI.K.5, RI.K.7, RL.K.7, RL.K.10, RI.K.3, RI.K.6, RI.K.9, RI.K.10, RF.K.1, RF.K.3, RF.K.4, RF.K.2, RI.K.4, L.K.6, L.K.5, L.K.2, L.K.1, SL.K.6, SL.K.5, SL.K.3, SL.K.2, SL.K.4, SL.K.1, W.K.8, W.K.7, RI.K.8, W.K.1, W.K.2, W.K.3	Participate in picture walks where students identify the elements of a story by looking at the pictures. Complete a story map or graphic organizer for the story elements. Sort objects by initial sounds Identify words that rhyme with parts of the body Clap syllables in a given word/ Use Elkonin boxes Use word families: change beginning sounds to create new words Students use personal experience or prior knowledge to respond to questions with responses recorded on class charts. Use a wordless picture to write or tell what is happening in a story. Students will switch with a partner and see if their interpretations are similar. Given a set of flashcards using initial sounds, medial sounds, final sounds, rhyming words etc. student will distinguish the one that doesn't belong in the set. Create "Question & Answer" book about a topic. Assign each student a question that will be answered through illustrations/writing

Unit 5

Theme: Animals

Essential Question: Where do some animals live?

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/ Assessment
<p>Literary Text/ Fantasy</p> <p>Informational Text/Expository</p>	<p>Make and Confirm Predictions</p> <p>Identify Plot and Character</p> <p>Classify and Categorize</p>	<p>Sentences</p> <p>Letters</p> <p>ABC Page</p>	<p>Brown Bear, Brown Bear, What Do You See?</p> <p>I Went Walking</p> <p>Animals in winter</p> <p>If you give a mouse a cookie</p> <p>Kitten's first full moon</p> <p>Are You My Mother?</p> <p>Does A Kangaroo Have a Mother?</p> <p>Bear wants more</p> <p>Good-night, Owl!</p> <p>The Pet That I Want</p> <p>Arthur and the School Pet</p> <p>Bugs! Bugs! Bugs!</p> <p>Hi, cat!</p> <p>Tree Frogs</p>	<p>RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.6, RL.K.9, RI.K.1, RI.K.2, RI.K.5, RI.K.7, RL.K.7, RL.K.10, RI.K.3, RI.K.6, RI.K.9, RI.K.10, RF.K.1, RF.K.3, RF.K.4, RF.K.2, RI.K.4, L.K.6, L.K.5, L.K.2, L.K.1, SL.K.6, SL.K.5, SL.K. 3, SL.K.2, SL.K.4, SL.K.1, W.K.8, W.K.7, RI.K.8, W.K.1, W.K.2, W.K.3</p>	<p>Create word cards with illustrations made by the students.</p> <p>Engage students in investigating picture dictionaries to find unfamiliar words. Write the words in their ABC journals.</p> <p>Write thoughts and ideas in journal</p> <p>Practice editing sentences from morning message</p> <p>Students use talking sticks to incorporate agreed-upon rules for discussion (e.g., The student holding the stick is the speaker).</p> <p>Students use the think -pair-share strategy to extend conversations.</p> <p>Picture/Word Memory: have students match words to the illustration that describes it.</p> <p>Students will edit an improper sentence using proper capitalization, punctuation, and spelling.</p> <p>Through a think-pair-share activity.</p> <p>Students will take turns retelling the events of familiar stories in sequence, (e.g., The Three Little Pigs, Goldilocks and the Three Bears).</p>

Unit 6

Theme: Neighborhood

Essential Question: What is your neighborhood like?

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/Assessment
Informational Text/Expository Literary Text/ Fiction	Identify Main Idea and Details Retell	Dialogue Procedural Text: Directions Sentences	What’s Inside? Neighborhood Be my neighbor Career day David goes to school In My Town by Mercer Mayer The neighborhood Mother On the town : a community Jobs In My Neighborhood Career Day Curious George Neighborhood Friends Community helpers from A to Z	RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.6, RL.K.9, RI.K.1, RI.K.2, RI.K.5, RI.K.7, RL.K.4 , RL.K.7, RL.K.10, RI.K.3, RI.K.6, RI.K.9, RI.K.10, RF.K.1, RF.K.3, RF.K.4, RF.K.2, RI.K.4, L.K.6, L.K.5, L.K.2, L.K.1, SL.K.5 ,SL.K.6, SL.K. 3, SL.K.2, SL.K.4, SL.K.1, W.K.8, W.K.7, RI.K.8, W.K.1, W.K.2, W.K.3	Choose six great words from the story that tell a lot about your topic. Describe and illustrate the word meanings. Retell familiar stories including details and events. Print upper and lowercase letters of the alphabet Choose singular words in journal and make plural and draw pictures Play a positional game where the student must place items ‘in’, ‘on’, ‘out’, ‘above’, ‘under’ etc.. Students use the Make a Movie in Your Mind strategy to visualize details of topics and share with partners. Students describe details from stories when prompted by visual icons. Retell a familiar story using prompts (e.g., sentence strips, pictures,) using the details in the illustrations to tell what comes next. Write upper and lower case letters of the alphabet. Demonstrate knowledge of positional language by placing items in position and orally explaining their position.

Unit 7

Theme: Weather

Essential Question: What is the weather like today?

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/ Assessments
Informational Text/Expository Literary Text/ Fantasy Fiction	Identify Main Ideas and Details Identify Setting Distinguish Between Fantasy and Reality	Weather Report	Cloudy With A Chance Of Meatballs The Wind Blew Rain Song Kite Day Old Bear Red Leaf, Yellow Leaf Little cloud The tiny seed Watching the seasons Bear Wants More Bear Gets Sick Planting a rainbow When the wind stops <hr/> The wind blew	RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.6, RL.K.9, RI.K.1, RI.K.2, RI.K.5, RI.K.7, RL.K.4 , RL.K.7, RL.K.10, RI.K.3, RI.K.6, RI.K.9, RI.K.10, RF.K.1, RF.K.3, RF.K.4, RF.K.2, RI.K.4, L.K.6, L.K.5, L.K.2, L.K.1, SL.K.6, SL.K.5, SL.K. 3, SL.K.2, SL.K.4, SL.K.1, W.K.8, W.K.7, RI.K.8, W.K.1, W.K.2, W.K.3	Complete a graphic organizer about the topic of the book. Reading informational texts using the 3-2-1 strategy-after listening to a informational text write 3 things they discovered, 2 things they found interesting, and one question they still have.(Teachers should model first) Students use signal responses to answer questions about read aloud texts. Students make predictions before, during and after a read aloud and confirm or correct the predictions. Bring in a favorite item from home to show and share. Have the student create an illustration adding additional detail. Student will listen to a read aloud and write or draw illustrations to answer: Who? What? Where? and Why? Listen to a story on audiotape and create an illustration to represent the story. Construct a “Questioning Poster” that demonstrates different types of questioning. After listening to a story, students share with a partner one question they have.

Unit 8

Theme: Plants

Essential Question: What do plants need to grow?

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/ Assessments
Informational Text/Expository Literary Text/Fiction	Identify Sequence of Events Draw Conclusions: Plot Retell	Procedural Text: Steps in a Process Similes Poems	How a Seed Grows Planting A Rainbow Red leaf, yellow leaf The Tiny Seed The Carrot Seed Growing vegetable soup The Giving Tree Flower Garden One leaf rides the wind A tree is nice	RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.6, RL.K.9, RI.K.1, RI.K.2, RI.K.5, RI.K.7, RL.K.4 , RL.K.7 , RL.K.10, RI.K.3, RI.K.6, RI.K.9, RI.K.10, RF.K.1, RF.K.3, RF.K.4, RF.K.2, RI.K.4, L.K.6, L.K.5, L.K.2, L.K.1, SL.K.5 ,SL.K.6, SL.K. 3, SL.K.2, SL.K.4, SL.K.1, W.K.8, W.K.7, RI.K.8, W.K.1, W.K.2, W.K.3	Observe students during guided reading Reading Conference: student will retell and discuss the book they have read to check for fluency and comprehension. Students use signal cards to request assistance. Students use the Ask Three, then Me strategy when clarification is needed. Act out a familiar story. Using a “story ball” or “story cube” students will retell a part of the story and pass the ball to the next person Use a storyboard to draw pictures/write about the beginning, middle and end of the story. Fold a piece of paper in three sections and write/illustrate the sequence of a story. Engage in “Buddy Reading”, Guided Reading, D.E.A. R Memorize a poem/nursery rhyme and recite, perform it, or record it.

Unit 9

Theme: Amazing Creatures

Essential Question: What are some unusual creatures you have seen?

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/Assessments
<p>Informational Text/Expository</p> <p>Literary Text/ Fantasy</p>	<p>Classify and Categorize</p> <p>Compare and Contrast: Details</p> <p>Distinguish Between Fantasy and Reality</p>	<p>Questions and Answers</p> <p>Descriptive Sentences</p> <p>Stories</p>	<p>The Very Clumsy Click Beetle</p> <p>The Very Hungry Caterpillar</p> <p>Surprising sharks</p> <p>A swim through the sea</p> <p>The Rainbow Fish</p> <p>Swimmy</p> <p>Fidgety Fish</p> <p>Smiley Shark</p> <hr/> <p>Tickly Octopus</p> <p>When Dinosaurs Came With Everything</p> <p>Dinosaur Roar!</p> <p>Danny and the Dinosaur</p>	<p>RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.6, RL.K.9, RI.K.1, RI.K.2, RI.K.5, RI.K.7, RL.K.4 , RL.K.7, RL.K.10, RI.K.3, RI.K.6, RI.K.9, RI.K.10, RF.K.1, RF.K.3, RF.K.4, L.K.6, L.K.5, L.K.2, L.K.1, SL.K.6, SL.K.5, SL.K. 3, SL.K.2, SL.K.4, SL.K.1, W.K.8, W.K.7, W.K.6, W.K.5, RI.K.8, W.K.1, W.K.2, W.K.3</p>	<p>In small groups or pairs have students create a “Questioning Poster” answering who, what, where, when, and why questions about a story.</p> <p>To assist in meeting this standard, students may:</p> <p>After listening to a read aloud record the information learned from the text on the left hand side of a chart. Write your connections, responses, and questions on the right side.</p> <p>Compare and contrast characters from a story using a Venn diagram.</p> <p>Model by asking questions such as “Who are the characters?”, “What are they doing?” etc.</p> <p>Play a word game having the students guess the word through clues given</p> <p>Match opposites</p> <p>While playing music have students demonstrate different action verbs</p> <p>Use a story or poem to create a graphic organizer answering questions: Who? What?, When?, Where?, and Why/How?</p> <p>Students will use a Venn diagram to make connections between two individuals, events, ideas or pieces of information from a text.</p> <p>Match opposite cards. Use different words to convey the same action/idea.</p>

Unit 10

Theme: I Know a Lot!

Essential Question: What makes someone special?

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/Assessments
Literary Text/ Fiction Fantasy	Use Illustrations Monitor Comprehension: Reread Identify Setting	Questions and Answers Sentences Counting Books	I Like Myself Olivia Fairy Princess Castles, caves, and honey Pie in the sky Mouse Paint White Rabbit's Color Book My crayons talk In the Small, Small Pond Sidewalk circus The worrywarts Vera rides a bike One hot summer day	RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.6, RL.K.9, RI.K.1, RI.K.2, RI.K.5, RI.K.7, RL.K.4 , RL.K.7, RL.K.10, RI.K.3, RI.K.6, RI.K.9, RI.K.10, RF.K.1, RF.K.3, RF.K.4, RF.K.2, RI.K.4, L.K.6, L.K.5, L.K.4, L.K.2, L.K.1, SL.K.6, SL.K.5, SL.K. 3, SL.K.2, SL.K.4, SL.K.1, W.K.8, W.K.7, W.K.6, W.K.5, RI.K.8, W.K.1, W.K.2, W.K.3	In a small group setting use "story wands" which are labeled with story elements students can take turns choosing a wand and identifying the key element of a story. Word Walls Use C-V-C puzzles and manipulatives to make words on their own Starfall.com, www.fcrr.org/curriculum Identify the missing sound in a given word Letter Sound Bingo Use a highlighter to find red words in a newspaper or magazine article Listen to read aloud and ask questions about words they do not understand. Using a nursery rhyme in a flip chart, point to the words from left to right. If there is a word they do not understand they should raise their hand to ask about it. Use homophone picture cards to match picture to correct word. During independent reading ask student to retell a familiar story. Focus on identification of key elements. Given a series C-V-C words the student should be able to produce the sounds in the words. Students will read and recognize common sight words in big book during Read Aloud.

First Grade

September: Welcome to Grade One	Research Author study
October: All About Us	Book Report Research All About Me.
November: Outside My Door	Research the Environment
December: Outside My Door	Research Animals
January: Outside My Door / Let's Connect	Book Report Research Science topics
February: Let's Connect / Our Earth	Research the Solar System
March: Our Earth	Research Planet Earth
April: I Can Do It!	Research Achievements
May: I Can Do It!/Let's Discover	Book Report Research Discoveries
June: Let's Discover	Research inventors

Smart Start

Theme: Welcome to Grade One

Genre/ Theme	Skills	Writing	Extension Books	Standards	Activities/Assessments
Informational Text/ ABC Book	Story Structure/ Summarize Listening Comprehension	Sentences	<u>Alligator Alphabet</u> <u>Chicka Chicka ABC</u> <u>The ABC Bunny</u> <u>Eating the Alphabet: Fruits & Vegetables from A to Z</u> <u>The Alphabet Tree</u> Chicka, Chicka, Boom, Boom Click, Clack, ABC Eric Carle's ABC Max's ABC Day ABC T-Rex	RL.1.2, RL.1.3 RL.1.1 RL.1.4 RL.1.7. RI 1.1 RI 1.2 RI 1.4 RI 1.7 RI 1.6RI 1.8, RI 1.9, RI 1.10 RF.1.1 RF.1.2. 2. RF.1.2. RF.1.4 W 1.2, W 1.3 W 1.5 W 1.6 W 1.7 W 1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 L.1.6	<p>Students will come up with their own questions based on the text that they read. They can have a partner answer their questions.</p> <p>Students will match vocabulary words with pictures or definitions.</p> <p>Students will identify and describe the main idea of a nonfiction book using the title and textual details.</p> <p>Students will get a diagram that labels an animal's body parts (e.g. butterfly) and they must create three sentences that detail the key ideas based on the labels.</p> <p>Write a complete sentence correctly</p>

Unit 1

Theme: All About Us

Essential Question: How are you Special?

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/Assessment
Nonfiction/ Fantasy Informational Nonfiction/ Rhyming Story Nonfiction Article Realistic Fiction	Character and Setting Sequence of Events Book Parts Author's Purpose	Personal Narrative Descriptive Sentences Persuasive Sentences	Frog and Toad Are Friends Ivy and Bean Margaret and Margarita: Margarita y Margaret My Best Friend There Is a Bird on Your Head! Young Cam Jansen & The Lost Tooth Big Bug Surprise Dad, Jackie and Me Elena's Serenade The Empty Pot I Knew You Could	RL.1.2, RL.1.3 RL.1.1 RL.1.4 RL.1.5 RL.1.6 RL.1.7. RL.1.9. RL.1.10 RI 1.1 RI 1.2 RI 1.4 RI 1.7 RI 1.6RI 1.8, RI 1.9, RI 1.10 RF.1.1 RF.1.2. 2. RF.1.2. RF.1.4 W 1.1 W 1.2, W 1.3 W 1.5 W 1.6 W 1.7 W 1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 L.1.6	Write a summary of the text using key details Orally retell the story using key details Perform a retelling of the story Identify key story elements Think-pair-share Sequence the story using a graphic organizer Discuss and generate a list of central Complete a story map or sequencing chart Create a character map Listen to a selection and then illustrate what they heard Use pictures (magazine/ photos...) to write a story Illustrate their own stories Take a "picture walk" prior to reading the selection Illustrate their own comic strip, with speech bubbles already provided Write a class summary of the text using key details including the central message or lesson Story Map

Unit 2

Theme: Outside My Door

Essential Question: What do you encounter and like to do outdoors?

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/Assessment
Poem/ Nonfiction Folk Tale/Informational Nonfiction Nonfiction Article Rhyming Story/ Riddle Realistic Fiction/ How-to-article	Main idea and Details Retell Sequence of events	Report How-to sentences	Hedgie's Surprise Daisy's Garden The Lion and the Mouse The Cabbage Soup Solution Ebb and Flo and the Baby Se The Little Red Hen The Three Billy Goats Gruff Stone Soup The Sky Is Falling Jack and the Beanstalk Get Busy, Beaver! If You Walk Down This Road Around the Pond: Who Lives Here? Down in the Woods at Sleepytime	RL.1.2. RL.1.3 RL.1.1 RL.1.4 RL.1.5 RL.1.6 RL.1.7. RL.1.9. RL.1.10 RI 1.1 RI 1.2 RI 1.3 RI 1.4 RI 1.7 RI 1.6RI 1.8, RI 1.9, RI 1.10 <i>RF.1.1 RF.1.2. 2.</i> <i>RF.1.2. RF.1.4</i> W 1.1 W 1.2, W 1.3 W 1.5 W 1.6 W 1.7 W 1.8 <i>SL.1.1</i> <i>SL.1.2 SL.1.3</i> <i>SL.1.4 SL.1.5</i> <i>SL.1.6 L.1.1. L.1.2</i> <i>L.1.6</i>	Use graphic organizers such as KWL Chart, sequencing chart, etc. Interactive read-aloud stopping frequently to assess understanding. Think-pair-share Read a passage and highlight key details Build mobile organizers depicting main topics and key details for informational text. use body movements (e.g. stand up, clap hands, slap knees, wave hands) to identify main topics or key details during read aloud of informational texts Answer questions about key details after a silent fresh read. Students will be assessed by reading a passage and then completing a main idea / details graphic organizer.

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/Assessments
Fantasy Informational Nonfiction Poem Play Realistic Fiction	Make Predictions Compare and Contrast Identify Main Idea and Details Analyze Character and Setting	Personal Narrative Descriptive Sentences Story	It Takes Two Mr. Paul and Mr. Luecke Build Communities A Manatee Morning Little Lions I Love My Mama If You Were My Bunny A Pinky Is a Baby Mouse The Sun Is My Favorite Star What Makes a Shadow Shadow Night I See Myself Shadows Are About	RL.1.2. RL.1.3 RL.1.1 RL.1.4 RL.1.5 RL.1.6 RL.1.7. RL.1.9. RL.1.10 RI 1.1 RI 1.2 RI 1.3 RI 1.4 RI 1.7 RI 1.6RI 1.8, RI 1.9, RI 1.10 <i>RF.1.1 RF.1.2.</i> <i>2. RF.1.2.</i> <i>RF.1.4</i> W 1.1 W 1.2, W 1.3 W 1.5 W 1.6 W 1.7 W 1.8 <i>SL.1.1 SL.1.2</i> <i>SL.1.3 SL.1.4</i> <i>SL.1.5 SL.1.6</i> <i>L.1.1. L.1.2</i> <i>L.1.6</i>	Orally retell the story Perform a retelling of the story Identify key story elements Think-pair-share Sequence the story using a graphic organizer Highlight key details/major events in a passage Use a story map Create character maps Use a graphic organizer to compare and contrast character's adventures and experiences (Venn Diagram, T-Chart..) Take a "picture walk" prior to reading the selection Act out a story using character voices List the adjectives used to describe the character/setting/event Make an illustration to show understanding of characters, settings, and major events. Complete a story/character map. As children advance, List major events in the story, using key details. Use a graphic organizer to compare and contrast the adventures and experiences of characters in stories. Write a narrative or explanatory piece using clear and coherent language and literary elements when applicable.

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/Assessment
Informational Story/ Poetry Fantasy/ Informational Nonfiction Fiction/Folk Tale	Make Inferences	Persuasive	Why Do Birds Sing?	<u>RL.1.2.</u> <u>RL.1.3</u>	Read poetry aloud, highlighting sensory words and phrases
	Draw Conclusions	Report	The Birdwatchers	<u>RL.1.1</u> <u>RL.1.4</u> <u>RL.1.5</u> <u>RL.1.6</u>	Discuss how the use of sensory language creates a mental image
	Compare and Contrast	Story	Robins: Songbirds of Spring	<u>RL.1.7.</u> <u>RL.1.9</u> <u>RL.1.10</u> RI 1.1 RI 1.2 RI 1.3 RI 1.4 RI 1.5	Discuss the five senses using adjectives and how they can be used to enhance the tone of the story Use graphic organizers (5 senses, concept web, word web, etc.)
	Make Inferences		Two Blue Jays	RI 1.7 RI 1.6RI 1.8, RI 1.9, RI 1.10 <u>RF.1.1</u>	List adjectives to describe a specific word or object Add sensory language to a picture
	Analyze Plot		Wild Birds	<u>RF.1.2.</u> 2. <u>RF.1.2.</u> <u>RF.1.4</u>	After read-aloud, have students illustrate what they heard then describe how sensory language led them to create their picture
			Recycle! A Handbook for Kids	W 1.1 W 1.2, W 1.3 W 1.5 W 1.6 W 1.7 W 1.8 <u>SL.1.1</u>	Extension Writing (add details to a simple sentence by adding adjectives) Read-aloud various fiction and non-fiction texts
			Follow That Trash: All about Recycling	<u>SL.1.2</u> <u>SL.1.3</u> <u>SL.1.4</u> <u>SL.1.5</u>	Complete a story map or sequencing chart
			Recycle That!	<u>SL.1.6</u> <u>L.1.1.</u> <u>L.1.2</u> <u>L.1.6</u>	Create a character map Identify sensory language in a given written text.
			Here Comes the Recycle Truck		Make an illustration in their journals, and use sensory words to describe their picture.
			Count Down to Clean Up!		As a shared writing, write a retelling of a story from a different point of view
		Like a Windy Day		Give the students a specific text and have them use different color highlighters to identify the character who is speaking.	
		I Face the Wind		Write a two or more paragraph informative/explanatory essay keeping the audience and their interest and knowledge in mind.	
		Snow Day			
		This Is the Rain Once Upon a Cloud			

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/Assessments
Fantasy/ nonfiction Informational Nonfiction Realistic Fiction/Biography poem	Distinguish between fantasy and reality Identify problem and solution Identify cause and effect Make inferences Classify and categorize	Invitation Personal narrative How-to Descriptive	Giraffes Can't Dance Ruby in Her Own Time Winners Never Quit! Mr. George Baker Pearl's New Skates Birthdays! Celebrating Life Around the World Wake Up, World: A Day in the Life of Children Around the World We All Sing in the Same Voice Children Around the World Grow a Pumpkin Pie! From Little Acorns: A First Look at the Life Cycle of a Tree	RL.1.2. RL.1.3 RL.1.1 RL.1.4 RL.1.5 RL.1.6 RL.1.7. RL.1.9 RL.1.10 RI 1.1 RI 1.2 RI 1.3 RI 1.4 RI 1.5 RI 1.7 RI 1.6RI 1.8, RI 1.9, RI 1.10 RF.1.1 RF.1.2. 2. RF.1.2. RF.1.4 W 1.1 W 1.2, W 1.3 W 1.5 W 1.6 W 1.7 W 1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 L.1.1. L.1.2 L.1.5 L.1.6	Read-aloud various fiction and non-fiction texts Complete a Venn Diagram comparing fiction/non-fiction Discuss various story structures Discuss and identify various purposes for author's writing Complete a Graphic Organizer (KWL Chart, T-Chart) listing elements of various genres Sort books according to fiction or non-fiction. Locate and place sticky notes on named features of texts. Students discuss or write information provided by the features. Respond to questioning prompts in order to tell the most appropriate features to locate specific information. Students answer additional questions that require the use of the features (e.g. Where would word meanings be found?; What is the meaning of ____?; Where would we find information about ____?; On what page does ____ begin?) Create a drawing of their topic. Identify the genre and purpose of a given text After sorting four non-fiction/fiction books, students choose one non-fiction and one fiction book and write one reason why they believe that book is that genre. Completed Venn diagram Students will locate and identify various text features in an informational text.

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/Assessment
Mystery/ Encyclopedia Entry Fantasy/Interview Nonfiction Article Nonfiction Photo Essay/ Poetry Realistic Fiction/internet article	Use illustrations Make Predictions Classify and Categorize Compare and Contrast Identify cause and effect	Personal Narrative Reports story	Are You a Ladybug? Bug Safari Buzz Bumblebee to the Rescue I Love Bugs! Gotta Go! Gotta Go! The Night Worker Minnie's Diner Road Builders Henry Works Working at a Museum Guess What I'll Be? If You Were Born a Kitten A Monkey Baby Grows Up How a House Is Built Henry Builds a Cabin	RL.1.2. RL.1.3 RL.1.1 RL.1.4 RL.1.5 RL.1.6 RL.1.7. RL.1.9 RL.1.10 RI 1.1 RI 1.2 RI 1.3 RI 1.4 RI 1.5 RI 1.7 RI 1.6RI 1.8, RI 1.9, RI 1.10 RF.1.1 RF.1.2. 2. RF.1.2. RF.1.4 W 1.1 W 1.2, W 1.3 W 1.5 W 1.6 W 1.7 W 1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 L.1.1. L.1.2 L.1.4. L.1.5 L.1.6	Respond to a poem prompt/ write a poem Students will read an informational text and complete a Venn diagram for two characters. They can also complete a Venn diagram to compare two events within the same passage. Write an opinion paragraph about your favorite character from the book. Write an opinion paragraph using details about their least favorite character from the book. Read-aloud a variety of prose and poetry Shared reading List the adjectives used to create sensory details in poems Identify key structural elements in a poem Think-pair-share Illustrate a poem prompt Identify rhyming patterns, alliteration, syllabication, etc. in a poem Author/Poet study Interactive writing of a poem Work with partners. Partner A describes one character from a text. Partner B describes another character from the same text. Partners collaborate to discover the likeness/differences between the characters. Listen to read alouds, students identify and discuss the ways in which two events or pieces of information from texts are connected.

Second Grade

September: Friends and Family	Research Family
October: Friends and Family/ Community Heroes	Book Report Research Community
November: Community Heroes	Research Community Heroes
December: Let's Create	Research an Artist
January: Let's Create	Book Report Research: Author Study
February: Better Together	Research how we can work together for the good of the planet
March: Growing and Changing	Book Report Research the environment
April: Growing and Changing/ The World Around Us	Research parts of the world (Countries)
May: The World Around Us	Research habitats in the world
June: Let's Discover	Research different discoveries

Unit 1

Theme: Relationships

Essential Question: What makes a good Friend?

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activates/Assessment
Realistic Fiction Fiction Informational Text	character & setting Plot main idea & details predictions	Personal Narrative Description Friendly Letter Expository Report Journal Entry	The Rainbow Tulip My Teacher for President Back to school for Rotten Ralph What did you do today? Amelia Bedelia makes a friend Annie and Snowball and the magical house Four Friends in the Garden Poppleton and Friends Arthur's fire drill I want to be a Firefighter	<i>RL.2.1.,</i> <i>RL.2.2., RL.2.3.</i> <i>RL.2.4. RL.2.5.</i> <i>RL.2.7 RI 2.1</i> <i>RI 2.5 ,RI 2. 4,</i> <i>RI 2. 6, RI2.7</i> <i>,RI 2.8, RI2.9,</i> <i>RI 2.10 RF.2.3</i> <i>RF.2.4 W</i> <i>2.1 W2.2 W</i> <i>2.3 W 2.5 W</i> <i>2.6 W 2.7</i> <i>W2.8 SL.2.1.</i> <i>SL.2.2 SL.2.3.</i> <i>SL.2.4 SL.2.5.</i> <i>SL.2.6. L.2.1.</i> <i>L.2.2. L.2.3</i> <i>L.2.4. L.2.5</i> <i>L.2.6</i>	Identify key story elements Use graphic organizers such as KWL Chart, sequencing chart, etc. Interactive read-aloud stopping frequently to assess understanding. Think-pair-share Read a passage and highlight key details Identify key story elements Sequence the story using a graphic organizer Highlight key details/major events in a passage Answer questions about key details after a silent fresh read. Complete a story map using key details from a text. Complete a story/character map. Write about how the character's traits influenced how they reacted to a major events/ challenges in the story, using key details.

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessments
Fiction Informational Text Realistic Fiction	drawing conclusions sequence making inferences	Procedural: How To Poster Expository/ Friendly Letter Nonfiction Article Personal Narrative Explanation	Corduroy's garden The Magic School Bus Plants Seeds A book about how living things grow The Grouchy Ladybug Salley Goes to the Vet Little Panda Turtle, Turtle, Watch Out! Ginger Finds a Home Curious George goes to the hospital Franklin goes to the hospital I Want to Be a Nurse Next! Please. How Insects Grow Growing like me The Magic School Bus plants seeds: a book about how living things grow	RL.2.1. , RL.2.2. RL.2.3. RL.2.4. RL.2.5. RL.2.7 RI 2.1 RI 2.5 ,RI 2. 4, RI 2. 6, RI2.7 ,RI 2.8, RI2.9, RI 2.10 RF.2.3 RF.2.4 W 2.1 W2.2 W 2.3 W 2.5 W 2.6 W 2.7 W2.8 SL.2.1. SL.2.2 SL.2.3. SL.2.4 SL.2.5. SL.2.6. L.2.1. L.2.2. L.2.3 L.2.4. L.2.5 L.2.6	Orally retell the story Discuss the different elements of each genre (fable, folktale, fiction, non-fiction...) Perform a retelling of the story Identify key story elements Think-pair-share Sequence the story using a graphic organizer Discuss and generate a list of central messages/morals/lessons that could be taught through a text Use compare and contrast charts/ Venn Diagrams Read the same story from various points of view or cultures (Cinderella, The True Story of the Three Little Pigs...) Complete a story map or sequencing chart Create a character map Listen to a selection and then illustrate what they heard Use pictures (magazine/ internet/ photos...) to write a story Illustrate their own stories using graphic computer software, such as kidspiration/print shop...

Unit 3 Theme: *Let's Create*

Essential Question: *How do people express their ideas and emotions in creative ways?*

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/Assessment
Folktale Fiction Non-Fiction Article Informational Text	Cause and Effect Illustrations Chart Summarize	Personal Narrative Persuasive Essay Personal Narrative Advertisement Friendly Letter	A Smart Kid's Guide to Avoiding Online Predators Arthur's Fire Drill Babysitting Safety : Preventing accidents and injuries Safety Cornelius : a fable Funny, funny Lyle The house on East 88th Street Lovable Lyle Lyle finds his mother. Apple picking time Barn storm Aunt Minnie and the twister Tales from many lands : an anthology of multicultural folk literature	RL.2.7 RL.2.1. , RL.2.2. RL.2.3. RL.2.4. RL.2.5. RL.2.7. RI 2.1 RI 2.2 RI 2.3 RI 2.5 ,RI 2. 4, RI 2. 6, RI2.7 ,RI 2.8, RI2.9, RI 2.10 RF.2.3 RF.2.4 W 2.1 W2.2 W 2.3 W 2.5 W 2.6 W 2.7 W2.8 SL.2.1. SL.2.2 SL.2.3. SL.2.4 SL.2.5. SL.2.6. L.2.1. L.2.2. L.2.3 L.2.4. L.2.5 L.2.6	Add mechanical devices to a student generated writing sample. Create a poem using various mechanical devices. Finding and writing the main idea of a multi-paragraph text and identifying three supporting details will assess students. Students will write an informational paragraph about a topic of their choice. Read poetry aloud, highlighting sensory words and phrases Discuss how the use of mechanical devices creates a mental image Discuss the five senses using adjectives and how they can be used to enhance the tone of the story Use graphic organizers (5 senses, concept web, word web, etc.) List adjectives to describe a specific word or object Add mechanical devices to a popular song or nursery rhyme Discuss various poem structures

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessments	
Informational Text	compare & contrast	Expository Summary	Gone Wild: An Endangered Animal Alphabet	RL.2.1. , RL.2.2. RL.2.3. RL.2.4.	Read-aloud various fiction and non-fiction texts Discuss various story structures	
Realistic Fiction	Cause and Effect	Composition Article	Animal Habitats: Discovering how animals live in the wild	RL.2.5. RL.2.7 <i>RI</i>	Complete a story map or sequencing chart	
Fiction	Descriptions	Compare and Contrast	Army Ant Parade	2.1 <i>RI</i> 2.2, <i>RI</i> 2.3 <i>RI</i>	List the characteristics of the story elements	
	Predictions	Book Report	Diary of a Wombat	2.5 <i>RI</i> 2.5 , <i>RI</i> 2. 4, <i>RI</i>	Perform the beginning/middle/end of a story	
	Making Inferences			Cheetahs	2. 6, <i>RI</i> 2.7 , <i>RI</i> 2.8, <i>RI</i> 2.9, <i>RI</i>	Add missing story elements from a chosen selection
				Flying Fish	2.10 <i>RF</i> .2.3 <i>RF</i> .2.4	Create a comic strip
				Amazing Dolphins	W 2.1	Write a play which includes all of the story elements
				Gray Wolves	W2.2 W 2.3 W 2.5	Use information from text features to write questions and exchange with partners. Students answer the questions using text features.
				Bald Eagles	W 2.6 W 2.7 W2.8	
				Earth	<i>SL</i> .2.1. <i>SL</i> .2.2	Use texts that contain multiple text
				Sid the Science Kid: Earth Day fun	<i>SL</i> .2.3. <i>SL</i> .2.4 <i>SL</i> .2.5.	create their own beginning/ending/middle to a story prompt given
				Earth Day	<i>SL</i> .2.6. <i>L</i> .2.1. <i>L</i> .2.2.	engage in a shared writing activity, where each child contributes to a section of the story. (beginning, middle, end)
Fancy Nancy: Every Day is Earth Day	<i>L</i> .2.3 <i>L</i> .2.4. <i>L</i> .2.5 <i>L</i> .2.6	features and highlight the features and share gained information				
			A Bed for the Winter			

Unit 5 Theme: Growing and Changing

Essential Question? How do animals and plants change as they grow?

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessment
Fiction Drama	author's purpose	Personal Narrative	Earth's Changing Deserts	<i>RL.2.1. ,</i> <i>RL.2.2.</i>	Write a retelling of a story from a different point of view.
Nonfiction Article	Problem and Solution	Friendly Letter	Alejandro's Gift	<i>RL.2.3.</i> <i>RL.2.6 RL.2.4.</i>	List examples from the text that show the point the view.
Realistic Fiction	main idea & details	Play	What is a Desert?	<i>RL.2.5.</i> <i>RL.2.7 <u>RL.2.9.</u></i>	Create two comic strips, each one highlighting a different point of view of the same situation.
nonfiction	Sequencing	Writing a Report	Clementina's cactus	<i>RI 2.1 RI</i> <i>2.2, RI 2.3 RI</i> <i>2.5 ,RI 2. 4, RI</i> <i>2. 6, RI2.7 ,RI</i> <i>2.8, RI2.9, RI</i> <i>2.10 RF.2.3</i>	Students will read a passage and identify text evidence from the passage that shows the author's purpose to inform, explain, or describe.
	classify & categorize	Realistic Story	April Fool's Day	<i>RF.2.4 W</i> <i>2.1 W2.2 W</i> <i>2.3 W 2.5 W</i> <i>2.6 W 2.7</i> <i>W2.8 SL.2.1.</i>	Read-aloud various fiction and non-fiction texts
		Personal Narrative	City Fun	<i>SL.2.2 SL.2.3.</i> <i>SL.2.4 SL.2.5.</i> <i>SL.2.6. L.2.1.</i> <i>L.2.2. L.2.3</i> <i>L.2.4. L.2.5</i> <i>L.2.6</i>	Complete a story map or sequencing chart
			Mortimer plays I-spy		Create a character map
			Fancy Nancy: tea parties		Write a story from a different perspective
			Curious George Plays baseball		Use a venn diagram to compare a story told from different points of view (<u>The Three Little Pigs/The True Story of the Three Little Pigs; Hey, Little Ant...</u>)
			I can Play soccer		Identify who is the narrator of the story
			Christopher Columbus		Act out a story using character voices
			Coming on Home Soon		Use comic strips to identify point of view
			Do right and fear no one: The Paul Gruninger Story		

Unit 6 Theme: The World Around Us

Essential Question: How do we learn about nature?

<i>GENRE/ THEME</i>	<i>SKILLS</i>	<i>WRITING</i>	<i>EXTENSION BOOKS</i>	<i>Standards</i>	<i>Activities/Assessments</i>
Fiction Nonfiction Autobiography Informational Text Nonfiction Biography	fantasy & reality drawing conclusions making judgments Compare and Contrast Character and Setting	Expository Descriptive Flyer Descriptive Poem Expository Nonfiction Article Book Report Journal Entry	Constitution Day Diwali Kwanzaa Day of the Dead Birthdays and Family Celebrations Cinco de mayo Christmas Dr. Seuss 26 Fairmount Avenue J. K. Rowling Jeff Kinney Inventors who changes the world Outward Dreams: Black inventors and their inventions The television Inventors' secret scrapbook Science craft for kids 50 fantastic things to invent & create	<i>RL.2.1. ,</i> <i>RL.2.2.</i> <i>RL.2.3.</i> <i>RL.2.6</i> <i>RL.2.4.</i> <i>RL.2.5.</i> <i>RL.2.7</i> <u><i>RL.2.9.</i></u> <i>RL.2.10. RI</i> <i>2.1 RI 2.2,</i> <i>RI 2.3 RI 2.5</i> <i>,RI 2. 4, RI 2.</i> <i>6, RI2.7 ,RI</i> <i>2.8, RI2.9, RI</i> <i>2.10 RF.2.3</i> <i>RF.2.4 W</i> <i>2.1 W2.2 W</i> <i>2.3 W 2.5</i> <i>W 2.6 W</i> <i>2.7 W2.8</i> <i>SL.2.1. SL.2.2</i> <i>SL.2.3. SL.2.4</i> <i>SL.2.5.</i> <i>SL.2.6. L.2.1.</i> <i>L.2.2. L.2.3</i> <i>L.2.4. L.2.5</i> <i>L.2.6</i>	Create character maps Take a “picture walk” prior to reading the selection to determine how setting and characters vary List the adjectives used to describe the character/setting/event Orally retell the story Identify key story elements Think-pair-share Sequence the story using a graphic organizer Use compare and contrast charts/ Venn Diagrams Read the same story from various points of view or cultures (<u>Cinderella, The True Story of the Three Little Pigs...</u>) Read-aloud a variety of genres at different complexity bands Identify key structural elements in a variety of genres Complete a reading log Author/Poet study

Third Grade

September	Finish with Week 3 in Unit One : Our World Theme	Research the World Around Us (countries)
October	Have completed Week 6 in Unit One: Our World Theme	Book Report Research the World Around US
November	Finish with Week 3 in Unit Two: Investigations Theme	Research Inventors
December	Have completed Week 6 in Unit Two: Investigations Theme	Research complete an biography
January	Have completed Week 4 in Unit Three: Discoveries Theme	Book Report Research important discoveries throughout history
February	Have finished Discoveries Theme and Week 3 in Unit 4: Determination Theme	Research a Black Person for Black History Month
March	Have finished Determination Theme and Week 2 in Unit 5: Challenges Theme	Book Report Research a famous Woman
April	Have finished Challenges Theme and Week 1 in Unit 6: Achievement Theme	Research ways to protect our planet
May	Have finished Week 3 in Unit 6: Achievement Theme	Book Report Research a challenge a country has overcome in history
June	Finish Achievement Theme Unit 6	Research, complete an autobiography

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessments
Humorous Fiction Realistic Fiction Non-Fiction Article Narrative nonfiction	Character, Setting, Plot Main Idea and Details Problem and Solution	Personal Narrative Friendly Letter Extended Responses to Literature Poem	First Year Letters My Big Brother The Red Blanket A Box of Friends Sumi’s First Day of School From Me to You I Wanna Iguana Dear Mrs. LaRue Time for Kids: Clara Barton This is my House Mr. Paul and Mr. Luecke Build Communities How Animals Play North Pole, South Pole Penguins Antarctic Journal: Four Months at the Bottom of the world	<i>RL 3.1, RL 3.2, RL 3.3, RL 3.4, RI 3.1, RI 3.2, RI 3.6, RI 3.8, RI 3.9, W 3.3, W 3.1, W 3.2, W 3.4, W 3.5, W3.6, W 3.7, W 3.8, W 3.10, SL 3.2, SL 3.3, SL 3.4, SL 3.5, SL 3.6, RL 3.5, RI.3.3, SL 3.1, L 3.1, L 3.2, L 3.3, L 3.4, L 3.5, L 3.6, RF.3.3, RF.3.4, RL 3.7, RL 3.10, RI 3.4, R1 3.5, RI 3.7, RI 3.10,</i>	Participate in guided reading Participate in picture walk –Make predictions then check to see if predictions were accurate. Engage with text for extended time/DEAR Complete 5W Chart Complete a KWL chart Conduct a how and why question and answer period Participate in an open discussion Participate in buddy reading Use post-it notes to generate questions as students read independently Order paragraphs by using sentence strips to put them into logical order. Identify the main idea of the paragraph. Work with partners to read common texts and pause frequently (for example: at the end of each section, chapter, page) to share details to identify the main idea. Record the details that support the main idea.

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessments
Play Fantasy Nonfiction Article Informational nonfiction Autobiography	Summarize Fantasy and Reality Fact and Opinion Author's Purpose	Persuasive Paragraph Persuasive Poster Personal Narrative Radio Ad Book Review	The First Strawberries Meet Rory Hohenstein, A Professional Dancer Belinda the Ballerina Knockin' on Wood: Starring Peg Leg Bates Leo and Lester Big Bad Wolf if Good Wolf Watch Look to the North: A Wolf Pup Diary When Everybody Wore a Hat Man on the Moon Ice Cream Cones Mission to Mars The Sky is Full of Stars Stars, Stars, Stars The Story of the Milky Way: A Cherokee Tale The Night Rainbow	<i>RL 3.1, RL 3.2,</i> <i>RL 3.3, RL</i> <i>3.4, RL 3.6, RI</i> <i>3.1, RI 3.2, RI</i> <i>3.6, RI 3.8, RI</i> <i>3.9, W 3.3, W</i> <i>3.1, W 3.2, W</i> <i>3.4, W 3.5,</i> <i>W3.6, W 3.7,</i> <i>W 3.8, W</i> 3.10, SL 3.2, SL 3.3, SL 3.4, SL 3.5, SL 3.6, RL 3.5, RI.3.3, SL 3.1, L 3.1, L 3.2, L 3.3, L 3.4, L 3.5, L 3.6, RF.3.3, RF.3.4, RL 3.7, RL 3.10, RI 3.4, RI 3.5, RI 3.7, RI 3.10	Participate in guided reading Participate in a genre study Use chart paper to chart recurring themes across different fables, folktales and myths Complete a semantic web Participate in folktale read-aloud Participate in a reader's theater of a fable, folktale or myth Choose a familiar story to rewrite a section from their personal point of view. Engage in a classroom discussion Write a personal experience. Then rewrite it from the viewpoint of a secondary source who was present at the event. Write about the moral of a story, using details from the text to show understanding Students are given a new fable, folktale or myth to independently read and then identify the lesson or moral of the story. Personal experience activity

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/Assessment
Folk Tale Fairy tale Informational Text Realistic Fiction Narrative Nonfiction	Make Inferences Plot and Setting Cause and Effect Sequencing	Journal Entry Character Sketch Persuasive Writing Dialogue Play	Come on, Rain How to Make an Apple Pie... and See the World Gator Gumbo Everybody Brings Noodles Mouse's First Summer Nate the Great and the Big Sniff The Three Questions Scien-Trickery: Riddles in Science Rachel Carson The Dancing Deer and the Foolish Hunter Squirrel and John Muir Jublea One Man Show Katie's Sunday Afternoon Painting the Wind	RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.6, RI 3.1, RI 3.2, RI 3.6, RI 3.8, RI 3.9, W 3.3, W 3.1, W 3.2, W 3.4, W 3.5, W3.6, W 3.7, W 3.8, W3.10, SL 3.2, SL 3.3, SL 3.4, SL 3.5, SL 3.6, RL 3.5, RI.3.3, SL 3.1, L. 3.1, L 3.2, L 3.3, L 3.4, L 3.5, L 3.6, RF.3.3, RF.3.4, RL 3.7, RL 3.10, RI 3.4, R1 3.5, RI 3.7, RI 3.10	Teacher observation Read the passage and determine the purpose of text To show evidence of meeting this standard, students may: Use timeline project to show understanding of skill. Students read silently as passages or portions of informational text are read aloud. Students locate information in texts to answer questions. Students place sticky notes containing comprehension questions on the portions of text that answer the questions regarding purpose of text. Create a story they want to preserve Create a timeline to show order of events in historical text (Transportation, Technology, Medicine) Create cause and effect chart

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessment
Humorous Fiction	Compare and Contrast	Explanation	Lily’s Garden	<i>RL 3.1, RL 3.2 ,</i>	Venn diagram to compare and contrast the author’s point of view from their own. (See assessment)
Fable	Draw Conclusions	Poster	Brave Potatoes	<i>RL 3.3 , RL 3.4,</i>	Critically examine the quality or accuracy of the text, citing evidence for opinions.
Nonfiction Article		Personal Narrative	Teatime with Emma Buttersnap	<i>RL 3.6, RL 3.9,</i>	
Realistic Fiction	Author’s Purpose	Directions	Bake the Best-Ever Cookies	<i>RI 3.1, RI 3.2, RI 3.6, RI 3.8, RI 3.9, W 3.3, W 3.1, W 3.2, W 3.4, W 3.5,</i>	Students can participate in a classroom debate with one group defending the author’s point of view, and the other group defending the students’ point of view.
	Make and Confirm Predictions		Apple Picking Time	<i>W3.6, W 3.7, W 3.8 ,</i>	Complete a Venn Diagram
			Old Cricket	<i>W3.10, SL 3.2, SL 3.3, SL 3.4,</i>	Generate a Reader’s Response Entry
			Why Mole Shouted and other Stories	<i>SL 3.5, SL 3.6, RL 3.5, RI.3.3,</i>	Readers Response journal (e.g., reflect on how a topic such as evolution is presented in different mediums such as a textbook, blog and magazine)
			Three Monks, No Water	<i>SL 3.1, L. 3.1, L 3.2 , L 3.3 , L 3.4, L 3.5, L 3.6</i>	The Frayer Model
			Time for Kids: Thomas Edison	<i>, RF.3.3,</i>	Wordsplash
			The Puddle Pine	<i>RF.3.4, RL 3.7, RL 3.10, RI 3.4,</i>	Writing RAFTs
			Aani and the Tree Huggers	<i>RI 3.5, RI 3.7, RI 3.10</i>	Class-wide Peer Tutoring
			Baseball in April and Other Stories		Semantic Feature Analysis
					Journaling
					Double Entry Journaling

Unit 5 Theme: Challenges

Essential Question: How does facing challenges effect the person that we become?

<i>GENRE/ THEME</i>	<i>SKILLS</i>	<i>WRITING</i>	<i>EXTENSION BOOKS</i>	<i>Standards</i>	<i>Activities/Assessments</i>
Historical Fiction	Sequence	Compare/Contrast Paragraphs	Nine for California	<i>RL 3.1, RL 3.2 ,</i>	Engage in a close reading of a select paragraph
Nonfiction Article	Cause and Effect	Descriptive Paragraph	Follow the Money	<i>RL 3.3 , RL 3.4,</i>	Analyze and generate recipes
Informational Nonfiction	Fact and Opinion	Personal Narrative	Sluggers' Car Wash	<i>RL 3.6, RL 3.9,</i>	Select and complete an appropriate graphic organizer
Realistic Fiction	Make and confirm Predictions	Speech	Once Upon a Company	<i>RI 3.1, RI 3.2, RI 3.6, RI 3.8, RI 3.9, W 3.3, W 3.1, W 3.2, W 3.4, W 3.5,</i>	Develop a coherent paragraph using teacher-designed sentence strips
	Description	Descriptive Poem	Oliver and the Lucky Duck	<i>W3.6, W 3.7, W 3.8 , W3.10, SL 3.2, SL 3.3, SL 3.4, SL 3.5, SL 3.6, RL 3.5,</i>	Engage in small group discussions
			Sam and the Lucky Money	<i>RI.3.3, SL 3.1, L 3.1, L 3.2 , L 3.3 , L 3.4, L 3.5, L 3.6 , RF.3.3,</i>	Participate in Guided Reading (routine- not specific to standard)
			The Shaking Bag	<i>RF.3.4, RL 3.7,</i>	Complete a Poetry study (not specific)
			So Far from the Sea	<i>RL 3.10, RI 3.4,</i>	Compose various types of poems
			Energy Makes things Happen	<i>R1 3.5, RI 3.7,</i>	Perform a Reader's Theater script
			Wheels and Axles	<i>RI 3.10</i>	Create a sequence of events chain
			The Science of a Spring		Dissect components of various types of poems
			Experiments with Motion		Completed paragraph (e.g., Using sentence strips taken from a science textbook entry on the weather, place the sentences/information in the appropriate order.)
			Two Blue Jays		Write a recipe (e.g., Write a recipe about: brushing your teeth, making a sandwich, having the best birthday ever.)
			Warm and Snug		Label elements of a literary work (e.g. poem, drama, prose)
			Candlewick		
			Animal Homes		
			The Babe and I		
			Aladdin		
			Fly High! The Story of Bessie Coleman		

Unit 6 Theme: Achievements

Essential Question: How do we achieve our goals?

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessment
Realistic Fiction	Theme	Business Letter	City Green	<i>RL 3.1, RL 3.2,</i>	Assume the role of a character (role-play)
Fantasy	Making Judgments	News Story	My Chair	<i>RL 3.3, RL 3.4,</i>	Illustrate the physical attributes of each character in a prescribed situation of the plot
Nonfiction Article	Problem and Solution	Fictional Narrative	The Bookshop Dog	<i>RL 3.6, RL 3.9,</i>	Complete a character analysis
Biography	Author's Purpose	Article	Ruby and the Sniffs	<i>RI 3.1, RI 3.2, RI 3.6, RI 3.8, RI 3.9, W 3.3, W 3.1, W 3.2, W 3.4, W 3.5,</i>	Participate in a character interview
	Draw Conclusions	Magazine Article	Dolphin Talk: Whistles, Clicks and Clapping Jaws	<i>W3.6, W 3.7, W 3.8, W3.10,</i>	Create character report cards
			Animals you Never Even Heard of	<i>SL 3.2, SL 3.3,</i>	Students will use picture cards to order events.
			California Condors	<i>SL 3.4, SL 3.5,</i>	Students will exchange stories and invite partners to add details to improve drafts.
			The Cello of Mr. O.	<i>SL 3.6, RL 3.5,</i>	In center activity students may use "story starters" and/or personal narrative organizers in interactive online tool for students from Scholastic.com
			Harriet Tubman: Riding the Freedom Train	<i>RI.3.3, SL 3.1, L 3.1, L 3.2, L 3.3, L 3.4, L 3.5, L 3.6, RF.3.3,</i>	Explain the motives of an assigned character
			Marvin Redpost: Class President	<i>RF.3.4, RL 3.7, RL 3.10, RI 3.4,</i>	students will be given a set of illustrations. They will be asked to determine what sequence the illustrations belong in and write a story based on this order. Students will exchange and compare stories
			Eleanor	<i>RI 3.5, RI 3.7,</i>	
			The Clubhouse	<i>RI 3.10</i>	
			When Stories fell like Shooting Stars		
			Jackson Jones and Mission Green top		
			Josie to the Rescue		

Fourth Grade

September	Research Project on our World
October	Book Report Continue Research Project
November	Research a Famous Person who by taking a stand they changed the world
December	Continue research a Famous Person who by taking a stand they changed the world
January	Book Report Research Inventions that have made a difference in our lives
February	Create your own invention that could better the world we live in
March	Book Report Research and look at an important event in history from both points of view.
April	Research yourself and write an autobiography
May	Book Report Continue to research yourself and write an autobiography
June	Research a discover that had lead to a greater understanding of our world

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessments
Mystery Informational Nonfiction Nonfiction Article Realistic Fiction	Problem and solution Main idea and details Analyze character Character, setting, plot	Personal Narrative Poem Response to Literature Personal Letter Journal	<u>The 5,000 Year Old Puzzle: Solving a Mystery of Ancient Egypt</u> <u>Cam Jansen and the Sports Day Mysteries</u> <u>Room One: a Mystery or Two</u> <u>Nancy Clancy, Super Sleuth</u> <u>The Field Day from the Black Lagoon</u> <u>Deserts</u> <u>Life in the Desert</u> <u>Discover the Desert</u> <u>Marshes and Pools</u> <u>Wetlands</u> <u>Come Back , Salmon: How a Group of Dedicated Kids adopted Pigeon Creek and Brought It Back to Life Everglades</u> <u>Grand Canyon</u> <u>Carlsbad Caverns: America's Largest Underground Chamber</u> <u>Yellowstone</u> <u>Mandy</u> <u>Our Granny</u> <u>Albert</u>	<i>RL 4.1, RL 4.2, RL 4.3, RL 4.4, RL 4.6, RL 4.5, RL 4.9, RI.4.1, RI.4.2, RL4.10, RL 4.7, RI.4.4 , RI4.3 , RI 4.5, RI 4.6 , RI. 4.7 ,RI. 4.9, RI. 4.10, RF.4.3, RF.4.4 , L.4.2 L.4.1, L4.3,L4.6, L4.5,SL.4.2,SL 4.3, SL 4.4, SL 4.5, SL 4.6 W4.3, W4.4, W4.5, W4.6, W4.7, W4.7, W4.8, W4.9, , W4.1, W4.</i>	Completed Graphic Organizer Complete Interactive Quiz found on website Write summaries that reflect literal understanding of text. To show evidence of meeting this standard, students may: independently create a finished narrative with technique, details, and event sequences. Read text to identify the main idea and identify relevant supporting details. Identify the important ideas in a text and report them in an organized way, either orally or in writing. Include appropriate and important details when summarizing text. Students use a story glove template to organize narrative write the prompt on palm, and on each finger writing character, setting, problem, solution and a moral. Students exchange papers with partners to invite partners to add details to improve drafts.

GENRE/ THEME	SKILLS	WRITING	EXTENTSION BOOKS	Standards	Activities/Assessments
Historical Fiction Realistic Fiction Nonfiction Article Biography Humorous Fiction	Author's Purpose Make Inferences Fact and Opinion Problem and solution	Persuasive Letter Radio or TV AD Personal Narrative Book Review Letter of Complaint	<u>The Girl Who Struck out Babe Ruth</u> <u>Babe Ruth Saves Baseball</u> <u>Lou Gehrig: The Luckiest Man</u> <u>Negro Leagues: All Black Baseball</u> <u>Satchel Paige</u> <u>My Very Own Room</u> <u>The Dog Who Loved Tortillas</u> <u>Chiles for Benito</u> <u>At Ellis Island</u> <u>Hope and Tears: Ellis Island Voices</u> <u>Welcome to China</u> <u>China the New Superpower</u> <u>Search for Golden Mountain: coming to America from China 1850</u> <u>China</u> <u>Who Was Albert Einstein</u> <u>The Amazing Life of Benjamin Franklin</u> <u>Great Scientists</u>	<i>RL 4.1, RL 4.2, RL 4.3 , RL 4.4, RL 4.6, RL 4.5, RL 4.9, RI.4.1, RI.4.2, RL4.10, RL 4.7, RI.4.4 , RI4.3 , RI 4.5, RI 4.6 , RI.4.8, RI. 4.7,RI. 4.9, RI. 4.10, RF.4.3, RF.4.4 , L.4.2 L.4.1, L4.3,L4.6, L4.5,SL.4.2,SL 4.3, SL 4.4, SL 4.5, SL 4.6, W4.3, W4.4, W4.5, W4.6, W4.7, W4.7, W4.8, W4.9, , W4.1, W4.2</i>	Participate in Guided Reading Assume the role of various characters (role-play) Participate in Literature Circles Generate KWL chart Model how to monitor reading with a teacher Think Aloud Engage with text for extended time/DEAR Engage in a cloze reading of an argument; of an opinion Analyze advertisements Engage in small group discussions Engage in a debate on a given topic Create an organizer identify topics, key points, and supporting facts for each point. Generate a list of subordinating conjunctions and phrases to use to link ideas. Use the graphic organizer to write a paragraph for each key point referencing facts, details, and supporting information. Use student writing to model and to peer edit and refine the concluding statements. Chart statements into four categories: restate, summarize, challenge the reader with a question, state a personal response. Peer conference to listen for details and information. Students should listen for clarity and fluency. <u>Argument map</u> (e.g., Using an organizer such as the one found at Read, Write, Think, map out an argument for or against celebrating Columbus Day.) Engage in a debate (e.g., Engage in a debate about the benefits of daily physical education classes.)

Unit 3 Theme: Making a Difference

Essential Question: *What can we do to make a difference in the world*

Genre/Theme	Skill	Writing	Extension Books	Standards	Activities/Assessments
Folktale Biography Nonfiction Article Legend Biography	Compare and Contrast Sequence Summarize Author's Purpose	Dialogue Poem Persuasive Writing Play Character Sketch	<u>My Land Sings</u> <u>Smoky Night</u> <u>Bedtime in the Southwest</u> <u>Run, Roadrunner, Run!</u> <u>Alejandro's Gift</u> <u>A Lesson for Martin Luther King</u> <u>Coretta Scott</u> <u>Delivering Justice</u> <u>Mohandas Gandhi</u> <u>Volunteering in your school</u> <u>You and the Environment</u> <u>Let's Volunteer</u> <u>Volunteering</u> <u>The Mud Pony</u> <u>Buffalo</u> <u>Life in a Plains Camp</u> <u>Bison</u> <u>Plains Indians</u>	RL 4.1, RL 4.2, RL 4.3 , RL 4.4, RL 4.6, RL 4.5, RL 4.9, RI.4.1, RI.4.2, RL4.10, RL 4.7, RI.4.4 , RI4.3 , RI 4.5, RI 4.6 , RI.4.8, RI. 4.7 ,RI. 4.9, RI. 4.10, RF.4.3, RF.4.4 , L.4.2 L.4.1, L4.3,L4.6, L4.5,SL.4.2,SL 4.3, SL 4.4, SL 4.5, SL 4.6, W4.3, W4.4, W4.5, W4.6, W4.7, W4.7, W4.8, W4.9,, W4.1, W4.2	Teacher made assessment Personal experience activity (graded based on NJ holistic writing rubric) Choose a familiar story to rewrite a section from the opposite point of view Guided reading of stories written in both first- and third-person point of views Write about a personal experience (first-person point of view). Then exchange stories with a peer, who will then rewrite the story in third-person point of view

Unit 4 Theme: Viewpoints
a situation?

Essential Question: How does looking at something from a different viewpoint, change the way you look at

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessments
Fantasy Realistic Fiction Nonfiction Article Photo Essay Narrative Nonfiction	Draw Conclusions Persuasion Sequence Compare and Contrast	Explanatory Fictional Narrative	<u>Bad Dog School</u> <u>Always in Trouble</u> <u>Wiener Wolf</u> <u>Detective LaRue: Letter from</u> <u>Dragonfly's Tale</u> <u>The Story of Blue Elk</u> <u>The Five Senses</u> <u>Mella and the N'anga: an African Tale</u> <u>Understanding Your Senses</u> <u>Energy</u> <u>Energy Supply</u> <u>Graphing Energy</u> <u>Energy-Resource maps</u> <u>Energy from wind, sun, and tides</u> <u>One More elephant</u> <u>Seal Journey</u> <u>Whales</u> <u>The Life Cycle of a Whale</u> <u>Coral Reef Life</u> <u>What Lives in the Coral Reefs</u> <u>Incredible Sharks</u>	<u>RL 4.1, RL 4.2, RL 4.3, RL 4.4, RL 4.6, RL 4.5</u> RL 4.1, RI.4.1, RI.4.2, RL4.10, RL 4.7, RI.4.4 , RI4.3 , RI 4.5 , Ri4.6 , RI. 4.7,RI. 4.9, RI. 4.10, RF.4.3, RF.4.4 , L.4.2 L.4.1, L4.3,L4.6, L4.5,SL.4.2,SL 4.3, SL 4.4, SL 4.5, SL 4.6, W4.3, W4.4, W4.5, W4.6, W4.7, W4.7, W4.8, W4.9, , W4.1, W4.2	Create a Venn diagram Answer open-ended question Answer higher order comprehension questions Compare & contrast stories with similar themes, as well as those from various cultures Guided reading Create a T-chart Engage in small group discussions Genre study Read two texts on the same topic and identify the author's point of view. Venn diagram to compare and contrast two author's points of view. Identify and discuss cultural and historical perspectives that are in conflict with and in support of the text.

Unit 5 Theme: Relationships

Essential Question: How do relationships effect the person that we become?

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessments
Realistic Fiction Play Nonfiction Article Narrative Nonfiction	Summarize Make judgments Fact and opinion Character Cause and Effect	Compare and Contrast Poster Extended Response to Literature Introduction to Speech Scientific Observations	<u>Bats at the Library</u> <u>Our Libraries</u> <u>Exploring the Library</u> <u>Learning at the Library</u> <u>The Miraculous Journey of Edward Tulane</u> <u>Rumpelstiltskin</u> <u>Sill Soup: Ten Zany Plays...</u> <u>Puss 'n Boots</u> <u>A Frog King's Daughter is Nothing</u> <u>Shipwrecks: Exploring Sunken Cities Beneath the Sea</u> <u>Titanic and Other Lost Ships</u> <u>Mapping the Planets and Space</u> <u>Planets and Their Moons</u> <u>Across the Solar System</u> <u>Uptown</u> <u>Tar Beach</u> <u>Uncle Jed's Barbershop</u> <u>Art and Max</u> <u>Century Farm</u>	<i>RL 4.1, RL 4.2, RL 4.3 RL 4.4, RL 4.6, RL 4.5, , RL 4.9, RI.4.1, RI.4.2, RL4.10, RL 4.7, RI.4.4 , RI4.3 , RI 4.5 , RI. 4.7 ,RI. 4.9, RI. 4.10, RF.4.3, RF.4.4 , L.4.2 L.4.1, L4.3,L4.6, L4.5,SL.4.2,SL 4.3, SL 4.4, SL 4.5, SL 4.6, W4.3, W4.4, W4.5, W4.6, W4.7, W4.7, W4.8, W4.9, , W4.1, W4.2</i>	Teacher generated test Write an effective characterization Use graphic organizers for assessment Participate in guided reading Engage with text for extended time/DEAR Complete a story map, Venn-diagram, cause/effect chart, semantic web, or storyboard Role-Play (dialogue between two or more characters, student presumes the role of a character and tells about their life) Create an artistic representation of the setting and a report on it

Unit 6 Theme: Discovery Essential Question: How does discovering new things lead to a greater understanding of the world?

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessments
Science Fiction	Cause and Effect	Magazine Article	<u>What Do You Know About the Gold Rush?</u>	<u>RL 4.1, RL 4.2, RL 4.3, RL 4.4, RL 4.6, RL 4.5,</u>	Participate in Guided Reading Complete a story map
Fantasy	Theme	News Article	<u>The California Gold Rush</u>	<u>RL 4.9, RI.4.1, RI.4.2,</u>	Participate in Author Studies
Nonfiction Article	Make Generalizations	Personal Essay	<u>Life during the Gold Rush</u>	<u>RI.4.1, RI.4.2, RL4.10, RL 4.7, RI.4.4 , RI4.3 , RI 4.5 , RI.4.8,</u>	Write a book report
Narrative Nonfiction	Author's Perspective	Interview	<u>A Timeline of the California Gold Rush</u>	<u>RI. 4.7 ,RI. 4.9, RI. 4.10,</u>	Engage with text for extended time/DEAR
Informational Nonfiction	Description	Summary	<u>Tales and Treasures of the California Gold Rush</u>	<u>RI. 4.7 ,RI. 4.9, RI. 4.10,</u>	Create a story based on a given theme
			<u>Three Terrible Trins</u>	<u>RF.4.3, RF.4.4 ,</u>	Devise a thematic poem
			<u>Ragweed</u>	<u>L.4.2 L.4.1, L.4.3,L.4.6, L.4.5,SL.4.2,</u>	Complete a Somebody, Wanted, Because, But, So, Chart (graphic organizer)
			<u>Bless the mouse</u>	<u>SL 4.3, SL 4.4, SL 4.5, SL 4.6,</u>	Perform a dramatic interpretation of the story's theme.
			<u>Socks</u>	<u>W4.3, W4.4, W4.5, W4.6, W4.7, W4.7, W4.8, W4.9, W4.1, W4.2</u>	Create a graphic organizer that helps the student visualize the reasons and supporting evidence of the topic.
			<u>Protect Nature</u>		Engage in discussion that helps the students to develop necessary thinking and language for writing.
			<u>Protecting Ecosystems</u>		Generate a list of transition words and phrases that can be used to assist students in writing. Display.
			<u>Mountain Gorilla</u>		
			<u>Caring for Nature</u>		Use student models of essays to practice elaboration for examples, details and evidence.
			<u>Are you an ant?</u>		Teacher generated test
			<u>Ants up close</u>		Write an effective summary
			<u>All about ants</u>		
			<u>March with the ants</u>		Retell the story with an oral presentation
			<u>Ants</u>		

Fifth Grade

September	Research about a challenging time in the history of our county and how we overcame that challenge
October	Book Report Continue to Research about a challenging time in the history of our county and how we overcame that challenge
November	Research an important discovery and how the discovery of that item changed the world.
December	Continue to Research an important discovery and how the discovery of that item changed the world.
January	Book Report Research one of the wars that our country has fought. Discuss the war in detail and what was the turning point that caused our defeat or victory.
February	Research a county of your choice and write about the experiences that you would have if you traveled there.
March	Book Report Continue to Research a county of your choice and write about the experiences that you would have if you traveled there.
April	Research a great idea that an inventor has had over time.
May	Book Report Continue to research a great idea that an inventor has had over time.
June	Research yourself and complete an autobiography

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessment
Realistic Fiction	Character and plot	Personal Narrative	On the Day you Were Born Utterly Me	<i>RL 5.2, RL 5.1, RL 5.3, RL 5.4, RL 5.7, RL 5.9, RL 5.5, RL 5.10, RI5.1, RI 5.2, RI 5.3, RI 5.4, RI 5.5, RI 5.6, RI 5.7, RI5.8, RI 5.9, RI 5.10, RF.5.3, RF.5.4, SL5.1, SL5.2, SL.5.3, SL.4, SL 5.5, SL 5.6, L 5.1, L 5.2, L 5.3, L5.4, L5.5, L5.6, W 5.1, W5.2, W5.3, W5.4, W5.5, W5.6, W.5.7, W5.8, W5.9 W5.10</i>	Compare & contrast stories with similar themes within the same genre
Tall Tale	Plot and setting	Research Report	Wheel of Misfortune		Guided reading
Nonfiction Article	Compare and contrast	Friendly Letter	Oh No, It's Robert		T-chart
Nonfiction		Journal Entry	Gold Fever! Tales from the California Gold Rush		Debate/discussion
Fantasy	Summarize		McBroom the Rainmaker		Genre study
	Cause and effect		Apples to Oregon		Compare and contrast two different texts using Venn diagram
			Clever Beatrice and the Best Little Pony		Creating text to text connections
			A Log's life		Evaluating two texts by responding in Reader's Response journal
			Tree		
			The Great Kapok Tree		
			Meeting Trees		Create a Venn diagram
			The Sea of tranquility		
			Footprints on the Moon		
			Project Mercury		
			NASA		

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessment
Realistic Fiction	Make inferences	Radio/TV Advertisement	Saving Shiloh Arrowhawk	<i>RL 5.2, RL 5.1, RL 5.3, RL 5.4, RL 5.7, RL 5.9, RL 5.5, RL 5.10,</i>	Organize important information and summary form in order to remember and use them as background knowledge in reading or for discussion in writing.
Expository Nonfiction	Main idea and details	Letters to the Editor	Tenzin’s Deer Dolphin Freedom	<i>RI 5.1 , RI 5.2 , , RI 5.3 , RI 5.4, RI 5.5, RI 5.6, RI 5.7, RI 5.8, RI 5.</i>	Keep mental summaries of text while listening often over several days.
Nonfiction Article	Problem and solution	Research Report	Why do snakes hiss?	<i>RF.5.3, RF.5.4</i>	Provide evidence from the text or from personal experience to support written statements about the text.
Fiction	Make inferences	Persuasive Essay	The snake scientist	<i>, SL5.1, SL5.2, SL.5.3, SL .4, SL 5.5 , SL 5.6, L 5.1, L</i>	Brainstorm topics/create subject-specific word list
Biography		TV/Movie/Book Review	Snakes! Verdi	<i>5.2, L 5. 3, L5.4, L5.5, L5.6</i>	Modeling voice and sentence fluency when drafting
			Shutting out the Sky: Life in the Tenements of New York	<i>, W 5. 1, W5.2, W5.3, W5.4, W5.5, W5.6, W.5.7, W5.8, W5.9 W5.10</i>	Create a conclusion sentence wheel
			Time Places: The Book of Times		Brainstorm topics/create subject-specific word list
			Talking with Tebe: Clementine Hunter		Modeling voice and sentence fluency when drafting
			King of Shadows		Create a conclusion sentence wheel
			The Mexican Cowboy		Use given text to identify the main idea using one colored highlighter and a different colored highlighter to identify supporting details.
			The Chisholm Trail in American History		Graphic Organizer located on website: www.studyzone.org/testprep/ela4/h/mainidea.htm
			Cowboys and Longhorns: A portrait of the Lon Drive		Provide a selected topic and respond in written form.
			In the Eye of the Storm		

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/Assessments
Historical Fiction Biography Nonfiction Article Realistic Fiction Science Fiction	Draw conclusions Fact and opinion Compare and contrast	Character Sketch Poem Research Report Dialogue Diary	Lincoln and Me George Washington’s Teeth Crossing the Delaware: A History in Many Voices George Washington Spymaster Wicked Jack Papa’s Mark The Ballot Box Battle Vote! Time For Kids: John F. Kennedy: The Making of a Leader Fighting for the Forest Common Ground: The Water, Earth and Air We Share Rachel Carson and the Environmental Movement Athenaeum Crabtree	RL 5.2, RL 5.1, RL 5.3, RL 5.4, RL 5.7, RL 5.9, RL 5.5, RL 5.10, RI5.1 , RI 5.2 , , RI 5.3 , RI 5.4, RI 5.5, RI 5.6, RI 5.7, RI5.8, RI 5.9, RI 5.10, RF.5.3, RF.5.4 , SL5.1, SL5.2, SL.5.3, SL .4, SL 5.5 , SL 5.6, L 5.1, L 5.2, L 5.3, L5.4, L5.5, L5.6, W 5.1, W5.2, W5.3, W5.4, W5.5, W5.6, W.5.7, W5.8, W5.9 W5.10	Guided Reading Venn diagram T-chart Role-playing Point of view diaries Create a list of focused questions centered around a thesis statement to be answered throughout the research paper. Engage in identifying and citing credible sources Engage in teacher-led conferences to ensure focus is on task. Respond to an open-ended question. Use graphic organizers Write a short research project using several sources (i.e. library, internet) Include proper citation format for credible sources used. Include research to support personal responses.

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessments
Historical Fiction Realistic Fiction Nonfiction Article Expository nonfiction Play	Character and setting Author’s purpose Make generalizations Description Author’s purpose	News article Research/scientific observation Research report Magazine article Research/interview	Mirandy and Brother Wind Knowing Your Civil Rights The School is Not White: A True Story of the Civil Rights Movement Through My Eyes Carlos and the Carnival What Do You Do When Something Wants to Eat You? Animal Defenses: How Animals Protect Themselves Animal Senses: How Animals See, Hear, Taste, Smell and Feel Duck for President The Day Gogo Went to Vote: South Africa How the U.S. Government Works Love and Roast Chicken: A trickster Tale from the Andes mountains Jabutt the Tortoise A Ting of Tricksters: Animal tales form America, the West Indies, and Africa Dogs of Myth: Tales from Around the World	<i>RL 5.2, RL 5.1, RL 5.3, RL 5.4, RL 5.7, RL 5.9, RL 5.5, RL 5.10, RI5.1, RI 5.2, RI 5.3, RI 5.4, RI 5.5, RI 5.6, RI 5.7, RI5.8, RI 5.9, RI 5.10, RF.5.3, RF.5.4, SL5.1, SL5.2, SL5.3, SL .4, SL 5.5, SL 5.6, L 5.1, L 5.2, L 5.3, L5.4, L5.5, L5.6, W 5.1, W5.2, W5.3, W5.4, W5.5, W5.6, W.5.7, W5.8, W5.9 W5.10</i>	Analyze advertisements Engage in small group discussions Engage in a debate on a given topic Engage in a close reading of an argument; of an opinion Create a reverse outline Develop an argument map Participate in Jigsaws Generate a Reader’s Response Entry Generate a summary Summary of a select text (e.g., Using the opinion frame , students will summarize the points Abraham Lincoln presented in his Gettysburg Address) Argument map (e.g., Using an organizer such as the one found at Read, Write, Think, map out the Anti-Federalist argument against the new Constitution.) Engage in a debate (e.g., Engage in a debate about the benefits of school uniforms.) Advertising Parody

Unit 5 Theme: Achievement

Essential Question: How does facing challenges effect the person that we become?

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessments
Nonfiction Fantasy Nonfiction Article Historical Fiction Realistic Fiction	Problem and solution Theme Cause and effect Evaluate author's perspective summarize	Introduction speech Scene from a play Persuasive essay Compare and contrast essay Descriptive poem	Shipwreck at the Bottom of the World The Lamp, The Ice, and the Boat called Fish Big Caribou Herd: Like in the Arctic National Wildlife Refuge Arctic Light, Arctic Night Seedfolks Fannie in the Kitchen The Story of Noodles The United States Cookbook: Fabulous Foods and Fascinating Facts from all 50 States Samuel F.B.Morse: Inventor and Code Creator Radio Rescue Secret Codes for Kids Navajo Code Talkers Whales Strange and Wonderful Adelina's Whales How Whales Walked into the Sea	RL 5.2, RL 5.1, RL 5.3, RL 5.4, RL 5.6, RL 5.7, RL 5.9, RL 5.5, RL 5.10, RI5.1, RI 5.2, RI 5.3, RI 5.4, RI 5.5, RI 5.6, RI 5.7, RI5.8, RI 5.9, RI 5.10, RF.5.3, RF.5.4, SL5.1, SL5.2, SL5.3, SL 4, SL 5.5, SL 5.6, L 5.1, L 5.2, L 5.3, L5.4, L5.5, L5.6, W 5.1, W5.2, W5.3, W5.4, W5.5, W5.6, W.5.7, W5.8, W5.9 W5.10	Respond to an open-ended question Write a summary Create a character web Create character profiles Teacher observation Oral presentations Rewrite a section from a different character's perspective Guided reading Author's study Story retell Timeline Literature circles Diary-entry as the character Choose a familiar story to rewrite a section from a different character's perspective

Unit 6 Theme: Great ideas

Essential Question: How do we achieve our goals?

<i>GENRE/ THEME</i>	<i>SKILLS</i>	<i>WRITING</i>	<i>EXTENSION BOOKS</i>	<i>Standard s</i>	<i>Activities/Assessments</i>
Fairytale	Sequence	Eyewitness Account	The Crystal Mountain	<i>RL 5.2, RL 5.1, RL 5.3, RL 5.4, RL 5.7, RL 5.9, RL 5.5, RL 5.10, RI5.1, RI 5.2, RI 5.3, RI 5.4, RI 5.5, RI 5.6, RI 5.7, RI5.8, RI 5.9, RI 5.10, RF.5.3, RF.5.4, SL5.1, SL5.2, SL.5.3, SL .4, SL 5.5, SL 5.6, L 5.1, L 5.2, L 5.3, L5.4, L5.5, L5.6, W 5.1, W5.2, W5.3, W5.4, W5.5, W5.6, W.5.7, W5.8, W5.9 W5.10</i>	<p>Read passage and identify at least two different points of view.</p> <p>Students will respond to a writing prompt Identify similarities across text</p> <p>Identify multiple points of view</p> <p>Create a web identifying the central idea and various points of view.</p> <p>Engage in a classroom debate to support an argument</p> <p>Develop an outline</p> <p>Compare and Contrast introduction and conclusion paragraphs</p>
Realistic Fiction	Make judgments	How-To Paragraph	Beautiful Blackbird		
Nonfiction article	Persuasion	Research Report	Three Samurai Cats: A Story From Japan		
Nonfiction	Make generalizations	Explain how something works	A Weave of Words: An Armenian Tale		
		Explanatory review	Dragon’s Gate		
			Toasting Marshmallows: Camping Poems		
			The Case of the Marshmallow Monster		
			A Week in the Woods		
			Time for Kids Almanac		
			Beatrice’s Goat		
			Al Capone Does My Shirts		
			Serving Your Community		
			Tornado		
			The Woods Scientist		
			Marie Curie: AS Scientific Pioneer		
			The Wildlife Detectives: How Forensic Scientists		

SIXTH GRADE

September	Research a person who took action or a stand against something, such as Martin Luther King Jr., Rosa Parks, etc.
October	Book Report Continue to research a person who took action or a stand against something, such as Martin Luther King Jr., Rosa Parks, etc.
November	Research a person whose invention helped “save the world” such as with the invention of a vaccine, medical invention...etc.
December	Continue to research a person whose invention helped “save the world” such as with the invention of a vaccine, medical invention...etc.
January	Book Report Research inventions and inventors
February	Continue to research inventions and inventors
March	Book Report Research a turning point in our society or a worldwide event
April	Continue to research a turning point in our society or a worldwide event
May	Book Report Research how a community, county, state, or invention has changed over the course of history
June	Continue to research how a community, county, state, or invention has changed over the course of history

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessments
Realistic Fiction	Character, setting, plot	Personal Narrative	<u>The Summer of the Swans</u>	RL.6.1	Rewrite the ending of a story.
Historical Fiction	Main idea and details	Friendly Letter	<u>The Pinballs</u>	RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6,	Character quote collage
Nonfiction Article	Cause and effect	Expository	<u>Sara’s Secret</u>	RL.6.7, RL.6.9, RL.6.10. L.6.1, L.6.2, L.6.3, L.6.4, L.6.5,	Story Map/KWL Chart
Folktale		Poem	<u>My Louisiana Sky</u>	L.6.6, SL.6.1, SL.6.2.,	Match specific quotes to the characters
Informational Nonfiction		Diary	<u>Peru</u>	SL.6.3, SL.6.4, SL.6.5	Analyze structure that an author uses to organize text
			<u>You Wouldn’t Want to be an Inca Mummy!</u>	RI. 6.1, RI. 6.2, RI. 6.3, RI 6.4, RI 6.5, RI 6.6, RI. 6.7, RI 6.8, RI 6.9, RI 6.10,	Analyze writing exemplars
			<u>Carolina’s Gift: A Story of Of Peru</u>	RI. 6.1, RI. 6.2, RI. 6.3, RI 6.4, RI 6.5, RI 6.6, RI. 6.7, RI 6.8, RI 6.9, RI 6.10,	Model annotating text
			<u>How Llama Saved the Day. a Story from Peru</u>	W6.1, W6.2, W6.3, W6.4, W6.5, W6.6, W6.7, W6.8, W6.9, W6.10	Passage from expository text, delete parts of text, identify and replace missing parts to reconstruct paragraph
			<u>How Do Spiders Make Webs?</u>		Deconstruct paragraph to identify topic sentence and supporting details using color codes
			<u>Girls Think of Everything: Stories of Ingenious Inventions</u>		Brainstorm different types of transitions: contrast and support indicators
			<u>So You Want to be an Inventor?</u>		SQ3R method
			<u>Tigers at Twilight</u>		Graphic Organizers
			<u>Draw 50 Endangered Animals</u>		Semantic Feature Analysis
			<u>Almost Gone: The World’s</u>		

GENRE/ THEME	SKILLS	WRITING	EXTENTSION BOOKS	Standards	Activities/Assessment
Realistic Fiction	Make inferences	Business Letters	<u>How Tia Lola Learned to Teach</u>	RL.6.1 RL.6.2,RL.6.3, RL 6.4, RL	The Frayer Model The LINC'S Model
Nonfiction Article	Make generalizations	Editorial	<u>Return to Sender</u> <u>Whoever you Are</u>	6.5, RL6.6, RL6.7,RL6.9, RL6.10. L.6.1,	Wordsplash Writing RAFTs
Fairy tale	Problem and solution	Expository	<u>People</u> <u>Gente</u>	L.6.2, L.6.3, L.6.4, L.6.5,	Class-wide Peer Tutoring
Nonfiction	Sequence of events	Point of View Essay Essay	<u>Aliens Are Coming: the True Account of the 1938 War of the Worlds Radio Broadcast Solar System What is the Solar System? Veterinarian Hurricane Hunters! Riders of the Storm Zooman Sam The Panda Puzzle Epidemic The Iditarod:</u>	L.6.6, SL6.1, SL.6.2., SL.6.3, SL.6.4, SL.6.5 RI. 6.1, RI. 6.2, RI. 6.3, RI 6.4, RI 6.5, RI 6.6, RI. 6.7, RI 6.8, RI 6.9, RI 6.10, W6.1, W6.2, W6.3, W6.4, W6.5, W6.6, W6.7, W6.8, W6.9, W6.10	Semantic Feature Analysis Journaling Double Entry Journaling Create puzzles Creating an outline Engage in close reading Engage in a small group discussion Participate in Jigsaws Generate a Reader's Response Entry Generate a summary

Unit 3 Theme: Great Ideas

Essential Question: How can great ideas change the world in which we live?

Genre/Theme	Skills	Writing	Extension Books	Standards	Activities/Assessment
Folktale Fiction Nonfiction article Expository Nonfiction Play	Character, setting, plot Draw conclusions Cause and effect Summarize	Character sketch Dialogue Expository Short story Scene from a play	<u>In the Days of the Vaqueros:</u> <u>America’s First True Cowboys</u> <u>Vaqueros: America’s First Cowmen</u> <u>The Journal of Joshua Loper, a Black Cowboy</u> <u>Westward Expansion</u> <u>The Witch’s Face: A Mexican Tale</u> <u>Dear Primo: A Letter to My Cousin</u> <u>Because of Winn Dixie</u> <u>Felita</u> <u>My Havana</u> <u>Recycle! A Handbook for Kids</u> <u>Recycle this Book: 100 Top Children’s Book Authors Tell You How to go Green</u> <u>How Do Hybrid Cars Work?</u>	RL.6.1 RL.6.2,RL.6.3, RL 6.4, RL 6.5, RL6.6, RL6.7,RL6.9, RL6.10. L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, SL6.1, SL.6.2., SL.6.3, SL.6.4, SL.6.5 RI. 6.1, RI. 6.2, RI. 6.3, RI 6.4, RI 6.5, RI 6.6, RI. 6.7, RI 6.8, RI 6.9, RI 6.10, W6.1, W6.2, W6.3, W6.4, W6.5, W6.6, W6.7, W6.8, W6.9, W6.10	create a Plot Diagram Write an advice letter to counsel the character Graphic organizer Character questionnaire Develop a comic strip. Participate in Reader’s Theater Shared reading: making predictions K-W-L Charts Engage in close reading of select text Engage in small group discussion Participate in Jigsaws Generate a Reader’s Response Entry Engage in small group discussions Engage in a debate on a given topic Engage in a close reading Create an outline

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessment
Biography Informational Nonfiction Article Historical Fiction	Author's purpose Fact and opinion Compare and contrast Author's perspective	Interview Scientific Observation Expository New Article Magazine Article	<u>The Helen Keller Story</u> <u>Danger on the Mountain: Scaling the world's Highest Peaks</u> <u>The Top of the World: Climbing Mt Everest</u> <u>Wilma Unlimited: How Wilma Rudolf Became the World's Fastest Woman</u> <u>Inside the Titanic</u> <u>You Wouldn't Want to Sail on the Titanic: A Voyage You'd Rather Not Make</u> <u>Tonight on the Titanic</u> <u>Dark Day in the Deep Sea</u> <u>Mimi's Village: and How Basic Health Care Transformed It</u> <u>Biblioburro: A True Story from Columbia</u> <u>Escape North: The Story of Harriet Tubman</u>	RL.6.1 RL.6.2,RL.6. 3, RL 6.4, RL 6.5, RL6.6,RL6.6 RL6.7,RL6.9, RL6.10. L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, SL6.1, SL.6.2., SL.6.3, SL.6.4, SL.6.5 RI. 6.1, RI. 6.2, RI. 6.3, RI 6.4, RI 6.5, RI 6.6, RI. 6.7, RI 6.8, RI 6.9, RI 6.10, W6.1, W6.2, W6.3, W6.4, W6.5, W6.6, W6.7, W6.8, W6.9, W6.10	Role play selected characters from a text Read two accounts of the same experience Participate in Reader's Theater Investigate how audience, subject and author interact. Read an essay and identify the purpose and view point. Quick writes used to have students summarize supporting ideas and central idea. Provide a model essay based upon a commonly held belief and ask students to paraphrase the author's viewpoint. Semantic Feature Analysis Essay/story Venn diagram Teacher observation Open-ended multiple choice with textual support Each student will develop a T-chart that lists 10 statements from a text. .

Unit 5 Theme: Turning Points

Essential Question: What are some of the major turning points that have occurred throughout history and your own personal life?

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessment
Fiction Realistic Fiction Nonfiction Article Biography	Author's purpose Compare and contrast Techniques of Persuasion Make judgments summarize	Speech Essay Expository Poem Eyewitness Account	<u>Jaime Escalante: Sensational Teacher</u> <u>Thank you, Mr. Falker</u> <u>Tomas and the Library Lady</u> <u>Native American Animal Stories</u> <u>The Lenape of Pennsylvania,</u> <u>New Jersey and New York</u> <u>The Heart of a Chief</u> <u>Sing Down the Moon</u> <u>Getting Near to Baby</u> <u>Many Countries, One Currency</u> <u>Money Money Money:Where it Comes From, How to Save It, Spend It and Make It</u> <u>Trouble at the Treasury</u> <u>Money Through the Ages</u>	RL.6.1 RL.6.2,RL.6.3, RL 6.4, RL 6.5, RL6.6, RL6.7,RL6.9, RL6.10. L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, <i>SL</i> 6.1, <i>SL</i> .6.2., <i>SL</i> .6.3, <i>SL</i> .6.4, <i>SL</i> .6.5 RI. 6.1, RI. 6.2, <i>RI</i> . 6.3, <i>RI</i> 6.4, <i>RI</i> 6.5, <i>RI</i> 6.6, RI. 6.7, RI 6.8, RI 6.9, RI 6.10, W6.1, W6.2, W6.3, W6.4, W6.5, W6.6, W6.7, W6.8, W6.9, W6.10	Record an excerpt from a text View and analyze a movie version of a book read Create script from given text Compare and contrast film/live production to text Journal response Timeline of events Scrapbooking Play Create a modern retelling of a fairy tale. Podcast or online video

Unit 6 Theme: Yesterday, today and tomorrow

Essential Question: How can examining our past affect our choices for today and the future?

GENRE/ THEME	SKILLS	WRITING	EXTENSION BOOKS	Standards	Activities/Assessment
Nonfiction Science Fiction Nonfiction Article Informational Nonfiction Short Story	Generalizations Sequence of events Problem and solution Description Analyze theme	How-to Essay Expository Explanation	<u>Monday with a Mad Genius</u> <u>Leonardo da Vinci: A Non-Fiction Companion to Monday with a Mad Genius</u> <u>Leonardo da Vinci</u> <u>The Year of the Dog: A Novel</u> <u>Alvin Ho: Allergic to Girls, School and Other Scary Things</u> <u>Time Travel Found</u> <u>The Secret Cave: Discovering Lascaux</u> <u>Painters of the Caves</u> <u>The Pyramids of Egypt</u> <u>The Art of Making Comic Books</u> <u>Kids Draw Anime</u> <u>Ancient Egypt Revealed</u> <u>What Do Illustrators Do?</u>	RL.6.1 RL.6.2,RL.6.3, RL 6.4, RL 6.5, RL6.6, RL6.7,RL6.9, RL6.10. L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, <i>SL.6.1</i> , <i>SL.6.2.</i> , <i>SL.6.3</i> , <i>SL.6.4</i> , <i>SL.6.5</i> RI. 6.1, RI. 6.2, <i>RI. 6.3</i> , RI 6.4, <i>RI 6.5</i> , <i>RI 6.6</i> , RI. 6.7, RI 6.8, RI 6.9, RI 6.10, W6.1, W6.2, W6.3, W6.4, W6.5, W6.6, W6.7, W6.8, W6.9, W6.10	Illustrate a story in chronological order. Complete a story map. Design and create a photo essay. Analyze advertising Model organizing a persuasive essay using Read aloud an editorial in a local newspaper and write a letter to the editor Map concepts in a web to note new information presented by author Record changes in opinion and knowledge based upon the above concept map Outline text structures so students understand how information is presented in a persuasive essay Class discussion debating the author’s message. Utilize a story map to discuss the evolution of literary elements. Open-ended multiple choice with text support

21st Century Themes:

- Global Awareness
- Civic Literacy
- Financial, Economic, Business, and Entrepreneurial Literacy
- Health Literacy

21st Century Skills:

- Reading of Career based Information Texts
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with other.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 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.