

PUBLIC SCHOOL ACADEMY CONTRACT AND RELATED DOCUMENTS

BETWEEN

SCHOOL DISTRICT OF THE CITY OF DETROIT
(The Authorizing Body)

AND

DAVID ELLIS ACADEMY
(A Public School Academy)

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DETROIT PUBLIC SCHOOLS PUBLIC SCHOOL ACADEMY CONTRACT

This Public School Academy Contract made and entered as of **July 1, 2015**, by and between the School District of the City of Detroit ("DPS"), a Michigan public school district and statutory body, and **David Ellis Academy** (the "PSA"), a Michigan non-profit corporation.

WHEREAS, DPS and the PSA are authorized to enter into this Contract for the purposes stated herein pursuant to Part 6A of Act No. 451, Public Acts of Michigan, 1976, as amended (the "Code"); and

WHEREAS, the PSA previously submitted an application to DPS to authorize the PSA as a public school academy under and in accordance with DPS' re-authorization procedures, the PSA agreed to the terms of DPS' re-authorization (the procedures and agreement are referred to herein as the "Application"), a copy of which is attached hereto as **Attachment A** and made a part hereof, to DPS to re-authorize the PSA as a public school academy under and pursuant to Part 6A of the Code; and

WHEREAS, DPS has, by one or more Orders authorized the issuance of a Contract to the PSA, approved the form of this Contract and authorized the execution and delivery of this Contract by the undersigned officers of DPS and the performance of the terms hereof by such officers and by all other applicable officers, employees, agents and representatives of DPS, and approved the method of selection, length of term, number and qualifications of the members of the board of directors of the PSA; and

WHEREAS, the Board of Directors (the "Directors") of the PSA has, by resolution adopted as of **May 17, 2015** approved the form of this Contract and authorized the execution and delivery of this Contract by the undersigned officers of the PSA and the performance of the terms hereof by such officers and by all other applicable Directors, officers, employees, and agents of the PSA.

NOW, THEREFORE, DPS and the PSA agree as follows:

ARTICLE I DEFINITIONS

Section 1.01 *Certain Definitions.* In addition to the terms defined throughout this Contract, the following terms shall have the meanings provided below.

- (a) "Authorizing Body" means DPS.
- (b) "Director of the DPS Office of Charter Schools" means the Director of the DPS Office of Charter Schools or the person holding office at DPS with responsibility over such matters.

(c) “Chief Financial Officer” means the Chief Financial Officer of DPS or the person holding the highest office of DPS with responsibility over financial affairs.

(d) “Contract” means this contractual agreement for the maintenance and operation of a Michigan public school academy and all documents incorporated herein by reference.

(e) “Code” means the Michigan Revised School Code, as amended (including Public Act 451 of 1976, as amended by Public Act 289 of 1995 and Act 277 of 2011), which is codified at Sections 380.1 to 380.1852 of the Michigan Compiled Laws.

(f) “Academy”, “the Academy” or the “PSA” means the Michigan non-profit corporation that is established as a Public School Academy pursuant to this Contract.

(g) “Detroit Public Schools” or “DPS” means the School District of the City of Detroit established pursuant to the Michigan Revised School Code.

(h) “Directors” means the Board of Directors of the PSA, as identified by order of DPS.

(i) “Director” means a person who is a member of the Board of Directors.

(j) “DPS Designee” means the DPS Office of Charter Schools.

(k) “ESEA” means the Education and Secondary Education Act Reauthorization of 2001 (Pub. L. No. 107-110, 115 Stat. 1425 (Jan. 8, 2002)), which is also known as the No Child Left Behind Act of 2001.

(l) “ESP” means the Educational Service Provider engaged by the Academy pursuant to the terms of Section 9.2 of this Contract.

(m) “Order” means the Order of the School District of the City of Detroit, dated the date of execution by DPS of this Contract, which, for the purposes of this Contract, shall constitute an authorizing body resolution described in Part 6A of the Code.”

(n) “PSA Board” means the board of directors of the PSA.

(o) “Relative” means mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse, domestic or same-sex partner.

(p) “School Board” means the elected board of the School District of the City of Detroit or other duly authorized individual or governing body empowered by law to manage the School District of the City of Detroit

(q) “State School Aid Act” means the State School Aid Act of 1979 (Public Act 94 of 1979), as amended, which is codified at Sections 388.1601 to 388. 1896 of the Michigan Compiled Laws.

(r) “Transparency Reporting” means all documents required to be obtained by the Board and provided to DPS pursuant to MCL 380.503 (6)(m).

Section 1.02 *Statutory Definitions.* Statutory terms, used in this Contract, and defined in the Code, including Section 6A, shall have the same meaning in this Contract.

Section 1.03 *Number and Gender.* The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa), wherever applicable.

Section 1.04 *Inconsistencies or Conflicts.* In the event that there is an inconsistency or conflict between materials in the Application and this Contract, the Attachments, or the Orders, the language in this Contract, the Attachments and the Orders shall control.

ARTICLE II LEGAL STATUS OF THE PUBLIC SCHOOL ACADEMY

Section 2.01 *Governing Law.* The PSA is a Michigan public school academy, established pursuant to Sections 501 through 507 of the Code (MCL 380.501-.507) and shall be subject to the laws and regulations of the United States and the State of Michigan and the policies of DPS applicable to public school academies as they may be established from time to time, except to the extent exempted by law.

Section 2.02 *Limitation on Actions to Performance of Governmental Functions.* The PSA shall act exclusively as a public school academy and shall not undertake any action inconsistent with its status as a public school academy under the Code, including, but not limited to, its authorization to receive State School Aid.

Section 2.03 *Independent Status of the PSA.* The PSA is not a division or part of DPS, and nothing in this Contract shall be construed to create a partnership or joint venture between the parties or to waive any aspect of DPS’ autonomy or powers

Section 2.04 *Relationship between the PSA and DPS.* The relationship between the PSA and DPS is based solely on the applicable Code provisions and the terms of this Contract or other agreements between DPS and the PSA.

ARTICLE III
ORGANIZATIONAL STRUCTURE AND GOVERNANCE PLAN

Section 3.01 *Non-Profit Status.* The PSA shall be organized and operated as a non-profit corporation organized under the Michigan Nonprofit Corporation Act, as amended.

Section 3.02 *Method of Selection, Length of Term, and Number of Members of the PSA Board.*

(a) Method of Selection. The initial members of the PSA Board shall be the individuals named on **Attachment B**, who shall each be a citizen of the United States. In the event of a vacancy on the PSA Board, whether by resignation, removal or conclusion of a term, the PSA Board, within five (5) business days of such vacancy, shall present the names and credentials of at least two qualified persons for each vacancy to DPS, along with such additional forms, information and certificates required by DPS,. DPS will consider any such candidates presented, along with others that DPS may recruit, but is not required to select any candidates presented by the PSA Board. Within thirty (30) days after the effective date of the vacancy (whether or not the PSA Board has presented any candidates, with the requisite documentation), DPS shall select someone to fill the vacancy. If DPS does not make a timely selection, the PSA Board may select one of the two persons presented to fill the vacancy subject to DPS further approval. A person selected to fill a vacancy created other than by expiration of a term shall be appointed for the unexpired term of the vacating member. In all cases, the PSA Board is required satisfy any and all criminal background check requirements of DPS and/or the Code and to pay the costs related thereto.

(b) Length of Term. The term of each member of the PSA Board shall be three (3) years, except that of the members first appointed to the initial Board, 1/3 shall be appointed for a term of three (3) years, 1/3 shall be appointed for a term of two (2) years, and the remainder shall be appointed for a term of one (1) year. Members continuing on the Board at time of the re-authorization contemplated by this Contract will serve out their remaining terms, subject to their earlier removal, resignation, retirement or death.

(c) Removal. DPS may terminate the service of any Board member at any time at its sole discretion. The Board may remove a director upon a 2/3 vote of its members.

(d) Number of Directors. The number of members of the PSA Board shall not be fewer than five (5) nor more than nine (9) as determined from time to time by the PSA Board with the consent of DPS. All members of the Academy Board shall be citizens of the United States and residents of Michigan.

(e) Qualifications. To the extent possible, the members of the PSA Board shall include at least one representative of the parents of children attending the Academy. Members of the PSA Board shall not include: (i) employees of the Academy or their Relatives; (ii) owners, directors, officers and employees of a management company that contracts with the Academy or their Relatives; (iii) owners, directors, officers and employees of a company, or a person, who leases property to the Academy or their Relatives, unless the DPS Designee consents to such membership and the lease was approved by a majority of the other board members; or (iv) executive employees or board members of DPS or their Relatives..

(f) Oath. All members of the PSA's Board shall take and sign the constitutional oath of office, and shall cause a copy of such oath of office to be filed with the DPS Office of Charter Schools. No appointment shall be effective prior to the taking and signing of the oath of office.

Section 3.03 *Articles of Incorporation*. Unless amended pursuant to this Contract, the articles of incorporation of the PSA as set forth in **Attachment C** shall be the governing Articles of Incorporation of the PSA.

Section 3.04 *Governance Structure*. The PSA shall be organized and administered under the direction of the PSA Board and pursuant to the governance structure of the PSA, as set forth in the bylaws, attached hereto as **Attachment D**, incorporated herein by reference.

Section 3.05 *DPS Approval for Assignments and Transfers*. The PSA may not transfer or assign its rights and responsibilities under this Contract, including by contract, the operation of the PSA, without the prior written approval of DPS and a written amendment of this Contract. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

Section 3.06 *Conflicts of Interest*. All employees and officers of the PSA shall comply with the provisions of MCL 15.321, *et. seq.* regarding conflicts of interest and MCL 15.181, *et seq.* regarding incompatible public offices. In addition, the PSA Board, by approval of this Contract, does hereby adopt the conflict of interest policy attached hereto as **Attachment E**, which shall apply in all respects to any contract, purchase or obligation of the PSA board. In the event an ESP is engaged by the PSA pursuant to this Contract, the ESP shall adopt the conflict of interest policy with respect to its services and actions on behalf of the PSA.

**ARTICLE IV
RESERVED**

**ARTICLE V
OPERATION OF THE PUBLIC SCHOOL ACADEMY**

Section 5.01 *Nonsectarian and Non-Religious Operation.* To the extent disqualified under the State or Federal constitutions, the PSA shall not have any organizations or contractual affiliation with a church or other religious organization. Nothing in this Section shall be deemed to diminish or enlarge the civil and political rights, privileges, and capacities of any person on account of his/her religious belief.

Section 5.02 *Accounting Standards.* The PSA shall at all times comply with generally accepted public sector accounting principles applicable to Michigan public school academies as well as the requirements under Article XI of this Contract.

Section 5.03 *Acquisition and Ownership of Property and Borrowing Limitations.* The PSA may, pursuant to Section 503(9) of the Code, acquire by purchase, gift devise, lease, sublease, or any other means as provided by law, hold and own in its own name, buildings and other property for school purposes, and interests therein, and other real and personal property necessary or convenient to fulfill its educational purposes and may issue bonds pursuant to Section 504(a)(g) of the Code. The PSA may not levy taxes. Notwithstanding the foregoing, the PSA, only after obtaining the prior written consent of DPS, which consent may be withheld for any reason, may incur debt only as follows:

(a) Short-term: As provided in Section 504a of the Code, the PSA may incur temporary debt in accordance with Section 1225 of the Code.

(b) Long-term: The PSA may enter into installment purchase contracts and related security agreements for any lawful purpose described in the Code and, after the second anniversary of this Contract, may issue bonds pursuant to Section 504(a)(g).

(c) No contract, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall in any way constitute an obligation, either general, special, or moral, of the State of Michigan or DPS. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the DPS, shall ever be pledged for the payment of any Academy contract, mortgage, loan or other instrument of indebtedness.

(d) The Academy has no authority whatsoever to enter into any contract or other agreement that would financially obligate the State of Michigan or DPS, nor does the Academy have any authority whatsoever to make any representations

to lenders or third parties that the State of Michigan or DPS in any way guarantee, are financially obligated, or are in any way responsible for any agreement, promissory note, contract, mortgage, loan or other instrument of indebtedness entered into by the Academy.

(e) In no event shall the Academy enter into any financing prior to submitting the documentation related to that financing to DPS for review at least fifteen (15) days prior to the anticipated closing date of the financing.

Section 5.04 *Contributions and Fundraising.* The PSA may solicit and receive contributions as permitted by law. No solicitation shall indicate that a contribution to the PSA is for the benefit of the Detroit Public Schools.

Section 5.05 *Matriculation Agreements.* The Academy may enter into one or more Matriculation Agreements, provided it receives the prior written approval of DPS for such agreement(s).

Section 5.06 *Role of Parents and Guardians.* The PSA shall encourage the active participation of parents and guardians in the education of its student body. Parents and guardians may volunteer or be selected to serve on committees established by the PSA.

Section 5.07 *DPS Approval of Condemnation.* In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act or other applicable statutes, it shall obtain express written permission for such acquisition from DPS. The Academy shall submit a written request to DPS describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. Provided the Academy Board submits the written request DPS shall determine appropriate action and whether to give express written permission for the acquisition.

Section 5.08 *Special Education Services.* The Academy shall ascertain the number and percentage of students with disabilities enrolled in the Academy shall provide new or continuity of services to such students in accordance with applicable law.

Section 5.09 *English Language Learners.* The Academy shall ascertain the number and percentage of English Language Learners enrolled in the Academy and shall provide new or continuity of appropriate services to such students in accordance with applicable law.

Section 5.10 *Open Meetings.* The Academy shall conduct all of its regular board meetings in accordance with the Michigan Open Meetings Act, and shall conduct all regular meetings pertaining to the Academy at the Academy facility. All special board meetings shall be held in the City of Detroit.

Section 5.11 *Transportation.* **Not Applicable – Section Reserved.**

Section 5.12 *Prohibition of Identified Family Relationships.* No person shall be a member of the Academy Board if he or she is: (i) an employee of the Academy or a Relative of an employee of the Academy; (ii) an owner, director, officer or employee of a management company that contracts with the Academy or a Relative of same; (iii) a Relative of a member of the Academy Board; (iv) an owner, director, officer or employee of a company, or a person, who leases property to the Academy or a Relative of same, unless the DPS Designee consents to such membership and the lease is approved by a majority of the other board members; or (v) an executive employee or board member of DPS or a Relative of same. Additionally, no Relative may occupy a direct supervisory position over another Relative. All Relatives providing services to the Academy Board shall be identified in writing by their respective organizations, by position and company, to the Academy Board and DPS and each organization providing services to the Academy shall certify its compliance with this Section. Likewise prohibitions against holding incompatible public office and against specified conflicts of interest set forth in MCL 15.181 to 15.185 and MCL 15.321 to 15.330, respectively, shall be scrupulously observed.

Section 5.13 *Prohibition of Employment in More than One Full-time Position.* No individual shall be employed by or at the Academy in more than 1 full-time position in which he or she is compensated at a full time rate for each of those positions.

ARTICLE VI CURRICULUM, INSTRUCTIONAL METHODS, AND PUPIL ASSESSMENT

Section 6.01 *Curriculum.* The PSA's curriculum is attached hereto as **Attachment F**.

Section 6.02 *Benchmarks, Academic Assessments, and Indicators of Performance.* As required by Section 503(6)(a) of the Code, to the extent applicable, the PSA's students must be assessed using at least the Michigan Student Test of Educational Progress (M-STEP), Michigan Merit Exam (MME) and NWEA Measures of Academic Progress, or an assessment instrument developed under Section 1279 of the Code. Methods of pupil assessment are set forth in **Attachment G**.

Section 6.03 *Determining Educational Success of the PSA.* The PSA's educational success will be determined by evidence of the PSA's progress toward preparing students for college and careers, as measured by the educational goals set forth below and in **Attachment H** of this Contract and such other goals as determined by the PSA and agreed to and approved by DPS in writing. The PSA will provide DPS with its annual educational goals and milestones by the date established by DPS for DPS' review and approval.

At a minimum, those goals shall be:

(a) The academy will demonstrate the grade-level median growth percentiles for Reading and Math identified in **Attachment H**;

(b) Within three years [from the date of this Contract and annually thereafter, students shall outperform DPS general admission pupils by 10% in proficiency on state math exams in each subgroup (for example, if the DPS general admission pupils score 60% proficient, the academy scores must reflect 66% proficiency);

(c) Within three years from the date of this Contract and annually thereafter, students shall outperform DPS general admission pupils by 10% in proficiency on state reading exams in each subgroup;

(d) Within three years from the date of this Contract and annually thereafter, students shall outperform DPS general admission pupils by 10% in proficiency on state science exams in each subgroup; and

(e) Demonstrated improved pupil academic achievement for all groups of pupils.

DPS reserves the right to change these minimum goals to comply with new state and federal state requirements or educational industry or pedagogical standards with prior written notice to the Academy. The Educational Program is attached as **Attachment I**.

Section 6.04 *Reports to DPS.* The PSA shall provide the DPS Designee with copies of reports and assessments, at least semi-annually, regarding the educational outcomes achieved by pupils of the PSA showing, at a minimum, the attendance rates for the quarter and the results of any standardized test scores by grade occurring within the quarter, as well as any reports prepared by or for the PSA that evaluate or summarize the performance of the PSA's pupils or staff and such other information and reports requested by, and in a form and with such frequency acceptable to, the Director of DPS Office of Charter Schools, including, but not limited to those documents listed in any master calendar of reporting requirements distributed by the DPS Office of Charter Schools.

ARTICLE VII GRADE LEVELS AND PUPIL ENROLLMENT

Section 7.01 *Enrollment Capacity.* The PSA serves students in grades kindergarten through eighth (8th) grade.

Section 7.02 *Enrollment of students will take place as follows:*

(a) The PSA shall comply with Section 380.503(6) of the Code and Section 388.1769 of the State aid Act in advertising its presence and the fact that it is enrolling students; the PSA shall submit evidence of its faithful adherence to this section to the DPS Designee.

(b) The process for enrollment is as follows:

(i) *Applications for Enrollment.* The PSA may consider applications for enrollment of any child between the ages of 5 and the maximum age allowed by law or the maximum grade permitted to the Academy, whichever is less, who resides within the geographic boundaries set by statute for a public school academy authorized by a school district.

(ii) *Admission of Students.* The PSA shall enroll any student who meets the age and residency requirements and who submits a timely application for enrollment. The PSA may not discriminate in its admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, race, ethnicity, national origin, disability, gender, religion, or any other basis that would be illegal if used by a school district.

(iii) *Enrollment When Applicants Exceed Capacity.* If the number of applicants for admission exceeds the capacity stated in this Contract for any grade, pupils shall be selected for attendance based on a random selection process, as required by Section 504(3) of the Code, except as provided below. The PSA must annually submit to the DPS Designee a copy of the procedures to be used to select students when applicants for enrollment exceed capacity.

The PSA must allow any pupil who was enrolled in the PSA in the immediately preceding school year to enroll in the PSA in the appropriate grade unless the appropriate grade is not offered at the PSA.

The PSA may give enrollment priority to the sibling(s) of a pupil enrolled at the PSA.

(c) The PSA shall provide documentation to DPS annually sufficient to establish that the Academy has made a reasonable effort to advertise its enrollment efforts to all pupils and that the Academy's open enrollment period was for a duration of at least two weeks and permitted the enrollment of pupils by parents/guardians at times that include evenings and weekends.

Section 7.03 *Tuition Prohibited.* The PSA shall not charge tuition. The PSA may impose fees and require payment of expenses for its activities where such fees and payments are not prohibited by law.

Section 7.04 *Student Enrollment Count.* The PSA will maintain student enrollment count records in a manner that will enable it to provide an electronic file with student enrollment data.

Section 7.05 *Student Identification.* The PSA will assign and use student identification numbers in administering state assessments and in meeting other state data

reporting requirements. The PSA will follow procedures established by the State Board of Education and the Michigan Department of Education for issuance and record keeping of student identification numbers.

ARTICLE VIII SCHOOL CALENDAR

Section 8.01 *Commencement/Continuation of Operations.* The PSA shall begin or continue operations promptly upon the approval of this Contract by MDE and shall perform school operations in accordance with the School Calendar and School Day Schedule, attached as **Attachment I** hereto. For each subsequent year of this Contract, the PSA shall adopt a school calendar no later than April 1st of the prior school year, and shall submit that calendar to the DPS Designee no later than May 1st of that year.

Section 8.02 *Fiscal Year.* The PSA fiscal year shall be July 1 – June 30 for each school year under this Contract.

Section 8.03 *Length of School Day.* The length of the PSA school day for the first year of this Contract shall be **7 a.m. to 7.p.m.** For each subsequent year of this Contract, the PSA shall adopt a school day no later than April 1st of the prior school year.

Section 8.04 *Common Calendar.* The PSA shall adhere to the Common Calendar established by Wayne RESA unless a waiver is obtained.

ARTICLE IX PUBLIC SCHOOL ACADEMY STAFF

Section 9.01 *Authorization of Employment.* The PSA may employ or contract with personnel and companies for the operation of the PSA, to prescribe their duties, and to fix their compensation, as permitted by applicable law.

Section 9.02 *Contract with Educational Service Provider.* The Academy has previously obtained DPS' review of and has placed on file with DPS its contractual agreement (the "Management Agreement") with its educational service provider ("ESP") and the written opinion of its counsel, addressed to DPS, or indicating it may be relied upon by DPS, that the Management Agreement complies with all applicable law and this contract "Legal Opinion"). The name of the Academy's ESP is: Bardwell Group Inc.. In the event the Academy desires to amend its Management Agreement, or seeks to engage an ESP other than the ESP identified in this section, all of the following shall apply.

(a) In negotiating and finalizing any such contract, the Academy Board must seek the advice of independent legal counsel, who must deliver to DPS the Legal Opinion referenced above. The Management Agreement must be approved by the Academy Board, during a meeting open to the public held pursuant to the Michigan Open

Meetings Act at a portion on the agenda in which public comment is invited regarding the agreement.

(b) The Academy Board must ensure that, at all times during the term of this Contract, any ESP employed by the Academy maintains comprehensive general liability and umbrella insurance coverage at levels satisfactory to DPS. The insurance coverage required of the ESP shall not be in lieu of the insurance coverage requirements applicable to the Academy. Any policy of insurance maintained by the ESP must include coverage for sexual molestation or abuse, must name DPS as an additional, named insured, and shall not be changed, revoked or modified absent thirty (30) days' notice to DPS. The Management Agreement shall also specify that, in the event DPS modifies the level, type, scope or other aspects of such coverage, then the ESP shall undertake like and similar modifications within 30 days of being notified of such change.

(c) The Academy Board must ensure that, and the Management Agreement shall provide that, any ESP performing services at the Academy shall comply with the requirements under this Contract to the extent such ESP is performing services on behalf of the PSA.

(d) No provision of the Management Agreement shall interfere with the Academy Board's duties under the Contract, and the Academy's duties under the Contract shall not be limited or rendered impossible by action or inaction of the ESP.

(e) No provision of the Management Agreement shall predetermine the Academy Board's course of action in choosing to assert or not assert governmental immunity.

(f) The Management Agreement shall state that all financial, educational, and student records pertaining to the Academy and/or showing all expenses to be paid by the Academy are Academy property and that such records are subject to and shall be made available in accordance with the provisions of Michigan's Freedom of Information Act. All such records must be stored, in physical form, on-site at the Academy's facility or be directly accessible at the Academy facility. All records pertaining to teacher and administrator certification, as well as a copy of the employee handbook, shall be maintained physically on site or be directly accessible at the Academy facility.

(g) The Management Agreement shall state that all of the Academy's financial and other ESP-related records will be made available to the Academy's independent auditor and that the ESP staff will cooperate with said auditor, and that the ESP shall not select or retain the Academy's auditor.

(h) The Management Agreement must certify that there shall be no markup of costs for supplies, materials, or equipment procured by the ESP on the Academy's behalf and that the Academy and that all supplies, materials, and equipment procured for the Academy by the ESP shall be inventoried by an acceptable method of

inventory and further that an inventory of Academy equipment shall be maintained so that it can be clearly established which property belongs to the Academy.

(i) The Management Agreement shall contain a provision that states upon termination, the ESP shall work for a specified period of time to transition to a new ESP. There shall be an agreed-upon fee set forth in the Management Agreement for this service.

(j) The Management Agreement shall contain a provision that states upon termination the ESP shall, without charge (i) close the books on the then-current fiscal quarter; (ii) organize and prepare the Academy's records for transition to the new ESP; (iii) organize and prepare student records for transition to the new ESP; and (iv) provide for the orderly transition of employee compensation and benefits to the new ESP without disruption to staffing

(k) The Management Agreement shall prohibit the ESP from executing contracts with its staff assigned to the Academy (including by way of example and not limitation, teachers administrators, counselors and the like) that contain noncomplete agreements of any nature.

(l) The Management Agreement shall require the ESP to have a written conflict of interest policy and prohibit the ESP from executing contracts with any third party for services to be provided to or on behalf of the Academy where there is a conflict of interest.

(m)The Academy Board and the ESP may not amend the management contract without notifying DPS. No amendment shall be contrary to this section and each shall be accompanied by a Legal Opinion. Whether or not substantial, the Academy shall submit to DPS all amendments to the management contract within 10 days after such amendment. No Amendment shall be effective until DPS notifies the Academy that it does not disapprove of such Amendment.

(n) The Management Agreement shall contain the following provision:

“Indemnification of DPS. In consideration for the grant of this Contract to the Academy, which is of material value to the [the ESP], the parties hereby promise to indemnify and hold harmless DPS Board, DPS and its Board members, officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind

whatsoever and not caused by the sole negligence of DPS, which arise out of or are in any manner connected with DPS' approval of the Application, DPS Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance by DPS and its Board members, officers, employees, agents or representatives upon information supplied by the Academy or the Education Service Provider, or which arise out of the failure of the Academy to perform its obligations under the Contract issued to the Academy by DPS Board of Control. [The ESP] expressly acknowledges and agrees that DPS and its Board members, officers, employees, agents or representatives may commence legal action against [the ESP] to enforce its rights as set forth in this Agreement.”

(o) The Management Agreement shall require all ESP employees to undergo criminal background and unprofessional conduct checks required by applicable law and for the ESP to store evidence of such on site, in physical form, at the Academy or be directly accessible at the Academy facility.

(p) The Management Agreement shall contain a provision requiring the educational service provider to make information available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its Transparency Reporting under this Contract and also at least the information that a school district is required to be disclosed under MCLA 388.1618 for the most recent fiscal year for which that information is available.

(q) No ESP employee shall be designated as the Chief Administrative Officer, as that term is defined in Section 2b(3) of the Uniform Budgeting and Accounting Act, MCLA 141.421 *et seq.*

(r) The ESP shall notify the Academy Board if any principal or officer of the ESP, or the ESP (including any related organizations or organizations in which a principal or officer of the ESP served as a principal or officer) as a corporate entity, has filed for bankruptcy protection in the last six (6) months or within any applicable preference period, whichever is longer.

(s) The Management Agreement must contain a provision providing for the early termination or amendment of the Management Agreement, with no cost or penalty to the Academy, and no recourse to DPS or any third party affiliated with or engaged by DPS, by the ESP or any subcontracted person or entity of the ESP, in the

event DPS determines to exercise its prerogative under this Contract to reconstitute the Academy by requiring the termination or amendment of the Management Agreement.

(t) Each Management Agreement shall contain an acknowledgement by the ESP that DPS shall review any and all proposed Management Agreements, and no Management Agreement shall be effective until the Academy is notified in writing that DPS does not disapprove of such Management Agreement.

Section 9.03 *Status as Employees.* All persons employed to work for the PSA, not including persons employed by an ESP pursuant to Section 9.02 or other authorized subcontractor are deemed to be PSA employees. **Attachment K** includes all contracts between the PSA and any group of employees whose employment is governed by contract. The PSA's governing body shall provide the DPS Designee with any amended or additional contracts for employment at the PSA not more than ten (10) business days after such contract is executed.

Section 9.04 *Board Liaison.* If the Academy employs a Board liaison or contract administrator, it shall specify the role of such individual or entity in **Schedule K and include a copy of the agreement with same.**

Section 9.05 *Employment Qualifications.* Except as provided in Section 505 of the Code, the PSA shall employ, or contract with a management company as provided under Section 9.02 which employs, classroom teachers, paraprofessionals and other personnel who meet the certification and other requirements under state and federal law. The PSA must annually provide DPS with documentation sufficient to demonstrate that it has complied with all applicable requirements and staff qualifications, including certifications of teachers, administrators, et al. This documentation must include copies of the applicable State certifications for each teacher, administrator and paraprofessional working at the PSA.

Section 9.06 *Employee License or Certification.* The PSA shall assure that persons working in the PSA, including both instructional and non-instructional staff, meet any and all licensing and certification requirements imposed by applicable local, state or federal ordinance, statute, law or regulation. The PSA must annually provide documentation to demonstrate its compliance with all such requirements, including copies of all required licenses and certifications.

Section 9.07 *Criminal Background and Unprofessional Conduct Checks.* The PSA will conduct criminal background and unprofessional conduct checks required by applicable law. The PSA will annually certify its compliance with the requirements of this Section, and, upon the request of DPS, will provide copies of all background and unprofessional conduct checks performed.

Section 9.08 *Total Compensation.* The Academy Board shall, upon request, report the total compensation of each individual working at the Academy.

ARTICLE X PHYSICAL PLANT

Section 10.01 *Location of Operation.* The PSA shall operate at the two following locations and no others without the written consent of DPS: 18962 Schaefer Highway, Detroit, Michigan 48235 (for kindergarten operations) and 18977 Schaefer Highway, Detroit, Michigan 48235 (for grades one to eight operations) (each, “physical plant”).

Section 10.02 *Description of the Physical Plant.* The PSA represents that the description set forth in **Attachment L** of this Contract is a current and accurate description of the physical plant. **Attachment L** shall include a description of the physical plant, site plan, the lease or other agreement under which the Academy enjoys occupancy of the physical plant and any other documents required by DPS.

Section 10.03 *Right of Occupancy and Use.* **Attachment M** hereto is a copy of the current occupancy and use licenses (i.e., deed or lease) that confirms the PSA's right to occupy and use the physical plant for school purposes.

Section 10.04 *Compliance with Applicable Law.* The PSA represents that the physical plant complies with all applicable building, fire and safety, and zoning codes for school use. **Attachment N** hereto includes copies of all required Michigan Department of Licensing and Regulatory Affairs - Office of Fire Safety inspections of the physical plant as a school for children in the grades permitted under this Contract.

Section 10.05 *Notice of Material Changes.* The PSA will notify the DPS Designee not more than five (5) business days following any material changes in the availability or condition of the physical plant, such as through flood, fire, or other unanticipated circumstance. The PSA will notify the DPS Designee not more than five (5) business days following any allegation that the PSA or the lessor has breached any lease agreement concerning the physical plant.

ARTICLE XI BUDGET, FINANCIAL PLANS, AND AUDITS

Section 11.01 *Fiscal Agent.* Pursuant to Section 507 of the Code, DPS is the fiscal agent of the State of Michigan for the PSA. As fiscal agent, DPS assumes no responsibility for the financial condition of the Academy. In accordance with the provisions of the State School Aid Act, DPS shall forward to the PSA, all State School Aid funds received by DPS for the benefit of the PSA, provided there has been no material breach of this Contract; and further provided that DPS has not been directed by the

Michigan Department of Education to withhold payment of any State School Aid to the PSA, and subject also to any contractual right DPS may have to withhold a portion of any State School Aid as payment for rent or fees for any services provided to the Academy by DPS and under section 13.03 hereof.

Section 11.02 *Annual Audit.* The PSA shall conduct an annual audit by an independent certified public accountant in accordance with generally accepted governmental accounting principles and in accordance with laws and regulations applicable to public schools and public school academies in Michigan. The PSA shall transmit a copy of the audit and any management letter to DPS concurrently with the PSA’s filing of such audit to the Michigan Department of Education.

Section 11.03 *Budget and Accounting.* The PSA shall establish an annual budget in accordance with the requirements of applicable law. The PSA shall record all liabilities and loans in excess of \$3,000, individually or in the aggregate, in the fiscal year to which the liability relates.

Section 11.04 *Inspection and Review.* The PSA shall permit inspection of its records and/or review of its fiscal operations at any time during normal business hours by DPS’ office of internal audit or others as may be designated.

Section 11.05 *Insurance.* The PSA shall maintain insurance policies as described below:

(a) The insurance must be obtained from a mutual, stock, or other responsible company licensed to do business in the State of Michigan. The PSA may join with other public school academies to obtain insurance if the PSA finds that such an association would provide economic advantages to the PSA.

(b) During the term of this Contract, the PSA shall maintain insurance coverage as follows:

| POLICY TYPE | MINIMUM COVERAGE REQUIREMENTS |
|--|---|
| <p><i>Commercial Property Policy</i> This shall be an all risk policy covering real and personal property of the PSA both on premises and in transit. Replacement cost coverage is preferred but shall in no circumstances be less than actual cash value based.</p> | <p>At least actual cash value of the PSA’s real and personal property on premises and in transit.</p> |
| <p><i>Comprehensive General Liability</i></p> | <p>\$1,000,000</p> |

| | |
|--|--|
| <p>This shall include, but not be limited to, personal injury and property damage for premises and operations product liability, fire legal liability, non-owned automobile and contractual liability. The Detroit Public Schools must be named as an additional insured with a minimum 30-day notice of cancellation provision.</p> | |
| <p><i>Automobile Liability/Statutory No-Fault</i> This coverage must be provided on all licensed vehicles owned, leased, or rented by the PSA.</p> | \$500,000 |
| <p><i>Umbrella Excess Liability</i> This coverage must provide a minimum of follow form excess liability coverage.</p> | \$2,000,000 |
| <p><i>Workers Compensation</i> Statutory benefits for the State of Michigan. This coverage must provide wage and medical benefits of work-related injuries and employer's liability coverage.</p> | As required by Michigan law Employer's Liability coverages of \$500,000 |
| <p><i>Employee Fidelity Bond or Equivalent</i> This policy must include, but not be limited to, employee theft, forgery, burglary, and robbery both on and off premises.</p> | \$250,000/\$500,000 |
| <p><i>PSA Board Directors Liability</i> This policy should cover the PSA Board, executive staff, and employees for "wrongful acts" errors or omissions not typically covered by general liability policies.</p> | \$1,000,000 (Suggested but not required) |

(c) Insurance certificates documenting the purchase of the required insurance are attached as **Attachment O**. Updated insurance certificates shall be provided to DPS, as soon as possible and in any event no later than within seven (7) days of the expiration or replacement of such insurance policies.

(d) The PSA shall name DPS as an additional insured on each insurance policy that permits it.

Section 11.06 *Indemnification.* The PSA agrees to indemnify, hold harmless and defend DPS and DPS' officers, employees, agents, attorneys and those acting on behalf of their officers, employees, attorneys and agents from any and all claims, actions, expenses, damages, and liabilities, including costs and attorney's fees for the defense of any of them, incurred as a result of or in connection with issuing or performance under this Contract, including but not limited to claims arising out of, connected with, or resulting from the following:

(a) The negligence, intentional wrongful act, misconduct or culpability of the PSA's officers, employees, management company, management company staff, contractors, lessors, or other agents in connection with and arising directly or incidentally from the operations of the PSA;

(b) The PSA's material breach of this Contract or any law, regulation, or ordinance;

(c) Any failure by the PSA to pay employees, suppliers, lenders, creditors, or other contractors;

(d) The hiring, supervision, or discipline of any officer, employee, or agent of the PSA or the management company;

(e) The obligations of the PSA under State or Federal law;

(f) Damages to any person or property in and around the PSA's premises; and

(g) The infringement of patent or other proprietary rights in any material, process, machine, or appliance used in the operation of the PSA.

Section 11.07 *Terms of Insurance and Indemnification.* The PSA agrees that the insurance described in Section 11.06 and the duty to indemnify described in Section 11.07 shall continue in force and effect notwithstanding the expiration of this contract or any renewal term.

Section 11.08 *Notice of Claims.* The PSA and DPS will make a good faith effort to advise the other of any actual or potential claims subject to the indemnification provision in Section 11.07 above, but failure to do so shall not invalidate the indemnification provision. Neither the PSA nor DPS shall settle or compromise any claim or suit subject to the indemnification provision without notice to the other.

ARTICLE XII
COMPLIANCE WITH LAW

Section 12.01 *Generally.* The PSA shall comply with the Constitution of the State of Michigan; all federal and state laws and constitutional provisions that prohibit discrimination, including, but not limited to, on the following bases: age, disability, race, color gender, national origin, religion, or ancestry, and the regulations adopted pursuant to those laws; the Code, the state statutes specified in Section 503(7) of the Code, and the State School Aid Act of 1979, as amended from time to time, and the rules and guidelines adopted pursuant to those statutes; and any other federal, state or municipal law applicable to public bodies, public school academies, or school districts, and shall ensure that all PSA directors, officers, management company, contractors, teachers, administrators, staff, parents, and pupils are advised of and agree to comply with all relevant provisions of the Code and other applicable law, including without limitation, the statutes and laws identified on **Attachment P**, attached hereto.

Section 12.02 *Specific Assurances.* The PSA specifically acknowledges its obligations to abide by each of the following, including implementing rules and regulations, as they may be amended from time to time:

- (a) The nondiscrimination requirements applicable to recipients of federal funds in Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972;
- (b) Title VII of the Civil Rights Act of 1964;
- (c) The Family and Medical Leave Act of 1993;
- (d) The Age Discrimination Act of 1975 and the Age Discrimination in Employment Act of 1967;
- (e) The Individuals with Disabilities Education Act of 1990;
- (f) Title II of the Americans with Disabilities Education Act of 1990;
- (g) Section 504 of the Rehabilitation Act of 1973;
- (h) The State School Aid Act of 1979;
- (i) Section 1751 of the Code regarding special education programs and services;
- (j) The ESEA and its implementing regulations (incl. EDGAR);

1232g; (k) The Family Educational Rights and Privacy Act, 20 U.S.C. §

(l) 1947 PA 336;

(m) 1965 PA 166; and

(n) the Code.

Section 12.03 *Open Meetings Act.* Pursuant to Section 503(7)(a) of the code, the PSA Board shall conduct all of its meetings in accordance with the Michigan Open Meetings Act, Act No. 267 of the Public Acts of 1976, being Sections 15.261 to 15.275 of the Michigan Compiled Laws.

Section 12.04 *Freedom of Information Act.* Pursuant to Section 503(7)(b) of the Code, the records of the PSA shall be records subject to the provisions of the Michigan Freedom of Information Act, Act No. 442 of the Public Acts of 1976, being Sections 15.231 to 15.246 of the Michigan Compiled laws. The PSA shall ensure that any ESP engaged by it agrees that such management company's records, as they relate to the PSA, shall also be subject to the Freedom of Information Act and shall be maintained on the premises of the PSA.

Section 12.05 *Competitive Bidding.* The PSA shall comply with Sections 1267 and 1274 of the Code and any other statute requiring competitive bidding by public school academies. The PSA shall ensure that any management company it engages complies with all competitive bidding requirements imposed on public school academies districts for purchases of items on behalf of or for use at the PSA. The PSA shall maintain all records of competitive bidding for at least two years and provide DPS with copies of any such records upon request.

Section 12.06 *Other Statutes Specified in Section 503(7).* The PSA shall comply with the requirements of the other state statutes listed in Section 503(7), including, but not limited to Sections 1134, 1135, 1146, 1153, 1263(3) of the Code.

Section 12.07 *Notice of Judicial or Administrative Proceedings.* The PSA shall notify DPS' legal counsel within five (5) business days of being named as a party in any court proceeding or arbitration or as the subject of any administrative enforcement proceeding alleging any of violation of law arising from the operation of the PSA.

Section 12.08 *Transparency Reporting.* The Academy shall collect, maintain, and make information concerning its operation and management available to the public and as is required by state law for a public school district, including at least the following:

(a) a copy of this Contract and all attachments, schedules and amendments;

(b) a list of all currently serving members of the Academy Board of Directors, including their names, addresses, and terms of office;

(c) copies of all policies approved by the Academy Board of Directors;

(d) all board materials, agendas, formal resolutions and minutes (excluding minutes kept of closed sessions maintained according to the Open Meetings Act) of all regular and special meetings of the Board of Directors of the Academy;

(e) a copy of the budget, and any amendments thereto, approved by the Academy Board of Directors;

(f) copies of all bills paid for amounts of \$10,000.00 or more in the form that they are submitted to the Academy Board;

(g) quarterly financial reports submitted to the DPS Designee;

(h) a current list of all teachers and school administrators working at the Academy, including their individual salaries (as submitted to the registry of educational personnel), copies of their teaching or school administrator's certificates or permits (as applicable), evidence of compliance with the criminal background and unprofessional conduct checks required by the Code;

(i) copies of all leases for facilities and equipment used at the Academy;

(j) copies of all deeds relating to real property owned by the Academy

(k) copies of all management or service contracts approved by the Academy Board of Directors;

(l) all health and safety reports and certificates, including those relating to fire safety, environmental matters, asbestos inspections, boiler inspection and food service;

(m) any management letters issued as part of the Academy's annual audit;

(n) within 20 days after the board or board of directors is informed by the appropriate authority of the adequate yearly progress status of its schools for the purposes of the No Child Left Behind Act of 2001, Public Law 107-110, for the most recent school year for which it is available, post a notice of the adequate yearly progress status of each school it operates on the homepage of its website;

(o) within 20 days after the board or board of directors is informed by the department of the accreditation status of its schools for the purposes of Section 1280 of the Code for the most recent school year for which it is available, post a notice of the accreditation status of each school it operates on the homepage of its website; and

(p) all other information required by applicable law.

For purposes of this Section of this Agreement, availability to the public shall mean that, unless required to be posted elsewhere on the Academy's website or elsewhere by applicable law, the Academy shall post all documents required by this Section in the locations recommended by that certain memorandum of the Michigan Department of Education to Public School Academies dated February 29, 2012, as updated and attached hereto as **Attachment Q**.

Section 12.09 *Maintenance of Records*. The PSA shall maintain all documents and records to the extent and for the duration required by applicable law.

Section 12.10 *Facility Signage*. The PSA shall conspicuously display signage at the Academy facility and on all letterhead stating that the PSA is authorized by DPS. The wording upon such signage and letterhead shall read: "A Detroit Public Schools-authorized charter school."

Section 12.11 *Certified Staff*. The Academy shall use only certified staff, including teachers, business officials and administrators, unless permitted to use staff without certifications, and then only in accordance with applicable law.

Section 12.12 *Reports to MDE*. The Academy shall submit timely any and all reports required to be submitted to the Michigan Department of Education, including, but not limited to, reports relating to online or distance learning.

ARTICLE XIII OVERSIGHT OF THE PUBLIC SCHOOL ACADEMY

Section 13.01 *PSA Responsibilities*. The PSA and any ESP engaged pursuant to Section 9.02 must provide to DPS, in the manner and pursuant to the timing specified by DPS, any and all documentation necessary to demonstrate the PSA's compliance with the terms of the Contract and all applicable State and Federal law, including, but not limited to, the documentation specifically required in this Contract, as well as any additional documentation that DPS may hereafter in its sole discretion deem necessary for DPS to perform its statutory oversight duties.

Section 13.02 *DPS Responsibilities*. DPS shall take such actions as it deems necessary to provide the oversight required of an authorizing body or fiscal agent under

the Code. DPS may, at its discretion, periodically direct its office of internal audit, or other designee, to conduct a review of the records and/or operations of the PSA to determine compliance with all applicable regulations, terms and conditions of this Contract, the Code, and any other applicable laws, and regulations. Such actions may, but are not required to include one or more of the following: a probationary period and a corresponding corrective action plan, acceptable to DPS, the establishment of an Academy Dissolution Account as described and referenced in Section 14.07, and/or requirements for additional or more detailed or more frequent reports from the Academy. DPS may, at its discretion, designate agents or employees to enter the premises of the PSA during normal business hours or other agreed upon time, on a scheduled or unscheduled basis, to determine whether the PSA is operating in compliance with law and the terms of this Contract. The PSA agrees to cooperate with, and shall ensure that any ESP, contractors, agents or employees working at or for the PSA shall cooperate with the DPS in carrying out its responsibilities as an authorizing body or in furtherance of its rights under this Contract or applicable law.

Section 13.03 *Administrative Fee.* The PSA agrees that DPS may deduct an annual oversight and auditing expense of three percent (3%) of the per-pupil allocation funds that the PSA is entitled to receive pursuant to the State School Aid Act of 1976, as amended.

ARTICLE XIV TERM, MODIFICATION, AND TERMINATION/REVOCAION OF THE CONTRACT

Section 14.01 *Term and Renewal.* This Contract is effective as of the date first written above and will terminate on **June 30, 2020**, unless terminated earlier as provided herein. This Contract may be renewed for an additional period of time, as agreed between the parties, by mutual written agreement of DPS and the PSA, following an assessment of the Academy's progress in meeting the objectives of its academic program and educational goals, including those standards set forth in Section 6.03 of this Contract. The PSA must provide a written request for a renewal of this Contract no later than September 30th of the final year of this Contract. DPS shall, in its sole discretion, determine whether a renewal shall be granted. DPS reserves the right to not renew this Contract for any reason or for no reason. The most important factors that DPS will consider when making its renewal decision will be (a) increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria, (b) a record of timely annual compliance with DPS, state and federal reporting requirements, (c) financial stability and viability, (d) facilities satisfactory to the DPS Office of Charter Schools, and (e) enrollment sufficient to sustain a quality program, as determined by DPS in its sole reasonable discretion.

Section 14.02 *Amendments.* This Contract may only be amended by the express written and duly authorized agreement of DPS and the PSA. DPS may request amendment of this Agreement at any time, which the Academy Board shall adopt at its next regularly scheduled Board meeting or the expiration of 30 days, whichever occurs

first.

Section 14.03 *Termination by Agreement.* The parties may at any time agree in writing, upon approval by the PSA Board and the Director of DPS Office of Charter Schools, to terminate the Contract prior to expiration of the Contract term.

Section 14.04 *Grounds for Termination or Revocation.* DPS may terminate or revoke this Contract upon a determination, pursuant to the procedures set forth in Section 14.05 below, that one or more of the following has occurred:

(a) Failure of the PSA to abide by and meet the educational goals set forth in this Contract; including the requirements of Article VI, Section 6.03, including failure to demonstrate improved pupil academic achievement for all groups of pupils;

(b) Failure of the PSA to comply with all applicable law;

(c) Failure of the PSA to meet generally accepted public sector accounting principles;

(d) Insolvency or bankruptcy of the PSA or the failure of the PSA to pay its debts as they become due;

(e) Insufficiency of the PSA's enrollment to support the PSA's successful operation;

(f) Any material changes in state funding for the PSA such that, in DPS' sole discretion, continuation of the PSA's operation would be infeasible, uneconomical, or impractical;

(g) The PSA's default in the payment of fees under any other agreement or contract for services provided to the PSA, which default remains uncured for a period of thirty (30) business days;

(h) Failure of the PSA to cure a material breach of this Contract;

(i) Provision by the PSA of false or inaccurate information on the Application, this Contract, or other materials submitted to DPS;

(j) Refusal by the PSA to provide information and documents required under this Contract or to provide access to the PSA facility, documents or records;

(k) Any other reason permitted by law; and

(l) Any academic reason deemed appropriate by DPS, in its sole discretion, including placement on the Michigan Department of Education's persistently

low achieving list and operation in its second year of restructuring as provided in MCLA 380.1280c.

Section 14.05 *Procedures for Termination or Revocation.* DPS shall not revoke this Contract unless all of the following procedures have been followed:

(a) Notice of Charges. The Director shall advise the PSA Board in writing of a preliminary review by a DPS Designee that grounds for revocation may exist.

(i) The notice shall provide the names and addresses of individuals charging the PSA with failure to comply with this Contract and shall set forth the alleged grounds in sufficient detail for the PSA to respond.

(ii) The PSA shall have ten (10) business days to respond in writing to the Director of DPS Office of Charter Schools specifically addressing the charges set forth in the notice.

(b) Investigating of Charges and Report. The Director of DPS Office of Charter Schools shall conduct an investigation to determine whether grounds for revocation or termination of the Contract exist. A final report with recommendation for termination or revocation, if applicable, will be filed with the School Board or its Designee and delivered to the PSA.

(c) Decision by the School Board or its Designee. After receiving the report of the Director of DPS Office of Charter Schools, DPS or its Designee shall determine whether the Contract shall be revoked or terminated and shall provide written notification of his/her decision to the PSA.

Section 14.06 *Authority and Finality of DPS' Decisions.* A decision by DPS to terminate, revoke or not to renew this Contract is solely within DPS' discretion and is final. DPS' termination, revocation or decision not to renew this Contract is not subject to review by a court or any state agency. DPS is not liable to any party for its action in terminating, revoking or not renewing this Contract to the PSA, a pupil of the PSA, the parent or guardian of any pupil of the PSA, or any other person, including any ESP, contractor or agent of the PSA.

Section 14.07 *PSA's Responsibilities upon Termination, Revocation or Non-Renewal.*

(a) If the Contract is terminated, revoked or not renewed, the PSA shall be solely responsible for any and all debts, loans, and obligations incurred at any time by the PSA in connection with the operation of the PSA. In the event of a termination, revocation or non-renewal, within thirty (30) days of notice of such termination, revocation or non-renewal, the Academy shall deposit into a separate Academy account (the "Academy Dissolution Account") the sum of Ten Thousand Dollars (\$10,000) per month,

for total not to exceed Thirty Thousand Dollars (\$30,000), to be used exclusively for the costs associated with the wind-up and dissolution responsibilities of the Academy. If the Academy has any state aid payments scheduled to be received after notice of termination, revocation or non-renewal, the Academy immediately shall provide DPS, in the form and manner determined by the DPS, with such account detail information and authorization to enable DPS to direct such funds to the Academy Dissolution Account. If the event that the Academy fails to establish the required account, DPS, as fiscal agent, is hereby authorized to establish an Academy Dissolution Account out of any remaining Academy state aid in its possession or to be received on behalf of the Academy, to satisfy the provisions of this section.

(b) As required by Section 1618b of the State School Aid Act, if this Contract is terminated, revoked or not renewed, or if the PSA has been otherwise ineligible to receive state school aid funds for a period of at least three (3) consecutive months, the PSA must transfer to the State all property that was substantially acquired using state school aid funds.

(i) Property required to be transferred includes title to all real and personal property, interests in real or personal property, and other assets owned by the PSA that were substantially acquired through state school aid funds.

(ii) Transfer of property as required by Section 1618b does not impose any liability on the State of Michigan, any State agency, or DPS for any debt incurred by the PSA. Termination, revocation or non-renewal of this Contract shall not relieve the PSA from any of its duties to prepare a final audit or comply with any statute, law or applicable regulation.

Section 14.08 *Notification by State.* If the Academy is notified by the State that the Academy will be placed in the State School Reform/ Redesign School District pursuant to Section 1280c of the Code, then the Authorizing Body may terminate this Contract at the end of the current school year.

Section 14.09 *Notification by Superintendent of Public Instruction.* If DPS is notified by the Superintendent of Public Instruction that the Academy is subject to closure under Part 6a of the Code (“State’s Automatic Closure Notice”), then this Contract shall automatically terminate at the end of the current school year in which the notice is received without any further action of DPS or the Academy. Following receipt of the State’s Automatic Closure Notice, DPS shall forward a copy of the State’s Automatic Closure Notice to the Academy Board and request a meeting with Academy Board representatives to discuss the Academy’s plans and procedures for wind-up and dissolution of the Academy corporation at the end of the current school year. Immediately upon receipt of the State’s Automatic Closure Notice, the Academy shall establish the Academy Dissolution Account referenced in Section 14.07.

Section 14.10 *Issuance of Order.* The issuance of an order by the Superintendent of Public Instruction, pursuant to section 1280c of the Code, placing the Academy under the supervision of the State School Reform/Redesign Officer, shall constitute a material breach of this Contract. Following the issuance of the order, DPS shall notify the Academy of the material breach and request a meeting with Academy Board representatives to discuss the matter. To remedy the material breach, the Academy shall work toward the development of a corrective action plan that is acceptable to DPS. In addition to other matters, the corrective action plan shall include the Academy's redesign plan prepared pursuant to section 1280c of the Code. The development of a corrective action plan under this Section shall not in any way limit the rights of DPS to terminate, suspend or revoke this Contract.

Section 14.11 *Corrective Action by Order of Reconstitution.* In addition to, or in lieu of, any provisions herein, DPS, in its sole discretion, may issue an Order of Reconstitution requiring the Academy to undertake a plan of corrective action in order to avoid revocation of its Contract ("Corrective Action"). The plan of Corrective Action may include cancellation of the Academy's contract with its ESP, withdrawal of DPS' approval of the ESP Agreement, termination of one or more Academy Directors' service, appointment of a new member or members to the Academy Board of Directors, or designation of a trustee or receiver to take over the operation of the Academy. In the event a Corrective Action plan is undertaken, the following steps will be observed:

- (a) DPS will notify the Academy, in writing, of the specific educational performance or operational issues that it deems failing at the Academy and its intent to revoke the Academy's Contract if the issues are not corrected by a date certain, which will be no earlier than 120 days (absent exigent circumstances) after the date of the notice;
- (b) within thirty days after receipt of the notice described above, the Academy shall respond to DPS with any information that the Academy Board of Directors deems relevant to the issues and a plan of correction;
- (c) if DPS approves of the plan of correction, it shall be implemented and the Contract shall be amended accordingly; if DPS disapproves the plan of correction, it may implement corrective action in a manner that it, in its sole discretion, deems appropriate to the situation or continue with the revocation of the Contract as it sees fit.

For good cause, DPS may extend the deadlines set forth above. The issuance of the termination letter shall automatically terminate this Contract without any further action by either party. Upon issuance of the termination letter, DPS shall notify the Superintendent of Public Instruction, the Michigan Department of Education, the Michigan Finance Authority (if applicable) or the successors that the Contract has been terminated.

**ARTICLE XV
GENERAL TERMS**

Section 15.01 *Notices.* Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon actual delivery, if delivery is by hand; or (ii) upon receipt by the transmitting party of confirmation or answer back if delivery is by telex, telegram, or facsimile; (iii) upon delivery into United States mail if delivery is by postage-paid registered or certified mail, with return receipt requested; or (iv) upon delivery by a nationally recognized overnight delivery service. Each such notice shall be sent to the respective party at the address indicated below or at any other address the party may designate by notice delivered pursuant hereto:

(a) If to DPS Designee:

Detroit Public Schools
Office of Charter Schools
Fisher Building, 9th Floor
3011 West Grand Boulevard
Detroit, Michigan 48202
Attn: Director - Office of Charter Schools

Copy to: Detroit Public Schools
Fisher Building, 10th Floor
3011 West Grand Boulevard
Detroit, Michigan 48202
Attn: Office of the General Counsel

(b) If to Academy:

David Ellis Academy
18977 Schaefer Highway
Detroit, Michigan 48235
Attn: Board President

Section 15.02 *Interpretation, Enforcement, Validity, Construction and Effect.* This Contract shall be governed and controlled by the laws of the State of Michigan as to its interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 15.03 *Captions.* The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 15.04 *Non-Waiver.* Except as provided herein, no term or provision of the Contract shall be deemed waived and no breach or default shall be deemed excused,

unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 15.05 *Force Majeure*. If any circumstances occur that are beyond the control of the parties and that delay or render impossible performance of the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or, if such performance has been rendered permanently impossible by such circumstances, shall be canceled.

Section 15.06 *Severability*. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract.

Section 15.07 *Counterparts*. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 15.08 *Access to Copies of the Contract*. The PSA agrees to make copies of this Contract available for public inspection at its administrative offices during normal business hours.

Section 15.09 *DPS Immunity*. Pursuant to Section 380.503(7) of the Code, DPS and its agents are immune from liability in connection with any acts or omissions in connection with DPS' authorization of this Contract, provided that such actions were within the scope of DPS' or its agent's authority or were undertaken in the reasonable belief that the actions were within the scope of that authority.

Section 15.10 *Schedules and Attachments*. All schedules and attachments to this Contract that are executed by DPS and the PSA shall be incorporated in, and made part of, this Contract.

Section 15.11 *Entire Contract*. This Contract, along with all documentation referenced herein or attached hereto, sets forth the entire agreement between DPS and the PSA with respect to the subject matter of this Contract.

Section 15.12 *Contract Submission to MDE*. This Contract shall be submitted to the Michigan Department of Education within ten days of issuance

**ARTICLE XVI
RESERVED**

**ARTICLE XVII
EFFECTIVENESS CONTINGENCIES**

Section 17.01 Effectiveness Contingencies. This Contract will not become effective if the following does not occur:

- (a) No later than the date of execution of this Contract by DPS, the Academy shall provide to DPS a legal opinion on the charter from the academy's counsel.

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

IN WITNESS WHEREOF, the parties hereto have caused this Contract to be executed by their respective and duly authorized officers as of the day and year indicated herein.

DAVID ELLIS ACADEMY

By: 

Its: President, Board of Directors

Dated: June 29, 2015

SCHOOL DISTRICT OF THE CITY OF DETROIT

By: 

Its: Emergency Manager

Dated: June 30, 2015

**DPS Approved as to Form:
Office of the General Counsel**

By: 

Name:

Title:

In accordance with MCL 380.503 (6) (i), I certify that David Ellis Academy (Public School Academy Name) will comply with all federal and state laws, rules, and the terms of this Contract.

By: 

Board President

Date: 06/29/2015

ATTACHMENT A
APPLICATION

November 12, 2014



Sylvia Green
Director

DAVID ELLIS ACADEMY
18977 Schaefer Hwy.
Detroit, MI 48235
(313) 927-5395 Main
(313) 927-5376 Fax
www.dea-detroit.com

Board of Directors
Brian Logan, President
Dannis White, Secretary
Patsy Johnson, Treasurer
Linda Tripp, Chief Admin Officer

The historical legacy of David Ellis Academy (DEA) can be characterized by high expectations for all DEA students and a belief that they can achieve when given the appropriate tools and opportunities. Since 1998, the Academy has proudly served students in Kindergarten – 8th grades. The priority has always been student achievement. We recognize that students are academically successful when the school offers adequate time for engaging in intentional and challenging experiences while accommodating both remediation and acceleration. Consequently, we have high expectations for the professional community who share their expertise. Collaboratively, we will promote the effective implementation of the programs and strategies that provide the foundational practices for student achievement.

The last two years, however, have shown a significant decrease in academic achievement, based upon the comparative results of the 2011 – 2013 MEAP tests. The school has witnessed a downward trend from a top ranking in the 68th percentile, to a current standing at the 24th percentile. This is a trend that must and will be reversed. The work that must be done will be challenging, but it is work that we are prepared to invest in, with all best practices and improvement efforts directed towards educational excellence.

With that being understood, the Board of Directors of David Ellis Academy is pleased to share the Academic Improvement Plan for the school. The information accompanying this letter is a thoughtful, preliminary plan to turn our school around and transform the education of all students. To borrow a phrase that clearly embraces our vision, this plan is our **"Investment Model,"** so named because it invests in the continued efforts of an improved teaching culture that represents a paradigm shift in our beliefs in what teaching and learning are about.

The Board of Directors of the David Ellis Academy will work directly with the Bardwell Group and the school leadership and professional team of educators to move with a sense of urgency to implement the David Ellis Academy Investment Model. The priority focus categories for our work, follows in the attached plan. Take note that the key objectives of the DEA Investment Model include:

1. Effective use of data to drive instruction;
2. Implement an aligned curriculum;
3. Establish a culture of high expectations for teaching and learning;
4. Improve the quality of school-wide and teacher-level professional development.

The Investment Model represents a feasible and sustainable way to turn around student performance and school culture. In the next two to five years, we anticipate a successful implementation and progression towards meeting or exceeding the state-level assessments targets. We look forward to the renewed support of the Detroit Public Schools Office of Charter Schools (DPS OCS).

Sincerely,

A handwritten signature in blue ink that reads "Brian Logan".

Brian Logan
President, Board of Directors

**DAVID ELLIS ACADEMY
ACADEMIC IMPROVEMENT PLAN**

THE INVESTMENT MODEL SUMMARY

In August 2014, the Detroit Public Schools Office of Charter Schools determined that, David Ellis Academy (DEA) has shown a significant decline in its academic performance based upon the results measured by the State’s annual Michigan Education Assessment Program (MEAP) test. The downward trend—from Reward School status, ranking in the top 68th percentile to the 24th percentile within two years, is cause for serious concern. This designation in achievement status, although disappointing, presents an opportunity to transform the school to a level of renewed and sustained high performance. Additionally, consideration for reauthorization of the school’s charter is a priority goal that DEA will vigorously work towards achieving.

The David Ellis Academy Investment Model is the framework for a comprehensive and consistent plan to turn the school around and transform the education for all students. Some of the key strategies by which DEA subscribes in overcoming these academic challenges include:

1. Establishing and adhering to high expectations for academic performance for all learners;
2. Ensuring the school-wide use of data focuses on improving teaching and learning;
3. Providing curriculum that is well-rounded and aligns to the Common Core State Standards;
4. Providing school-wide and teacher-level professional development; and
5. Providing daily, small group tutoring to students using highly qualified and well-trained instructors

School-Wide and System Challenges

DEA began the journey to regain a sustained level of high academic performance by immersing themselves in the school and its culture—which included a review and discussion of student achievement data, interviews, classroom observations, and a Focused-Lens Review by the Michigan Association of Public School Academies Teacher Excellence and Academic Milestones for Students (MAPSA TEAMS) consultants and coaches, and a self-assessment of the effective use of data.

School-wide challenges requiring immediate attention can be summarized as follows:

- Instructional quality is not consistent and rigorous which negatively impacts student achievement ;
- Grade and content level curriculum is not clearly established, referenced and measured;
- Data is not used effectively to drive instructional practice and decision-making; and
- A culture of high expectations for teaching and learning is not consistent among all stakeholders.

Priority Focus Categories for Improvement

Based upon the stated challenges, the following Priorities for Improvement have been selected:

- Effective use of data to drive instruction;
- Implement an aligned curriculum;
- Establish a culture of high expectations for teaching and learning;
- Improve the quality of school-wide and teacher-level professional development.

Conclusion

The Board of Directors is committed to establishing and monitoring this Academic Improvement plan of success for David Ellis Academy. With deliberate and consistent execution, all students will be on target to meet and exceed grade-level expectations.

PRIORITY FOCUS CATEGORY #1: EFFECTIVE USE OF DATA TO DRIVE INSTRUCTION

Statement of the Focus Category:

Data usage in education is the key to driving decisions. The question is not whether or not data is used to inform, reveal and determine our practices, but *how*. Data is important in many ways. Its purpose is to provide information about causes and factors affecting student achievement and to enable decision-makers (primarily teachers) to realistically plan and manage changes in their practices according to formative and summative assessments.

Rationale for Identifying Area #1 as a Priority

David Ellis Academy declined from a Reward School status, ranking in the top 68th percentile to the 24th percentile within two years. As a result, the school's administration sought to understand how the Top-to-Bottom (TTB) rankings are calculated using a resource on the Michigan Department of Education website, http://www.mdoe.state.mi.us/MDEDocuments/TTB/top_to_bottom_rationale_and_info.html.

(Refer to Appendix A: Student Achievement Graphs)

The team determined that the TTB was calculated by using two components: Student Achievement and Graduation Rates, however only student achievement applies to DEA. It is understood that DEA was evaluated by the student achievement, the improvement over time, and the largest achievement gaps between the top scoring 30% versus the bottom scoring 30% of the students. The TTB calculations are based upon a two-year comparative analysis. The school also evaluated MEAP data between the 2011-2012 vs. 2012-2013 and the 2012-2013 vs. 2013-2014 school years. DEA, unfortunately, did not improve over time and showed a steady decrease in multiple subjects in multiple grades. Also, The State of Michigan increased the MEAP cut scores in the 2012-2013 school year and all schools that administered the test were affected by this decision; however, DEA makes no excuses.

To assess student achievement accurately, teachers and administrators must understand the achievement targets the students are required to master. Meeting this condition would require the school to deeply review the curriculum and define a path for students to move along towards proficiency. Another condition is to have an assessment-literate staff. Assessment literacy comprises two skills: the ability to gather valid and qualitative data about student achievement; and the ability to use that information effectively to maximize student achievement.

Challenges Addressed by Priority Focus Category #1

- Ineffective use of data to improve student achievement
- Gaps in access to professional development that is referenced, measurable and consistent
- Lack of sustained accountability in the implementation of formative assessments

Academic Performance:

The graphics in Appendix A indicate student achievement as measured by the MEAP, Scantron and NWEA/MAPS. The data included in the graphics will be referenced as the basis for making informed decisions of this Academic Improvement plan.

Strategies Necessary to Implement Priority Focus Category #1

Strategy 1: Partner and implement with organizations which will offer professional development to assist staff in becoming assessment-literate.

DEA will develop a data-driven culture by supporting staff in analyzing and disaggregating data, including Scantron Performance Series, NWEA MAPs, and other formative assessments. The process will empower teachers to analyze results to make continuous refinements.

DEA has contracted Charter Schools Essentials (CSE) through the MAPSA TEAMS grant initiative. CSE will:

- Provide 10 full days of on-site support which includes:
 1. One-half to one full day of observation and feedback cycles regarding the implementation of data-driven lesson plans.
 2. Up to one-half day of working with teachers in Professional Learning Communities (PLC) groups to discuss data-driven instruction, unpacking of standards, and any points that arise from the day's observations.
 3. A written outline of next steps and guiding questions developed in collaboration with the observed teachers to use in planning their next lessons.
 4. A debrief meeting with the leadership team summarizing the day's work.

Strategy 2: Increase collaboration opportunities for Professional Learning Communities (PLC) to strengthen a data-driven culture.

DEA will utilize its existing PLC structure to support, enhance and reinforce a data-driven culture. PLC's currently meet at least twice a month and focuses on various educational themes and content. The number of meetings will be adjusted to one large PLC meeting and a minimum of two small PLC meetings each month. These meetings will be dedicated to the active incorporation of data into lesson design and instruction.

DEA has contracted with the Achievement Network (ANet) through the MAPSA TEAMS initiative. ANet will:

- Assign a coach that will support the instructional staff for the next two school years (2014-2016).
- Provide testing options for students.
- Assist staff with understanding how to use data to effectively impact instruction and student achievement.

Person(s) Responsible for Priority Focus Category #1 Strategies

Academic Director, School Leaders, Student Achievement Coach, Instructional Specialist, PLC Leader

Implementation Benchmarks:

- By February 2015, 100% of teachers and leaders will receive consistent, systematic and targeted feedback about how to improve the implementation of data-driven lesson plans.
- By June 2015, 50% of teachers will demonstrate effective use of formative assessments during the instructional process as evidenced by classroom observations and PLC discussions.

Intended Outcomes of Priority Focus Category #1:

- By June 2016, 100% of teachers will effectively use formative assessments to drive instruction as evidenced by daily lesson plans.
- By June 2016, DEA will demonstrate a significant narrowing of proficiency gaps in achievement in core subjects.

Refer to Appendix B for a summary of all Benchmarks and Outcomes

PRIORITY FOCUS CATEGORY #2: IMPLEMENT AN ALIGNED CURRICULUM

Statement of the Focus Category

David Ellis Academy will focus on increasing student achievement by updating and aligning the curriculum in core content areas of English Language Arts, Mathematics, Social Studies, Science and Writing.

Rationale for Identifying Category #2 as a Priority

Improving achievement and closing the current gaps requires a systematic, researched-based, and aligned curriculum, with a shared vision of instructional quality across all classrooms. The use of data-driven instruction techniques will allow the school to regularly track student achievement, based upon alignment with grade-level standards and pacing guides, driven by measurable objectives, and designed based on students' learning styles and needs. The targeted focus will be student performance in mathematics and science initially; however, social studies and language arts will be addressed as well.

An audit of the current curricula, textbooks, and assessment resources and practices, revealed some inconsistencies in curricula and the delivery of instruction within and across grade levels. To ensure greater coherence, DEA will fully implement curricula in mathematics and language arts that align to the Common Core standards, as well as, the Next Generation Science standards for science and the Michigan Curriculum Framework for social studies.

Challenges Addressed by Priority Focus Category #2

- Decline in student academic performance on the MEAP as evidenced by the proficiency gaps.
- Inconsistencies in curriculum due to lack of current materials and resources (refer to Appendix C for a list of curriculum materials.)

Strategies Necessary to Implement Priority Focus Category #2

- **Strategy 1:** DEA engaged in a comprehensive vetting process, to select and implement a systematic, research-based, and proven-effective, mathematics curriculum that is aligned to the Common Core State Standards (CCSS), and well suited to meet the needs of DEA students. In 2013, DEA recognized mathematics as its greatest academic challenge area and selected Eureka Math, a curriculum based solely on the CCSS, as its math curriculum. Full implementation of the curriculum will continue in 2014 and beyond. (Refer to Appendix D: Rationale for Selection of Eureka Math).
- **Strategy 2:** Implement a systematic and high quality language arts curriculum that is proven-effective, and aligned to the Common Core standards. The team will use research to determine if the existing curricula should be used, modified or if a new curricula is needed. DEA will provide targeted professional development training in 6+1 Traits of Writing, and develop common writing rubrics and instructional strategies to increase writing proficiency for all students.
- **Strategy 3:** Implement a science and social studies curricula that are aligned to the Next Generation Standards and Michigan Curriculum Frameworks respectively. DEA will provide instructional staff with professional development offered by Wayne RESA to ensure lesson-planning and assessments are clearly and consistently established, referenced, and measured.
- **Strategy 4:** Provide targeted and consistently implemented professional development that focuses on a school-wide culture of curriculum and instructional quality, strategies for improving student engagement, instructional rigor, analyzing and disaggregating data, data-driven instruction, sharing of best practices and professional dialogue. DEA will utilize professional development support provided in collaboration with Charter School Essentials-Data and Curriculum Support, Achievement Network, Strategic Innovation Solutions, Wayne County Regional Educational Services Agency, Franklin Covey-The Leader in Me, The Flippen Group, and Education Northwest The 6+1 Trait Writing Model of Instruction & Assessment. (Refer to Appendix E: Consultants and Contracted Services)

Person(s) Responsible for Priority Focus Categories #2 Strategies

Academic Director, School Leaders, Lead Teacher, Student Achievement Coach

Implementation Benchmarks:

- By December 2014, DEA will have established working relationships with vetted consultants for support in foundational practices for achievement, instruction, curriculum alignment, professional learning communities and professional development for staff.
- By June 2015, DEA will have vetted and selected high quality curriculum in English Language Arts.
- By June 2016, DEA will have vetted and selected high quality curricula in Science and Social Studies.

Intended Outcomes of Priority Focus Category #2

- By June 2016, DEA will demonstrate a significant narrowing of proficiency gaps in Mathematics and English Language Arts (Reading and Writing) as measured by the state assessment (MEAP).
- By June 2018, DEA will demonstrate a significant narrowing of proficiency gaps in Science and Social Studies as measured by the state assessment.

PRIORITY FOCUS CATEGORY #3: ESTABLISH A CULTURE OF HIGH EXPECTATIONS FOR TEACHING AND LEARNING

Statement of the Focus Category

The focus on a culture of high expectations for teaching and learning will ensure that the needs of the students are met and that they are receiving educational experiences to effectively develop college readiness skills. DEA will utilize the principles of **Research for Better Teaching (RBT)**, which is a professional development organization dedicated to the

- Strengthen organizational culture and institutionalize the study of teaching within schools and districts.
- Provide coaching for leaders on strategies for change and procedures that strengthen school culture and organizational effectiveness at all levels.
- Help to build in-house professional development capacity to ensure skillful teaching.

Refer to Appendix F: Research for Better Teaching

Rationale for Identifying Category #3 as a Priority

The school's curriculum, instructional design and assessment practices impact the level of student achievement. The quality of instructional delivery and use of assessment data must be embedded in the culture of teaching and learning to ensure the closure of the achievement gap. While the school must focus on improving test scores, the school cannot omit the opportunities for students to develop their full potential.

Challenges Addressed by Priority Focus Category #3

- Decline in student academic performance on the MEAP as evidenced with the widening of proficiency gaps.
- Lack of a shared model of high quality instruction as evidenced in lesson plans.
- Inconsistencies in accountability and measurement of student assessment outcomes in the 1:30 tutorial program.

Strategies Necessary to Implement Priority Focus Category #3

Strategy 1: Implement the principles of RBT to ensure that lessons are:

- In alignment with Common Core State Standards (CCSS);
- Anchored by clear, measurable mastery objectives that state what students should know and be able to do in terms of the academic content; and
- Designed or differentiated based on student needs.

Strategy 2: Define DEA's instructional model as one that is anchored in discussion-based teaching, small group instruction, structured academic workshops and independent studies toward fostering a student-centered learning environment.

Strategy 3: Revise the 1:30 Tutorial Program to target specific areas for improvement and measurable outcomes of student gains. The 1:30 Tutorial Program is an after-school program that occurs at least one day per week for a minimum of 30 minutes per session. Assistance is provided in small groups or one-to one settings. Teachers select students from their core content subjects based on the students' needs assessment.

Person(s) Responsible for Priority Focus Categories #3 Strategies

Academic Director, School Leaders, Student Achievement Coach

Implementation Benchmarks:

- By January 2015, 100% of instructional staff will receive professional development in the principles of Research for Better Teaching (RBT).
- By June 2015, 100% of instructional staff will engage in vision-casting to define and commit to DEA's instructional model.

Intended Outcomes of Priority Focus Category #3

- By June 2016, DEA will demonstrate a significant narrowing of proficiency gaps in achievement in core subjects.
- By June 2016, all teachers will consistently submit lesson plans that are aligned to the Common Core, anchored in clear, measurable mastery objectives and differentiated to students.
- By June 2016, all students participating in the 1:30 tutorial program will show measurable gains in achievement in their core content subjects.

PRIORITY FOCUS CATEGORY #4: IMPROVE THE QUALITY OF SCHOOL-WIDE AND TEACHER-LEVEL PROFESSIONAL DEVELOPMENT

Statement of the Focus Category

DEA will prioritize, with a laser-like focus, on improving the quality of the culture of teaching and learning. Intentionally designed and job-embedded professional development experiences will be ongoing for school leaders and instructional staff. A change in the paradigm is imperative in order to implement instructional design and assessment practices that are best suited to meet the needs of the students.

Rationale for Identifying Category #4 as a Priority

As indicated by the recent test scores, there is a need for teachers to develop techniques that will engage students in their learning through instructional strategies that ensure achievement of learning expectations. The shift in the teaching and learning culture will include a process for supporting and monitoring teacher effectiveness and providing feedback on performances of both students and teachers. Positive social norms and responsibilities for student learning are contingent upon the acceptance of the stakeholders within the learning community. Collaboration among staff is paramount in the shift in the paradigm change within the culture of teaching and learning. DEA will provide safeguards and opportunities for collaboration in teacher development and the strategic function of the PLC.

Challenges Addressed by Priority Focus Category #4

- Decline in student academic performance on the MEAP as evidenced with the widening of proficiency gaps.
- Inconsistencies in instructional practices as evidenced in lesson plans.
- Lack of a shared set of high expectations for academic performance supported by exemplars.

Strategies Necessary to Implement Priority Focus Category #4

Strategy 1: Provide targeted professional development opportunities for instructional staff. DEA will provide professional development, mentoring, and coaching that will focus on data analysis, planning, instructional rigor, classroom management and improving student engagement in the classroom. The professional development opportunities that will anchor this strategy will be provided in collaboration with Charter School Essentials, Franklin Covey's-The Leader in Me, The Flippen Group, Strategic Interventions Solutions, and the Achievement Network.

Strategy 2: Implement scheduled pre-planning and post-planning conferences with teachers to support the identified professional development.

Strategy 3: Provide on-site consulting to coach PLC Leaders and Mentors. Consulting will support the increased PLC meeting schedule and data-driven instructional focus.

Person(s) Responsible for Priority Focus Categories #4 Strategies

Academic Director, School Leaders, Lead Teacher, School Achievement Coach

Implementation Benchmarks

- By December 2014, DEA will develop a professional development calendar for January 2015-June 2016 that specifically focuses on data analysis, planning, instructional rigor, classroom management, and student engagement.
- By December 2014, DEA will have established working relationships with vetted consultants for coaching of PLC Leaders and Mentors.
- By March 2015, a systematic process for monitoring classroom implementation of student-centered instruction will be established school-wide.
-

Intended Outcomes of Priority Focus Category #4

- By June 2016, DEA will demonstrate a significant narrowing of proficiency gaps in achievement in core subjects.
- By June 2016, all teachers will achieve proficient or distinguished rating as measured by the school's evaluation tool, Charlotte Danielson's Domain #4 Professional Responsibilities, 4e: Growing and Developing Professionally; and 4f: Demonstrating Professionalism (Refer to Appendix G: Charlotte Danielson's Framework for Teaching)

CLOSING SUMMARY

In closing, we are confident that through the efforts of DEA's board of directors, school leadership, and instructional staff, The Investment Model will yield significant positive results in the level of student achievement over the next several years. Our focus on the use of data, alignment of curricula, culture of high expectations, and quality professional development, boldly addresses the challenges we currently face and minimizes them. We recognize that success is our only option. Through a shared vision, consistent monitoring and adjustments, we will fulfill the aims of this Plan and propel our school and students to new academic heights.

APPENDIX A

Student Achievement Graphs

Top-to-Bottom Look Up Tool

DAVID ELLIS ACADEMY- DETROIT

| | | | |
|--|--------------------------|--|----|
| Search for a School Here by Entering All or Part of a School's Name: | | | |
| David Ellis Academy | | | |
| Search Results | | | |
| School Code | School Name | District Name | |
| 08670 | David Ellis Academy | David Ellis Academy | |
| 09710 | David Ellis Academy West | David Ellis Academy West | |
| Enter a School Code: | 08670 | Is this a Reward, Focus or Priority School? | No |

| | | |
|---------------------------|---------------------|--|
| Selected ISD: | Wayne RESA | Overall School Percentile Rank: |
| Selected District: | David Ellis Academy | 24 |
| Selected School: | David Ellis Academy | |

| | | | | | | | | |
|--------------|-----------------------------------|---------------------|-----------|------|---------------|-----------|---------------------------|--|
| E/MS Math | 2-Yr Ave % Proficient: 14.6471 | Achievement: 0.6199 | Z: 1.3867 | 0.50 | Index: 0.7107 | Z: 1.0362 | 0.33 | |
| | Improvement (PLC): 0.1692 | Z: 1.4944 | 0.25 | - | | | | |
| | Achievement Gap: 1.7355 | Z: 1.4250 | 0.25 | - | | | | |
| | | | | | | | | |
| E/MS Reading | 2-Yr Ave % Proficient: 47.4858 | Achievement: 0.4531 | Z: 1.1896 | 0.50 | Index: 0.7391 | Z: 1.0295 | 0.33 | |
| | Improvement (PLC): 0.0898 | Z: 1.6571 | 0.25 | - | | | | |
| | Achievement Gap: 1.9046 | Z: 1.0801 | 0.25 | - | | | | |
| | | | | | | | | |
| E/MS Writing | 2-Yr Ave % Proficient: 44.3738 | Achievement: 0.1754 | Z: 0.4256 | 0.50 | Index: 0.1911 | Z: 0.3122 | 0.33 | |
| | Improvement: 0.0214 | Z: 0.3329 | 0.25 | - | | | | |
| | Achievement Gap: 1.7950 | Z: 1.2828 | 0.25 | - | | | | |
| | | | | | | | | |
| | | | | | | | School Index: - | Overall School Percentile Rank: 24 |

MEAP
DAVID ELLIS ACADEMY- DETROIT
REPORT of RESULTS/SCORES FALL 2011 – FALL 2013

| Grade Level/ Subject | 2011 | 2012 | 2013 | 2011 to 2013 |
|-----------------------------|--------------------|--------------------|--------------------|--------------------------|
| | Percent Proficient | Percent Proficient | Percent Proficient | Performance Level Change |
| 3rd Grade | | | | |
| Reading (ELA) | 45% | 45% | 21% | -24% |
| Mathematics | 19% | 17% | 3% | -16% |
| 4th Grade | | | | |
| Reading (ELA) | 62% | 60% | 50% | -12% |
| Mathematics | 4% | 31% | 23% | +19% |
| Writing | 50% | 49% | 40% | -10% |
| 5th Grade | | | | |
| Reading (ELA) | 66% | 62% | 55% | -11% |
| Mathematics | 15% | 10% | 26% | +11% |
| Science | 0% | 0% | 3% | +3% |
| 6th Grade | | | | |
| Reading (ELA) | 52% | 47% | 50% | -2% |
| Mathematics | 25% | 15% | 16% | -9% |
| Social Studies | 0% | 0% | 3% | +3% |
| 7th Grade | | | | |
| Reading (ELA) | N/A | 40% | 23% | -17% |
| Mathematics | N/A | 2% | 11% | +9% |
| Writing | N/A | 43% | 36% | -7% |
| 8th Grade | | | | |
| Reading (ELA) | N/A | N/A | 50% | N/A |
| Mathematics | N/A | N/A | 4% | N/A |
| Science | N/A | N/A | 4% | N/A |



Trend Implications for DEA School Year 2013-2014:

- **Reading** results show an overall average of 41.5% level of proficiency.
- **Math** results show an overall average of 13.8% level of proficiency.
- **Writing** results show an overall average of 58% level of proficiency.
- **Science** results show an overall average of 1.2% level of proficiency.
- **Social Studies** results show an overall average of 3% level of proficiency.



2013-2014 MEAP Performance Rankings

| Public School District | District Number | 2013 Overall % Proficient | 2013 Math % Proficient | 2013 Reading % Proficient |
|--|-----------------|---------------------------|------------------------|---------------------------|
| Martin Luther King, Jr. Education Center Academy | 82910 | 59.2% | 52.7% | 65.5% |
| State of Michigan | STATE | 54.4% | 40.9% | 68.0% |
| Ross-Hill Academy | 82948 | 49.3% | 38.9% | 59.7% |
| David Ellis Academy | 82947 | 27.5% | 13.7% | 41.2% |
| Detroit Public Schools | 82010 | 27.4% | 14.4% | 40.4% |
| DPS Office of Charter Schools Portfolio Average | DPS CHARTERS | 25.2% | 13.6% | 36.9% |
| New Paradigm Glazer Academy | 82734 | 24.5% | 8.8% | 40.2% |
| New Paradigm Loving Academy | 82735 | 24.2% | 14.3% | 34.0% |
| International Preparatory Academy at MacDowell | 82747 | 21.4% | 6.4% | 36.2% |
| GEE Edmonson Academy | 82731 | 20.7% | 7.9% | 33.6% |
| Timbuktu Academy of Science and Technology | 82933 | 20.6% | 10.3% | 31.0% |
| GEE White Academy | 82732 | 20.3% | 8.2% | 32.7% |
| Rutherford Winans Academy | 82748 | 17.6% | 5.1% | 30.2% |
| Hamilton Academy | 82733 | 10.1% | 2.4% | 17.8% |

DPS Office of Charter Schools

Change in MEAP Percent Proficient from 2012-2013

| Public School District | District Number | Overall % Change | 2013 Overall % Proficient | 2012 Overall % Proficient | Math % Change | 2013 Math % Proficient | 2012 Math % Proficient | Reading % Change | 2013 Reading % Proficient | 2012 Reading % Proficient |
|--|-----------------|------------------|---------------------------|---------------------------|---------------|------------------------|------------------------|------------------|---------------------------|---------------------------|
| International Preparatory Academy at MacDowell | 82747 | 6.8% | 21.4% | 14.6% | 4.2% | 6.4% | 2.2% | 9.3% | 36.2% | 26.9% |
| New Paradigm Loving Academy | 82735 | 4.4% | 24.2% | 19.7% | 5.1% | 14.3% | 9.2% | 3.7% | 34.0% | 30.3% |
| Rutherford Winans Academy | 82748 | 4.1% | 17.6% | 13.5% | 1.9% | 5.1% | 3.2% | 6.5% | 30.2% | 23.7% |
| GEE Edmonson Academy | 82731 | 3.3% | 20.7% | 17.4% | 3.5% | 7.9% | 4.4% | 3.0% | 33.6% | 30.6% |
| New Paradigm Glazer Academy | 82734 | 1.7% | 24.5% | 22.9% | -3.5% | 8.8% | 12.4% | 6.5% | 40.2% | 33.7% |
| State of Michigan | STATE | 0.6% | 54.4% | 53.8% | 0.1% | 40.9% | 40.8% | 1.2% | 68.0% | 66.8% |
| DPS Office of Charter Schools Portfolio Average | DPS CHARTERS | 0.5% | 25.2% | 24.7% | -0.4% | 13.6% | 14.1% | 1.4% | 36.9% | 35.4% |
| Hamilton Academy | 82733 | -0.7% | 10.1% | 10.8% | -2.5% | 2.4% | 4.9% | 1.1% | 17.8% | 16.7% |
| Detroit Public Schools | 82010 | -1.1% | 27.4% | 28.5% | -0.6% | 14.4% | 15.0% | -1.6% | 40.4% | 42.0% |
| Martin Luther King, Jr. Education Center Academy | 82910 | -1.5% | 59.2% | 60.7% | -3.4% | 52.7% | 56.1% | 0.2% | 65.5% | 65.2% |
| Ross-Hill Academy | 82948 | -3.9% | 49.3% | 53.2% | -11.1% | 38.9% | 50.0% | 3.3% | 59.7% | 56.5% |
| David Ellis Academy | 82947 | -4.5% | 27.5% | 32.0% | -0.8% | 13.7% | 14.6% | -8.1% | 41.2% | 49.3% |
| Timbuktu Academy of Science and Technology | 82933 | -6.1% | 20.6% | 26.7% | -7.4% | 10.3% | 17.7% | -4.6% | 31.0% | 35.6% |
| GEE White Academy | 82732 | -6.7% | 20.3% | 27.0% | -4.0% | 8.2% | 12.2% | -9.3% | 32.7% | 42.0% |

SCANTRON
DAVID ELLIS ACADEMY- DETROIT
REPORT of RESULTS/SCORES FALL 2013 – FALL 2014

| | Above Avg | High Avg | Low Avg | Below Avg |
|---------------------------|-----------|----------|---------|-----------|
| Reading Fall 2014 | 4% | 12% | 25% | 59% |
| Reading Spring 2013 | 4% | 18% | 34% | 44% |
| Reading Fall 2013 | 4% | 17% | 30% | 49% |
| | Above Avg | High Avg | Low Avg | Below Avg |
| Math Fall 2014 | 4% | 17% | 27% | 52% |
| Math Spring 2013 | 1% | 8% | 25% | 66% |
| Math Fall 2013 | 1% | 7% | 22% | 70% |
| | Above Avg | High Avg | Low Avg | Below Avg |
| Language Arts Fall 2014 | 4% | 17% | 24% | 55% |
| Language Arts Spring 2013 | 5% | 19% | 31% | 45% |
| Language Arts Fall 2013 | 4% | 13% | 26% | 56% |
| | Above Avg | High Avg | Low Avg | Below Avg |
| Science Fall 2014 | 3% | 15% | 23% | 57% |
| Science Spring 2013 | 7% | 17% | 27% | 50% |
| Science Fall 2013 | 3% | 17% | 28% | 51% |



Trend Implications for DEA School Year FALL 2013-2014 and FALL 2014-2015:

Reading was maintained at 4% above average but increased below average scores by 10%.

- **Math** increased in each level of proficiency. DEA decreased the number of students scoring below average by 18%.
- **Language Arts** increased by 4% in high average level of proficiency and decreased in the number of students scoring below average by 1%.
- **Science** was maintained at 3% above average level of proficiency.



Detroit Public Schools Office of Charter Schools

College Readiness Analysis - Spring, 2014

School: David Ellis Academy-East
 Subject: Mathematics

| Grade | Fall Score | Winter Score | Spring Score | DPS Required 70% Spring Target | College Readiness Spring Target | Fall to Spring Growth | Spring Score - DPS Spring Target |
|-------|------------|--------------|--------------|--------------------------------|---------------------------------|-----------------------|----------------------------------|
| K | | | | | | | |
| 1 | | | | | | | |
| 2 | 1792 | 1889 | 1989 (1981) | | 2191 | +189 | |
| 3 | 1757 | 2051 | 2134 | | 2380 | +367 | |
| 4 | 2159 | 2235 | 2316 (2308) | | 2497 | +157 | |
| 5 | 2354 | 2383 | 2456 (2492) | | 2615 | +138 | |
| 6 | 2344 | 2412 | 2479 (2482) | | 2733 | +138 | |
| 7 | 2415 | 2524 | 2566 | | 2800 | +151 | |
| 8 | 2498 | 2565 | 2574 (2579) | | 2890 | +81 | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |



Detroit Public Schools Office of Charter Schools

College Readiness Analysis - Spring, 2014

School: David Ellis Academy-East
 Subject: Reading

| Grade | Fall Score | Winter Score | Spring Score | DPS Required 70% Spring Target | College Readiness Spring Target | Fall to Spring Growth | Spring Score - DPS Spring Target |
|-------|------------|--------------|--------------|--------------------------------|---------------------------------|-----------------------|----------------------------------|
| K | | | | | | | |
| 1 | | | | | | | |
| 2 | 1794 | 1904 | 2015 (2013) | | 2265 | +219 | |
| 3 | 1994 | 2112 | 2224 (2230) | | 2504 | +236 | |
| 4 | 2285 | 2426 | 2473 (2454) | | 2691 | +169 | |
| 5 | 2573 | 2609 | 2672 (2708) | | 2843 | +135 | |
| 6 | 2535 | 2602 | 2686 | | 2921 | +151 | |
| 7 | 2586 | 2770 | 2845 | | 2948 | +259 | |
| 8 | 2765 | 2809 | 2892 (2889) | | 3012 | +124 | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |

NWEA
DAVID ELLIS ACADEMY- DETROIT
REPORT of RESULTS/SCORES 2013-14

| Grade | Subject | School Year | School Year | Growth (+) |
|-------|---------|-------------|-------------|-------------|
| | | Winter | Spring | Decline (-) |
| | | 2013-2014 | 2013-2014 | |
| | | Mean RIT* | Mean RIT* | |
| K | Reading | 145.9 | 147.9 | -2 |
| K | Math | 145.6 | 131 | -14.6 |
| 1 | Reading | 158.3 | 149.8 | -8.5 |
| 1 | Math | 159.9 | 151.1 | -8.8 |



**Trend Implications for
DEA School Year 2013-
2014:**

- The gap between the target score and average score increased.
- The growth in Grades K and 1 in math or reading was not evident.

RIT- Ready for Instruction Today

APPENDIX B

Summary of

Benchmarks and Outcomes

**Strategies to Achieve Priority Focus Area #1:
Effective Use of Data to Drive Instruction**

| STRATEGY | IMPLEMENTATION BENCHMARKS | TIMELINE BY WHEN | INTENDED OUTCOMES | TIMELINE BY WHEN |
|---|--|----------------------|---|------------------|
| <p>Strategy 1: Partner and implement with organizations which will offer professional development to assist staff in becoming assessment-literate.</p> | <p>David Ellis Academy (DEA) will contract with Charter School Essentials (CSE) to provide on-site support to staff.</p> <p>100% of teachers and leaders will receive consistent, systematic and targeted feedback about how to improve the implementation of data-driven lesson plans.</p> | <p>February 2015</p> | <p>100% of teachers will effectively use formative assessments to drive instruction as evidenced by daily lesson plans.</p> | <p>June 2016</p> |
| <p>Strategy 2: Increase collaboration opportunities for Professional Learning communities (PLC) to strengthen a data-driven culture.</p> | <p>DEA will contract with the Achievement Network (ANet) to provide training that will specifically focus on how data can, and should, be used daily and weekly to inform, drive, modify and improve instructional practice and initiate necessary academic interventions effectively.</p> <p>50% of teachers will demonstrate effective use of formative assessments during the instructional process as evidenced by classroom observations and PLC discussions.</p> | <p>June 2015</p> | <p>DEA will demonstrate a significant narrowing of proficiency gaps in achievement in core subjects.</p> | <p>June 2016</p> |

**Strategies to Achieve Priority Focus Area #2:
Implement an Aligned Curriculum**

| STRATEGY | IMPLEMENTATION BENCHMARKS | TIMELINE BY WHEN | INTENDED OUTCOMES | TIMELINE BY WHEN |
|--|---|------------------|---|------------------|
| <p><u>Strategy 1:</u> DEA engaged in a comprehensive vetting process, to select and implement a systematic, research-based, and proven-effective, mathematics curriculum that is aligned to the Common Core State Standards (CCSS), and well suited to meet the needs of DEA students. In 2013, DEA recognized mathematics as its greatest academic challenge area and selected Eureka Math, a curriculum based solely on the CCSS, as its math curriculum. Full implementation of the curriculum will continue in 2014 and beyond.</p> | | | DEA will demonstrate a significant narrowing of proficiency gaps in Mathematics and English Language Arts (Reading and Writing) as measured by the state assessment (MEAP). | June 2016 |
| <p><u>Strategy 2:</u> Implement a systematic and high quality language arts curriculum that is proven-effective, and aligned to the Common Core standards. The team will use research to determine if the existing curricula should be used, modified or if a new curricula is needed. DEA will provide targeted professional development training in 6+1 Traits of Writing, and develop common writing rubrics and instructional strategies to increase writing proficiency for all students.</p> | DEA will have vetted and selected high quality curriculum in English Language Arts. | June 2015 | DEA will demonstrate a significant narrowing of proficiency gaps in Mathematics and English Language Arts (Reading), as measured by the state assessment (MEAP). | June 2016 |

| | | | | |
|---|--|------------------|---|------------------|
| <p><u>Strategy 3:</u> Implement a science and social studies curricula that is aligned to the Next Generation Standards and Michigan Curriculum Framework respectively. DEA will provide instructional staff with professional development offered by Wayne RESA to ensure lesson-planning and assessments are clearly and consistently established, referenced, and measured.</p> | <p>DEA will have vetted and selected high quality curricula in Science and Social Studies.</p> | <p>June 2016</p> | <p>DEA will demonstrate a significant narrowing of proficiency gaps in Science and Social Studies as measured by the state assessments.</p> | <p>June 2018</p> |
| <p><u>Strategy 4:</u> Provide targeted and consistently implemented professional development that focuses on a school-wide culture of instructional quality, strategies for improving student engagement, instructional rigor, analyzing and disaggregating data, data-driven instruction, sharing of best practices and professional dialogue. DEA will utilize professional development support provided in collaboration with Charter School Essentials-Data and Curriculum Support, Achievement Network, Strategic Innovation Solutions, Wayne County Regional Educational Services Agency, Franklin Covey-The Leader in Me, The Flippen Group, and Education Northwest The 6+1 Trait Writing Model of Instruction & Assessment.</p> | <p>DEA will have established working relationships with vetted consultants for support in foundational practices for achievement, instruction, curriculum alignment, professional learning communities and professional development for staff.</p> | <p>June 2015</p> | | |

**Strategies to Achieve Priority Focus #3:
Establish a Culture of High Expectations for Teaching and Learning**

| STRATEGY | IMPLEMENTATION BENCHMARKS | TIMELINE BY WHEN | INTENDED OUTCOMES | TIMELINE BY WHEN |
|--|---|---------------------|---|------------------|
| <p><u>Strategy 1:</u> Implement the principles of Research For Better Teaching (RBT) in alignment with Common Core State Standards (CCSS); anchored by clear, measurable mastery objectives that state what students should know and be able to do in terms of the academic content; and designed or differentiated based on student needs.</p> | <p>100% of instructional staff will receive professional development in the principles of Research for Better Teaching (RBT).</p> | <p>January 2015</p> | <p>DEA will demonstrate a significant narrowing of proficiency gaps in achievement in core subjects that meets or exceeds standards.</p> | <p>June 2016</p> |
| <p><u>Strategy 2:</u> Define DEA’s instructional model as one that is anchored in discussion-based teaching, small group instruction, structured academic workshops and independent studies toward fostering a student-centered learning environment.</p> | <p>100% of instructional staff will engage in vision-casting to define and commit to DEA’s instructional model.</p> | <p>June 2015</p> | <p>All teachers will consistently submit lesson plans that are aligned to the Common Core, anchored in clear, measurable mastery objectives and differentiated to students.</p> | <p>June 2016</p> |
| <p><u>Strategy 3:</u> Revise the 1:30 Tutorial Program to target specific areas for improvement and measurable outcomes of student gains.</p> | <p>100% of instructional staff will receive professional development in the principles of Research for Better Teaching (RBT).</p> | <p>January 2015</p> | <p>All students participating in the 1:30 tutorial program will show measurable gains in achievement in their core content subjects that meets or exceeds standards.</p> | <p>June 2016</p> |

**Strategies to Achieve Priority Focus #4:
Improve the Quality of School-Wide and Teacher-Level Professional Development**

| STRATEGY | IMPLEMENTATION BENCHMARKS | TIMELINE BY WHEN | INTENDED OUTCOMES | TIMELINE BY WHEN |
|---|--|----------------------|---|------------------|
| <p><u>Strategy 1:</u> Provide targeted professional development opportunities for instructional staff. DEA will provide professional development, mentoring, and coaching that will focus on data analysis, planning, instructional rigor, classroom management and improving student engagement in the classroom.</p> | <p>DEA will develop a professional development calendar for January 2015- June 2016 that specifically focuses on data analysis, planning, instructional rigor, classroom management, and student engagement.</p> | <p>December 2014</p> | <p>DEA will demonstrate a significant narrowing of proficiency gaps in achievement in core subjects.</p> | <p>June 2016</p> |
| <p><u>Strategy 2:</u> Implement scheduled pre-planning and post-planning conferences with teachers to support the identified professional development.</p> | <p>A systematic process for monitoring classroom implementation of student-centered instruction will be established school-wide.</p> | <p>March 2015</p> | <p>All teachers will achieve proficient or distinguished rating as measured by Charlotte Danielson’s Domain #4 Professional Responsibilities, 4e: Growing and Developing Professionally; and 4f: Demonstrating Professionalism.</p> | <p>June 2016</p> |
| <p><u>Strategy 3:</u> Provide on-site consulting to coach PLC Leaders and Mentors. Consulting will support the increased PLC meeting schedule and data-driven focus.</p> | <p>DEA will have established working relationships with vetted consultants for coaching of PLC Leaders and Mentors.</p> | <p>December 2014</p> | | <p>June 2016</p> |

APPENDIX C

Master List of Curricula

Master List of Curricula & Assessments

DAVID ELLIS ACADEMY- DETROIT

| Grade | Content Area | Name of Curriculum | Textbook Name, Edition, Year Purchased | Assessment(s) Administered | Assessment Frequency |
|----------------|-----------------------|-----------------------------|--|----------------------------|----------------------|
| K | Reading/Language Arts | Starfall | Starfall.com; 2009 | MAP | Fall/Spring |
| | | | | Starfall | End of Unit |
| | Writing | Note* | | | |
| | Mathematics | Eureka Math | www.commoncore.org 2014 | Eureka | Mid/End of Modules |
| | | | | MAP | Fall/Spring |
| | Science | Montessori | 2006 | | |
| Social Studies | Montessori | 2006 | | | |
| | | | | | |
| 1 | Reading/Language Arts | Pearson | Reading; 2006 | MAP | Fall/Winter/Spring |
| | | | | | |
| | Writing | Note* | | | |
| | Mathematics | Eureka Math | www.commoncore.org 2014 | Eureka | Mid/End of Modules |
| | | | | MAP | Fall/Winter/Spring |
| | Science | Scott Foresman | Science; 2006 | | |
| Social Studies | Scott Foresman | All Together | | | |
| | | | | | |
| 2 | Reading/Language Arts | Scott Foresman | Reading | MAP | Fall/Winter/Spring |
| | | | | Scantron PS | Fall/Winter/Spring |
| | Writing | Note* | | | |
| | Mathematics | Eureka Math | www.commoncore.org 2014 | Eureka | Mid/End of Modules |
| | | | | Scantron PS | Fall/Winter/Spring |
| | Science | Scott Foresman | Science; 2006 | Scantron PS | Fall/Winter/Spring |
| Social Studies | Scott Foresman | People, Places, Communities | | | |

| | | | | | |
|----------------|-----------------------|---------------------|------------------------------|-------------|--------------------|
| 3 | Reading/Language Arts | Scott Foresman | Reading; 2006 | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| | Writing | Note* | | State Test | Writing |
| | Mathematics | Eureka Math | www.commoncore.org ; 2014 | Eureka | Mid/End of Modules |
| | | | | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| | Science | Scott Foresman | SF Science; 2006 | Scantron PS | Fall/Winter/Spring |
| Social Studies | Hillsdale | Meet Michigan; 2009 | | | |

| Grade | Content Area | Name of Curriculum | Textbook Name, Edition, Year Purchased | Assessment(s) Used | Timing of Assessment |
|----------------|-----------------------|------------------------------|---|------------------------------------|----------------------|
| 4 | Reading/Language Arts | Houghton Mifflin | HM Reading | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| | Writing | Note* | | State Test | Spring |
| | Mathematics | Eureka Math | www.commoncore.org ; 2014 | Eureka | Mid/End of Modules |
| | | | | State Test | Spring |
| | Science | Scott Foresman | SF Science; 2006 | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| | Social Studies | Hillsdale | Our Michigan Adventure;2008 | | |
| 5 | Reading/Language Arts | Houghton Mifflin | HM Reading | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| | Writing | Note* | | State Test | Spring |
| | Mathematics | Eureka Math | www.commoncore.org ; 2014 | Eureka | Mid/End of Modules |
| | Science | Scott Foresman | SF Science; 2006 | Scantron PS | Fall/Winter/Spring |
| | Social Studies | Houghton Mifflin | United States History | State Test | Spring |
| | 6 | Reading/Language Arts | Glencoe | Literature: Reading with a Purpose | Scantron PS |
| | | | | State Test | Spring |
| Writing | Note* | | State Test | Spring | |
| Mathematics | Glencoe | Mathematics Course I | Scantron PS | Fall/Winter/Spring | |
| | | | State Test | Spring | |
| Science | Glencoe | Science Course I | Scantron PS | Fall/Winter/Spring | |
| Social Studies | Glencoe | Exploring Our World: Western | | | |

| | | | Hemisphere | | |
|----------------|-----------------------|--|------------------------------------|-------------|--------------------|
| 7 | Reading/Language Arts | Glencoe | Literature: Reading with a Purpose | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| | Writing | Note* | | State Test | Spring |
| | Mathematics | Glencoe | Mathematics Course II | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| | Science | Glencoe | Science Course II | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| Social Studies | Glencoe | Exploring Our World: Easter Hemisphere; 2011 | | | |
| 8 | Reading/Language Arts | Glencoe | Literature: Reading with a Purpose | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| | Writing | Note* | | State Test | Spring |
| | Mathematics | Glencoe | Mathematics Course III | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| | Science | Glencoe | Science Course III | Scantron PS | Fall/Winter/Spring |
| | Social Studies | Glencoe | American History | State Test | Spring |

| Grade | Reading Intervention Program | Math Intervention Program |
|-------|---|---------------------------|
| K | Foundations of Analysis Synthesis Translations (FAST) | Education City |
| 1 | FAST | Education City |
| 2 | FAST | Education City |
| 3 | FAST | Study Island |
| 4 | FAST | Study Island |
| 5 | FAST | Study Island |
| 6 | FAST | Study Island |
| 7 | FAST | Study Island |
| 8 | FAST | Study Island |

Notes: *Writing: Some training in 6+1 Traits of Writing has occurred; curriculum is not used with consistency across grades and throughout the school.

APPENDIX D

Rationale For Selection Of Eureka Math™

EUREKA MATH™

EUREKA MATH™ is a comprehensive PreK-12 curriculum based solely on the Common Core State Standards (CCSS). As a research-based program, EUREKA MATH™ follows the focus and coherence of the CCSS, as well as incorporates levels of rigor into lessons. It provides teachers with defined modules of study that include pacing guides, scaffolding of lessons to support differentiated instruction, fluency activities, and formative and summative assessments. It helps students to learn math as a “story” or progression of concepts, thereby increasing their ability to achieve deep mastery and fluency.

EUREKA MATH™ provides professional development through workshops, webinars, and onsite support, as well as access to materials and resources needed for the units of study. Its web-based platform allows teachers and administrators to easily access specific grade level content and to see how content flows from one grade level to another. Modules of study are designed based on the major work of the CCSS for each grade.

Based on the above features, David Ellis Academy selected EUREKA MATH™ as its math curriculum and began implementation in Fall 2014. We believe that use of this curriculum will:

1. give teachers and students a common language and structure about mathematics;
2. provide common formative assessments across classrooms that will yield useful data to drive instruction;
and
3. increase the level of rigor in math lessons.

APPENDIX E

Consultants and Contracted Services

| CONSULTANTS and SERVICE PROVIDERS* | DESCRIPTION of PROFESSIONAL SERVICES PROVIDED | CONTACT INFORMATION |
|---|---|--|
| Achievement Network (ANet) | <p>ANet is an education nonprofit that helps schools boost student learning with great teaching that's grounded in standards, informed by data, and built on the successful practices of educators around the country.</p> <p>ANet will work with the leadership and instructional teams to ensure lesson plans support data-driven, student-centered, standards-aligned instruction.</p> | <p>Amrutha Nagarajan, 1.202.570.3898 Executive Director of ANet's Michigan Network anagarajan@achievementnetwork.org www.achievementnetwork.org Ben Curran, 1.313.670.6535 bcurran@achievementnetwork.org</p> |
| Charter School Essentials (CSE) | <p>CSE will provide to DEA:</p> <ul style="list-style-type: none"> • Data-Driven Instruction Support • Curriculum Development Support <p>Enable teachers to improve instructional practice and increase student learning by:</p> <ul style="list-style-type: none"> • Developing a data-driven culture; • Analyzing and disaggregating data; • Provide on-site assistance that enables teachers to implement instruction and assessments. | <p>Charter School Essentials, 11 Wilson Way S., Princeton Junction, NJ 08550 1.609.647.3833 Cynthia Millinger cmillinger@charterschoolessentials.com www.charterschoolessentials.com</p> |
| Franklin Covey's The Leader in Me | <p>The Leader in Me is a whole-school transformation model that promotes an atmosphere of leadership, communication, respect, and time management. Based on <i>The 7 Habits of Highly Effective People</i>, The Leader in Me consultants will train DEA staff in order to help equip students with the self-confidence and skills they need to thrive in the 21st-century economy.</p> | <p>Franklin Covey, The Leader in Me Steve Yauch, District Consultant 1.248.310.1672 www.franklincovey.com www.TheLeaderInMeBook.org</p> |
| Research for Better Teaching (RBT) | <p>RBT offers programs for teachers to equip them with high-expertise teaching skills, the courage and conviction to assure that all students meet the rigorous standards of the Common Core and acquire 21st Century skills.</p> <p>RBT will work with DEA evaluators and school leaders to enhance their individual leadership skills and to develop meaningful system-wide structures for creating a professional growth cycle that includes teacher supervision and evaluation.</p> <p>RBT will train data coaches and data teams and uses multiple sources of data, especially formative assessments, to continuously improve teaching and learning.</p> | <p>Research for Better Teaching, Inc. One Acton Place (526 Main Street), Acton, MA 01720 1.978.263.9449 info@RBTeach.com</p> |

| CONSULTANTS and SERVICE PROVIDERS* | DESCRIPTION of PROFESSIONAL SERVICES PROVIDED | CONTACT INFORMATION |
|---|--|--|
| Strategic Intervention Solutions (SIS) | SIS offers trainings that promote early learning success, data-driven instruction and response to intervention for the 21st century learner. DEA will be trained using the Math Initiative, which provides a comprehensive plan to help teachers transition from a "one-size-fits-all" math instructional model to a hands-on, interactive workshop model in order to integrate critical Common Core Standards and Practices. | Shannon Samulski, 1.734.306.5886 strategicinterventionsolutions@gmail.com www.strategicinterventionsolutions.com |
| 6 + 1 Traits of Writing | Education Northwest offers 6+1 Trait Writing Model of Instruction & Assessment that will provide a common language for DEA teachers and students to communicate about the characteristics of writing and establishes a clear vision of what good writing looks like. | Education Northwest 101 SW Main, Ste. 500 Portland, OR 97204-3213 1.800.547.6339/1.503.275.9500 www.educationnorthwest.org |
| The Flippen Group | The Flippen Group will provide DEA with both, Capturing Kids' Hearts (CKH) program and Campus by Design, which helps to improve academic performance, increased teacher retention, and reduced discipline referrals. The program's layered approach involves training for administrators and teachers, classroom curricula for students, and on-site mentoring and reinforcement. | The Flippen Group 1199 Haywood Drive College Station, TX 77845 1.976.693.7549/1.800.316.4311 tami.farr@flippengroup.com www.flippengroup.com |

*All consultants and Service Providers have been vetted by Michigan Association of Public School Academies (MAPSA)

APPENDIX F

Research for Better Teaching

Research for Better Teaching

Research for Better Teaching (RBT) works with evaluators, school leaders, and teachers to enhance their individual leadership skills and to develop a set of durable, meaningful system-wide structures for creating a professional growth cycle that includes skillful teaching, teacher supervision and evaluation.

RBT's Deliberate and Causative Chain Model:



The Guiding Principles:

- **Skillful Teaching:** Includes everything a teacher does that impacts student learning, from communicating their belief in students' capabilities to making student thinking visible to developing their cultural proficiency.
- **Skillful Leadership:** Includes developing a common language and concept system about effective instruction; honing skills in implementing newly mandated teacher evaluation systems with rigor and fidelity; shepherding change; and coaching and using data effectively.
- **Skillful Data Use:** Includes strengthening data literacy and teacher collaboration to maximize the power of multiple sources of data, including daily formative assessment to impact teaching and learning.

APPENDIX G

Charlotte Danielson's Framework for Teaching

The Framework for Teaching

The Framework for Teaching, created by Charlotte Danielson, is a comprehensive and coherent framework that identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. The Framework for Teaching is a validated instrument; that is, studies have shown that teachers who receive higher ratings on their evaluation produce greater gains in student test scores. The rubric used to determine teacher effectiveness contains four domains and 22 components.

The figure on the next page shows the evaluation rubrics:

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

- Content and the structure of the discipline
- Prerequisite relationships
- Content-related pedagogy

1b Demonstrating Knowledge of Students

- Child and adolescent development
- Learning process
- Special needs
- Students' skills, knowledge, and language proficiency
- Students' interests and cultural heritage

1c Setting Instructional Outcomes

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources

- For classroom use
- To extend content knowledge and pedagogy
- Resources for students

1e Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f Designing Student Assessments

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport

- Teacher interaction with students, including both words and actions
- Student interaction with students, including both words and actions

2b Establishing a Culture for Learning

- Importance of content and of learning
- Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures

- Instructional groups
- Transitions
- Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior

- Expectations
- Monitoring student behavior
- Response to student misbehavior

2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and use of physical resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching

- Accuracy
- Use in future teaching

4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community

- Relationships with colleagues
- Participation in school and district projects
- Involvement in culture of professional inquiry
- Service to the school

4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

4f Showing Professionalism

- Integrity/ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulation

DOMAIN 3: Instruction

3a Communicating With Students

- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques

- Quality of questions/prompts
- Discussion techniques
- Student participation

3c Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

ATTACHMENT B
INITIAL BOARD MEMBERS

Brain Logan

President

Term: July 1, 2014 to June 30, 2017

Dannis White

Secretary

Term: July 1, 2013 to June 30, 2016

Patsy Johnson

Treasurer

Term: July 1, 2013 to June 30, 2016

Lawrence Crawford

Director

Term: April 28, 2015 to June 30, 2018

Linda Tripp

Director

Term: July 1, 2015 to June 30, 2018

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ATTACHMENT C
ARTICLES OF INCORPORATION

Troubleshooting

Document List

New Search

BC 500-002 (05/19/97)

MICHIGAN DEPARTMENT OF CONSUMER & INDUSTRY SERVICES
BUREAU OF COMMERCIAL SERVICES

Date Received: _____ (FOR BUREAU USE ONLY) **FILED**

JAN 14 2004

This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.

Year: 2004 01/14/04 12:00:03
 Check: 89639 Amt: 100.00
 ID: 04VZD 01 LIS 006067

Name: _____
 Address: _____
 City: _____ State: _____ Zip Code: _____

EFFECTIVE DATE: _____

Document will be returned to the name and address you enter above. If left blank document will be mailed to the registered office.

777-574

ARTICLES OF INCORPORATION
For use by Domestic Nonprofit Corporations
(Please read information and instructions on the last page)

Pursuant to the provisions of Act 182, Public Acts of 1982, the undersigned corporation executes the following Articles:

ARTICLE I

The name of the corporation is: **David Ellis Academy**

ARTICLE II

The purpose or purposes for which the corporation is organized are:

The Corporation has been organized:

- (i) To receive contributions, donations and funds in order to pursue the foregoing objectives.
- (ii) To receive and administer funds in order to further charitable, educational, scientific, or literary purposes and to lessen the financial burdens of government; and
- (iii) To do all such things as are incidental or conducive to and the attainment of the foregoing purposes of the corporation.

The Corporation is, and will be, organized and operated exclusively for purposes described in Section 501(c)(3) of the Code.

Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

JM

Troubleshooting

Document List

New Search

ARTICLE II (continued)

The purpose or purposes for which the corporation is organized are.

- (iv) The Corporation has been organized as a public school academy, incorporated pursuant to Part 6A, of Act No. 451, P.A. 1976 and that it is a governmental entity.

ARTICLE III

1. The corporation is organized upon a non-common stock basis.
(Stock or Nonstock)

2. If organized on a stock basis, the total number of shares which the corporation has authority to issue is _____. If the shares are, or are to be, divided into classes, the designation of each class, the number of shares in each class, and the relative rights, preferences and limitations of the shares of each class are as follows:

3.

a. If organized on a nonstock basis, the description and value of its real property assets are ("none").

b. The description and value of its personal property assets are:
Computers \$ 137,973.00
Furniture & Fixtures \$ 30,878.00

c. The corporation is to be financed under the following general plan:
Financial support will be drawn from contributions and gifts from foundation (public and private) grants, government grants and other sources.

d. The corporation is organized on a directorship basis.
(Membership or Directorship)

ARTICLE IV

1. The address of the registered office is:
18977 Schaefer Hwy. Detroit Michigan 48235
(Street Address) (City) (Zip Code)

2. The mailing address of the registered office, if different than above:
Same Michigan
(Street Address) (City) (Zip Code)

3. The name of the resident agent at the registered office is:
Theresa J. Ellis

ARTICLE V

The name(s) and address(es) of the incorporator(s) is (are) as follows:

| Name | Residence or Business Address |
|------------------|--------------------------------------|
| Theresa J. Ellis | 18151 Hamilton Rd. Detroit, MI 48203 |
| Penney Stuckey | 18151 Hamilton Rd. Detroit, MI 48203 |
| Louise Smith | 3211 Virginia Park Detroit, MI 48206 |

ARTICLE VI

The term of the corporate existence is perpetual.

ARTICLE VII

If permitted under the laws of the State of Michigan, any action required or permitted to be taken at any annual or special meeting of members of this corporation may be taken without a meeting, without prior notice and without a vote, if a consent in writing, setting forth the action so taken, is signed by that number of members of this corporation that would be necessary to authorize or take the action at a meeting at which all of the members were present and voted. Prompt notice of the taking of any corporate action without a meeting by less than unanimous written consent shall be given to all members who have not consented in writing.

ARTICLE VIII

Notwithstanding any other provision of these Articles of Incorporation, no part of the net earnings of the organization shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof. No substantial part of the activities of the organization shall be the carrying on the propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c)(3) of the Code, or (b) by an organization, contributions to which are deductible under section 170 (c) (2) of the Code.

ARTICLE IX

A volunteer director of the Corporation shall not be personally liable to the Corporation for monetary damages for breach of the volunteer director's fiduciary duty, except for liability:

- 1) For any breach of the volunteer director's duty of loyalty to the Corporation or its members;
- 2) For acts or omissions not in good faith or that involve intentional misconduct or knowing violation of law;
- 3) For a violation of Section 551 (1) of the Michigan Nonprofit Corporation Act;
- 4) For any transaction from which the volunteer director derived an improper personal benefit;
- 5) For any acts or omissions occurring before the date this Article is filed by the Michigan Department of Commerce; and
- 6) For any acts or omissions that are grossly negligent.

The Corporation hereby assumes all liability to any person other than the Corporation, if any, for all acts or omissions of a volunteer director occurring on or after the date this Article is filed by the Michigan Department of Commerce, incurred in the good faith performance of the director's duties as a volunteer director; provided, however, if applicable, that the Corporation shall not be considered to have assumed any liability to the extent such assumption is inconsistent with the status of the Corporation as an organization described in Section 501 (c) (3) of the Code.

If the Michigan Nonprofit Corporation Act is hereafter amended to authorize the further elimination or limitation of the liability of directors of nonprofit corporations, then the liability of a director of the Corporation (in addition to the limitation, elimination and assumption of personal liability contained in this Article) shall be assumed by the Corporation or eliminated or limited to the fullest extent permitted by the Michigan Nonprofit Corporation Act as so amended, except, if applicable, to the extent such limitation, elimination or assumption of liability is inconsistent with the status of the Corporation as an organization described in Section 501 (c) (3) of the Code.

ARTICLE X

The Corporation assumes all liability for the acts or omissions of a nondirector volunteer if all of the following are met:

- a) The volunteer was acting or reasonably believed he or she was acting within the scope of his or her authority;
- b) The volunteer was acting in good faith;
- c) The volunteer's conduct did not amount to gross negligence or willful and wanton misconduct;
- d) The volunteer's conduct was not an intentional tort; and
- e) The volunteer's conduct was not a tort arising out of the ownership, maintenance, or use of a motor vehicle for which tort liability may be imposed as provided under Michigan law.

ARTICLE XI

In the event the corporation is determined to be a "private foundation," as that term is defined in section 509 (a) of the Code, then;

- 1) The corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by section 4942 of the Code.
- 2) The corporation shall not engage in any act or take any actions which subject it to the tax on self-dealing imposed by section 4941 of the Code.
- 3) The corporation shall not own, obtain or retain an interest in any business enterprise which subject it to the tax on excess business holdings imposed by section 4943 of the Code.
- 4) The corporation shall not make any investments in such manner as to subject it to tax imposed by section 4944 of the Code.
- 5) The corporation shall not expend its funds in such a manner as to subject it to the tax on taxable expenditures imposed by 4945 of the Code.

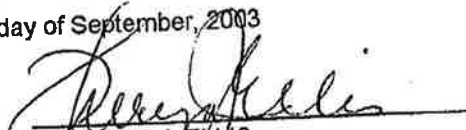
ARTICLE XII

- 1) The corporation shall not devote more than in insubstantial part of its activities to attempting to influence legislation by propaganda or otherwise.
- 2) The corporation shall not directly or indirectly participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.
- 3) The corporation shall not have objectives or engage in activities which characterize it as an "action" organization as defined in Treasury Regulation §1.501 (c) (3) - 1 (c) (3).

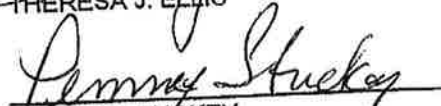
ARTICLE XIII

The Authorizing Body for David Ellis Academy (a public school academy) is the Detroit Public School.


We, the incorporators sign our name this 15th day of September, 2003



THERESA J. ELLIS



PENNEY STUCKEY

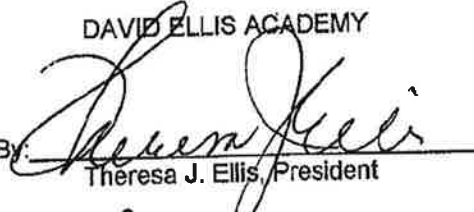


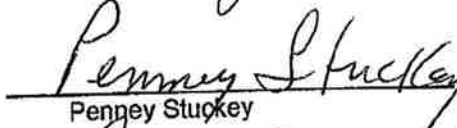
LOUISE SMITH

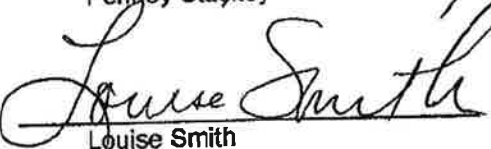
CERTIFICATION

I hereby certify that the attached Articles of Incorporation for DAVID ELLIS ACADEMY are true, complete and accurate copies of the Articles of Incorporation now in effect for the organization.

DAVID ELLIS ACADEMY

By: 
Theresa J. Ellis, President


Penney Stuckey


Louise Smith

Dated: September 15, 2003

ATTACHMENT D
BYLAWS

RESTATED BYLAWS
OF
DAVID ELLIS ACADEMY

ARTICLE I
NAME

This organization shall be called DAVID ELLIS ACADEMY Public School Academy (the “Academy” or “Corporation”).

ARTICLE II
FORM OF CORPORATION

The Academy is a governmental entity, organized as a non-profit, non-stock, directorship corporation. The Academy shall act exclusively as a Public School Academy and shall not undertake any action inconsistent with its status as a Public School academy under the Code.

ARTICLE III
OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be located in the City of Detroit, County of Wayne , State of Michigan.

Section 2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation, but in any event must be located in the State of Michigan, City of Detroit and be the business office of the resident agent, as required by the Michigan Nonprofit Corporation Act. Changes in the resident agent and registered address of the Academy must be filed with the Michigan Department of Licensing and Regulatory Affairs.

ARTICLE IV
BOARD OF DIRECTORS

Section 1. General Powers. The business, property and affairs of the Corporation shall be managed by the Academy Board of Directors (“Academy Board”). The Academy Board may exercise any and all of the powers granted to it under the Michigan Non-Profit Corporation Act or pursuant to Part 6A of the Revised School Code (“Code”). The Academy Board may delegate such powers to the officers and committees of the Academy Board as it deems necessary, so long as such delegation is consistent with the Articles, these Bylaws, the Contract and Applicable Law.

Section 2. Method of Selection, Length of Term and Number of Academy Board Members. The method of selection and appointment, length of term, number of directors, oath

of public office requirements, tenure, removal, resignation, compensation and prerequisite qualifications for members of the Academy Board shall comply with the Contract.

ARTICLE V

MEETINGS

Section 1. Annual and Regular Meetings. The Academy Board shall hold an annual meeting each year, as well as monthly meetings thereafter. The Academy Board shall provide, by resolution, the time and place, within the City of Detroit, State of Michigan, for the holding of regular monthly meetings. The Academy Board shall provide notice of the annual and all regular monthly and special meetings to Detroit Public Schools (DPS) the Charter Schools Office and as required by the Open Meetings Act.

Section 2. Special Meetings. Special meetings of the Academy Board may be called by or at the request of the Academy Board President or any Director. The person or persons authorized to call special meetings of the Academy Board may fix the place within the City of Detroit, State of Michigan for holding any special meeting of the Academy Board called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the Corporation in the City of Detroit, State of Michigan. The Corporation shall provide notice of all special meetings to DPS the Charter Schools Office and as required by the Open Meetings Act.

Section 3. Quorum. In order to legally transact business, the Academy Board shall have a quorum physically present at a duly called meeting of the Academy Board. A "quorum" shall be defined as follows:

| <u># of Academy Board positions</u> | <u># required for Quorum</u> |
|-------------------------------------|------------------------------|
| Five (5) | Three (3) |
| Seven (7) | Four (4) |
| Nine (9) | Five (5) |

Section 4. Manner of Acting. The Academy Board shall be considered to have "acted," when a duly called meeting of the Academy Board has a quorum present and the number of Academy Board members voting in favor of an action is as follows:

| <u># of Academy Board positions</u> | <u># for Quorum</u> | <u># required to act</u> |
|-------------------------------------|---------------------|--------------------------|
| Five (5) | Three (3) | Three (3) |
| Seven (7) | Four (4) | Four (4) |
| Nine (9) | Five (5) | Five (5) |

Section 5. Open Meetings Act. All meetings and committee meetings of the Academy Board shall at all times be in compliance with the Open Meetings Act.

Section 6. Notice to Directors. The Academy Board shall provide notice of any meeting to each Director stating the time and place of the meeting, with the delivery of such notice personally, by mail, facsimile or electronic mail to each Director at the Director's personal

address or electronic mail address. Any Director may waive notice of any meeting by written statement sent by the Director to the Academy Board Secretary before or after the holding of the meeting. A Director's attendance at a meeting constitutes a waiver of the notice of the meeting required under this Section.

Section 7. Votes By Directors. The Academy Board meeting minutes shall reflect the vote, whether in favor, in opposition or in abstention, of each Director present at the meeting.

ARTICLE VI

COMMITTEES

Section 1. Committees. The Academy Board, by resolution, may designate one or more committees, each committee to consist of one or more Directors selected by the Academy Board. As provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, the committees shall have such powers as delegated by the Academy Board, except (i) filling of vacancies on the Academy Board or in the offices of the Academy Board or committees created pursuant to this Section; (ii) amendments to the Articles of Incorporation or Bylaws; or (iii) any action the Academy Board cannot lawfully delegate under the Articles, the Contract, the Bylaws or Applicable Law. All committee meetings shall at all times be in compliance with the Open Meetings Act. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Academy Board of its activities as the Academy Board may request.

ARTICLE VII

OFFICERS OF THE BOARD

Section 1. Number. The officers of the Corporation shall be a President, Vice-President, Secretary, Treasurer, and such Assistant Treasurers and Assistant Secretaries or other officers as may be selected by the Academy Board.

Section 2. Election and Term of Office. The Academy Board shall elect its initial officers at its first duly noticed meeting. Thereafter, officers shall be elected annually by the Academy Board at the Corporation's annual meeting. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall hold office while qualified or until the officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal. Any officer or agent elected or appointed by the Academy Board may be removed by a majority vote by the Academy Board whenever in its judgment the best interests of the Corporation would be served thereby.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Academy Board for the unexpired portion of the term of the vacating officer.

Section 5. President. The President of the Corporation shall be a member of the Academy Board. The President of the Corporation shall preside at all meetings of the Academy

Board. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Academy Board attending the meeting shall preside. The President shall be an ex officio member of any standing committees and when designated by the Academy Board, Chairperson of any standing committee established by the Academy Board. The President shall, in general, perform all duties incident to the office of President of the Academy Board as may be prescribed by the Academy Board from time to time.

Section 6. Vice-President. The Vice-President of the Corporation shall be a member of the Academy Board. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Academy Board.

Section 7. Secretary. The Secretary of the Corporation shall be a member of the Academy Board. The Secretary shall: (a) keep the minutes of the Academy Board meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Meetings Act, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all authorized documents; (d) keep a register of the post office address of each Director; and (e) perform all duties incident to the office of Secretary and other duties assigned by the President or the Academy Board.

Section 8. Treasurer. The Treasurer of the Corporation shall be a member of the Academy Board. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the Corporation in such banks, trust companies or other depositories as shall be selected by the Academy Board; (d) complete all required corporate filings; (e) assure that the responsibilities of the fiscal agent of the Corporation are properly carried out; and (f) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Academy Board.

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or Treasurer or by the Academy Board. The Academy Board shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Academy Board may by resolution otherwise determine.

Section 10. Salaries. Officers of the Academy Board, as Directors of the Corporation, shall not be compensated for their services. By resolution of the Academy Board, Directors and officers of the Corporation may be reimbursed for reasonable expenses incident to their duties.

Section 11. Filling More Than One Office. Subject to the statute concerning the Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws, any two offices of the Corporation except those of President and Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE VIII

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

Section 1. Contracts. The Academy Board may authorize any officer(s), assistant(s) or acting officer(s), to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Academy Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing officers, the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto. No contract entered into, by or on behalf of the Academy Board, shall in any way bind the State of Michigan or DPS or impose any liability on the State of Michigan or DPS, its officers, employees or agents.

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Academy Board. Such authority may be general or confined to specific instances. No loan, advance, overdraft or withdrawal by an officer or Director of the Corporation, other than in the ordinary and usual course of the business of the Corporation, shall be made or permitted. No loan entered into, by or on behalf of the Academy Board, shall in any way be considered a debt or obligation of the State of Michigan or DPS or impose any liability on the State of Michigan or DPS, its officers, employees or agents. To avoid creating or perpetuating circumstances in which the possibility of favoritism, conflicts of interest, or impairment of efficient operations may occur, the Corporation will not issue a debt instrument (e.g. loan agreement, promissory note, mortgage, line of credit, etc.) to any person employed by the Corporation or any person who serves on the Academy Board. This prohibition also applies to the issuance of a debt instrument to an entity owned or closely related to any Corporation employee or Academy Board member.

Section 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Academy Board.

Section 4. Deposits. Consistent with section 1221 of the Code, the Treasurer of the Academy shall deposit the funds of the Academy in a financial institution or in a joint investment authorized by the Code. All additional funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is

eligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, as amended, being MCL 21.146 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Academy Board, any shares or other securities issued by any other Corporation and owned or controlled by this Corporation may be voted at any meeting of security holders of such other Corporation by the President of this Corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this Corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent with respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this Corporation by the President, the Secretary or the Treasurer of this Corporation without necessity of any authorization by the Academy Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this Corporation shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by this Corporation the same as such shares or other securities might be voted by this Corporation. This section shall in no way be interpreted to permit the Corporation to invest any of its surplus funds in any shares or other securities issued by any other corporation. This section is intended to apply, however, to all gifts, bequests or other transfers of shares or other securities issued by any other corporation which are received by the Corporation.

Section 6. Contracts Between Corporation and Related Persons; Persons Ineligible to Serve as Directors. Pursuant to the Code, each Director, officer or employee of the Academy shall comply with the Incompatible Public Office statute, Act No. 566 of the Public Acts of 1978, being sections 15.181 to 15.185 of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being sections 15.321 to 15.330 of the Michigan Compiled Laws. The Academy Board shall ensure compliance with the Contract and Applicable Law relating to conflicts of interest.

ARTICLE IX

INDEMNIFICATION

Each person who is or was a Director, officer or member of a committee of the Corporation and each person who serves or has served at the request of the Corporation as a Director, officer, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the Corporation to the fullest extent permitted by the corporation laws of the State of Michigan as they may be in effect from time to time. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Academy Board, grant rights to indemnification to any employee or agent of the Corporation to the fullest extent provided under the laws of the State of Michigan as they may be in effect from time to time.

ARTICLE X

FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July in each year.

ARTICLE XI

AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining (a) the affirmative vote of a majority of the Academy Board at any regular or special meeting of the Academy Board, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for such meetings, Amendments to these Bylaws take effect only after they have been approved by the Corporation's Academy Board.

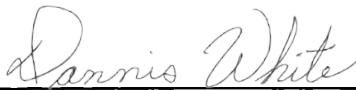
ARTICLE XI

CONTRACT DEFINITIONS

The definitions set forth in the Terms and Conditions incorporated as part of the Contract by and between Detroit Public Schools and the Academy dated 4/19/2015 shall have the same meaning in these Bylaws.

CERTIFICATION

The Academy Board certifies that these Bylaws were adopted as and for the Bylaws of a Michigan corporation in an open and public meeting, by unanimous consent of the Academy Board on the 19 day of April, 2015.



Secretary

ATTACHMENT E

CONFLICT OF INTEREST POLICY AND FORM

Policy: It is the policy of the Academy to strictly comply with the provisions of Act 317 of 1968 (MCL 15.321, et seq.), a copy of which is attached. Each Academy Board member and each Academy employee working at least 25 hours per week shall execute annually the Conflict of Interest Form set forth below. It is also the policy of the Academy to require any management company that it engages to execute the same policy and require such company's board members and employees working at least 25 hour per week to execute the Conflict of Interest Form annually.

CONFLICT OF INTEREST FORM

Brian Logan, a board member of David Ellis Academy (the "Academy"), being first duly sworn, depose and say that I have read the Academy's Conflict of Interest Policy and the provisions of Act 317 of 1968 (MCL 15.321, et seq.) ("Act 317"), attached hereto, and other Michigan ethics or conflict of interest statutes, which may be applicable to my performance as a board member/employee of the Academy, and understand the terms of the Policy and Act 317 and further say that: 1) I am not in violation of the Policy, Act 317 or any such applicable ethics or conflict of interest statutes; 2) I agree to fully comply with such terms; and 3) I will notify the Chairman of the Academy Board and Secretary if at any time that I fail to comply with the provisions of the Policy, Act 317 or any such applicable ethics or conflict of interest statutes.

Blogz
signature

Brian Logan
Printed Name of Academy Board Member or Employee

Notary

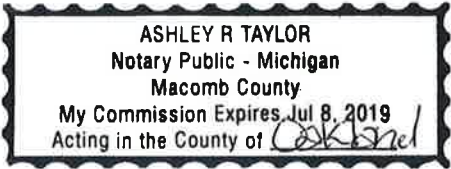
Subscribed and sworn to before me

this 22nd day of April, 2015.

Ashley R. Taylor

Notary Public

My Commission Expires: 7/8/2019



ACT 317 of 1968
(MCL 15.321, et seq.)

This abstract is provided for convenience – parties should reference the actual statute.

15.321 Public servants, contracts with public entities; definitions.

Sec. 1.

As used in this act:

(a) “Public servant” includes all persons serving any public entity, except members of the legislature and state officers who are within the provision of Section 10 of Article 4 of the state constitution as implemented by legislative act.

(b) “Public entity” means the state including all agencies thereof, any public body corporate within the state, including all agencies thereof, or any non-incorporated public body within the state of whatever nature, including all agencies thereof.

15.322 Public servant; soliciting, negotiating, renegotiating, approving, or representing a party to a contract with public entity prohibited.

Sec. 2.

(1) Except as provided in Sections 3 and 3a, a public servant shall not be a party, directly or indirectly, to any contract between himself or herself and the public entity of which he or she is an officer or employee.

(2) Except as provided in Section 3, a public servant shall not directly or indirectly solicit any contract between the public entity of which he or she is an officer or employee and any of the following:

- (a) Him or herself;
- (b) Any firm, meaning a co-partnership or other unincorporated association, of which he or she is a partner, member, or employee.
- (c) Any private corporation in which he or she is a stockholder owning more than 1% of the total

outstanding stock of any class if the stock is not listed on a stock exchange, or stock with a present total market value in excess of \$25,000.00 if the stock is listed on a stock exchange or of which he or she is a director, officer, or employee.

- (d) Any trust of which he or she is a beneficiary or trustee.
- (3) In regard to a contract described in subsection (2), a public servant shall not do either of the following:
 - (a) Take any part in the negotiations for such a contract or the renegotiation or amendment of the contract, or in the approval of the contract.
 - (b) Represent either party in the transaction.

15.323 Applicability of § 15.322 to public servants; requirements of contract; making or participating in governmental decision; counting members for purposes of quorum; voting; affidavit; “governmental decision” defined.

Sec. 3.

- (1) Section 2 does not apply to either of the following:
 - (a) A public servant who is paid for working an average of 25 hours per week or less for a public entity.
 - (b) A public servant who is an employee of a public community college, junior college, or state college or university.
- (2) A contract as defined in and limited by Section 2 involving a public entity and a public servant described in subsection (1) shall meet all of the following requirements:
 - (a) The public servant promptly discloses any pecuniary interest in the contract to the official body that has power to approve the contract, which disclosure shall be made a matter of record in its official proceedings. Unless the public servant making the disclosure will directly benefit from the contract in an amount less than \$250.00 and less than 5% of the public cost of the contract and the public servant files a sworn affidavit to that effect with

the official body or the contract is for emergency repairs or services, the disclosure shall be made in either of the following manners:

- (i) The public servant promptly discloses in writing to the presiding officer, or if the presiding officer is the public servant who is a party to the contract, to the clerk, the pecuniary interest in the contract at least 7 days prior to the meeting at which a vote will be taken. The disclosure shall be made public in the same manner as a public meeting notice.
 - (ii) The public servant discloses the pecuniary interest at a public meeting of the official body. The vote shall be taken at a meeting of the official body held at least 7 days after the meeting at which the disclosure is made. If the amount of the direct benefit to the public servant is more than \$5,000.00, disclosure must be made as provided under this subparagraph.
- (b) The contract is approved by a vote of not less than 2/3 of the full membership of the approving body in open session without the vote of the public servant making the disclosure.
- (c) The official body discloses the following summary information in its official minutes:
- (i) The name of each party involved in the contract.
 - (ii) The terms of the contract, including duration, financial consideration between parties, facilities or services of the public entity included in the contract, and the nature and degree of assignment of employees of the public entity for fulfillment of the contract.
 - (iii) The nature of any pecuniary interest.
- (3) This section and section 2 do not prevent a public servant from making or participating in making a governmental decision to the extent that the public servant's participation is required by law. If 2/3 of the members are not eligible under this act to vote

on a contract or to constitute a quorum, a member may be counted for purposes of a quorum and may vote on the contract if the member will directly benefit from the contract in an amount less than \$250.00 and less than 5% of the public cost of the contract and the member files a sworn affidavit to that effect with the official body. The affidavit shall be made a part of the public record of the official proceedings. As used in this subsection, "governmental decision" means a determination, action, vote, or disposition under a motion, proposal, recommendation, resolution, ordinance, order, or measure on which a vote by members of a local legislative or governing body of a public entity is required and by which a public body effectuates or formulates public policy.

15.323a Construction of § 15.322.

Sec. 3a.

Section 2 shall not be construed to do any of the following:

- (a) Prohibit public servants of a city, village, township, or county with a population of less than 25,000 from serving, with or without compensation, as emergency medical services personnel as defined in Section 20904 of the public health code, Act No. 368 of the Public Acts of 1978, being Section 333.20904 of the Michigan Compiled Laws.
- (b) Prohibit public servants of a city, village, township, or county with a population of less than 25,000 from serving, with or without compensation, as a firefighter in that city, village, township, or county if that firefighter is not any of the following:
 - (i) A full-time firefighter.
 - (ii) A fire chief.
 - (iii) A person who negotiates with the city, village, township, or county on behalf of the firefighters.
- (c) Limit the authority of the governing body of a city, village, township, or county with a population of less than 25,000 to authorize a public servant to perform, with or without compensation, other additional services for the unit of local government.

- (d) Prohibit public servants of this state from purchasing at a tax sale lands returned as delinquent for taxes under the general property tax act, Act No. 206 of the Public Acts of 1893, being Sections 211.1 to 211.157 of the Michigan Compiled Laws, unless otherwise prohibited by the rules of the Michigan civil service commission or the department or agency of which that public servant is an employee.

15.324 Public servants, contracts excepted.

Sec. 4.

The prohibitions of Section 2 of this act shall not apply to:

- (a) Contracts between public entities;
- (b) Contracts awarded to the lowest qualified bidder, other than a public servant, upon receipt of sealed bids pursuant to a published notice therefor provided such notice does not bar, except as authorized by law, any qualified person, firm, corporation or trust from bidding. This subsection shall not apply to amendments or renegotiations of a contract nor to additional payments thereunder which were not authorized by the contract at the time of award; and
- (c) Contracts for public utility services where the rates therefor are regulated by the state or federal government.

15.325 Public servants, voidability of contracts; procedure, knowledge, limitation, reimbursement, settlements, evidences of indebtedness.

Sec. 5.

- (1) This act is aimed to prevent public servants from engaging in certain activities and is not intended to penalize innocent persons. Therefore, no contract shall be absolutely void by reason of this act. Contracts involving prohibited activities on the part of public servants shall be voidable only by decree of a court of proper jurisdiction in an action by the public entity, which is a party thereto, as to any person, firm, corporation or trust that entered into the contract or took any assignment thereof, with actual knowledge of the prohibited activity. In the case of the corporation, the actual knowledge must be that of a person or body finally approving the contract for the corporation. All actions to avoid any contract hereunder shall

be brought within 1 year after discovery of circumstances suggesting a violation of this act. In order to meet the ends of justice any such decree shall provide for the reimbursement of any person, firm, corporation or trust for the reasonable value of all moneys, goods, materials, labor or services furnished under the contract, to the extent that the public entity has benefited thereby. This provision shall not prohibit the parties from arriving at an amicable settlement.

- (2) Negotiable and nonnegotiable bonds, notes or evidences of indebtedness, whether heretofore or hereafter issued, in the hands of purchasers for value, shall not be void or voidable by reason of this act or any previous statute, charter or rule of law.

15.326 Public servants, validity of existing contracts.

Sec. 6.

If any public entity has, prior to the effective date of this act, entered into any contract under which moneys, goods, materials, labor or services have been actually received by the public entity, which was void or voidable under any act, charter or rule of law because of a conflict of interest on the part of a public servant at the time of the execution thereof, such contract shall be fully enforceable notwithstanding such conflict of interest, by any party thereto other than such public servant.

15.327 Penalty for violation.

Sec. 7.

Any person violating the provisions of this act is guilty of a misdemeanor.

15.328 Other laws superseded; local ordinances.

Section 8.

It is the intention that this act shall constitute the sole law in this state and shall supersede all other acts in respect to conflicts of interest relative to public contracts, involving public servants other than members of the legislature and state officers, including, but not limited to, Section 30 of 1851 PA 156, MCL 46.30. This act does not prohibit a unit of local government from adopting an ordinance or enforcing an existing ordinance relating to conflict of interest in subjects other than

public contracts involving public servants.

ATTACHMENT F
CURRICULUM

KINDERGARTEN

CCSS Standard: Key ideas and details when reading literature

RL.K.1: With prompting and support, ask and answer questions about key details in a text.
RL.K.2: With prompting and support, retell familiar stories, including key details.
RL.K.3: With prompting and support, identify characters, settings, and major events in a story.

Enduring Understandings:

- Informed readers include key details to retell a story.
- Informed readers use key details to gain meaning from a text.
- Stories contain essential elements; an informed reader identifies the elements.

New Vocabulary:
 (Key) details Character Setting Text (Major) Event Questions Story

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|---|--|------------|
| <p>RL.K.1: Overview: In this lesson, work through the understanding of the standard by helping students gain an understanding of detail. Then you will take this understanding of detail and expand it to help students distinguish key details from less significant details.</p> <p>Lesson Focus: Introduce the students to the idea of "detail." Stress that details are both the essential parts of a story as well as the pieces of information that make a story more interesting. Teacher may have to differentiate between details and key details for students.</p> | <p>As you read the book <i>Tomas and the Library Lady</i>, pause periodically and encourage students to ask questions. By using "I wonder" as the beginning of the question, have students predict what is coming next in the story and clarify understanding. Use sticky notes or whiteboards to keep each child engaged in the questioning.</p> <p>After reading a text, group students. Give each group a beach ball that has been divided into five sections with the words: what, who, when, how written on it. A student will toss the ball to another student. Whatever question word the student's right hand lands on, the student will pose a question about the text. The student will toss the ball to another student, and that student must answer the question and then pose another question about the text starting with the question word his/her right hand is touching. Repeat for as many turns as time permits. Grouping: <i>small or partner</i></p> <p>Write question starters on strips of paper. Put them into a container of your choice. Students will</p> | <p>Asking and answering questions about a text (Link): See pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Shared Reading/ Identifying the main idea and details (Link): See pages 18 through 19 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Directed Listening/Thinking Activity (DLTA): Using sticky notes to remember what we read (Link) - See pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education.</p> | |

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| | <p>pull a strip out of the container and pose a question, using the starter, to the group about the text. Be sure to include questions from various levels of Bloom’s Taxonomy. Students will respond with answers. Repeat for as many turns as time permits. <i>Grouping: large, small or partner</i></p> <p>Create a checklist of the key details a student should be able to recall from the text. Check off for each student, if they were able to successfully recall the key details of the text.</p> <p>Main Idea Can. The teacher has a large coffee can, paint can, or any container. During reading, do lots of think-a-louds with students. After reading a story/passage, have students come up with the main idea. Write that on a strip of paper and put it on the outside of the can. Have students share some key details from the story/passage. Write those on strips and put them inside the can.</p> <p>Students can then pull the strips out of the can, place them in the order in which they occurred, then retell the story/passage and make the connection back to the main topic or idea. <i>Grouping: whole class or small group</i></p> | | |
| <p>RL.K.2:</p> <p>Overview: In this lesson, students will identify the main topic in a text and retell the key details of that text. Also, students explore how to become better readers through the identification of main ideas, supporting details, and author’s message.</p> <p>Lesson Focus: Students will read various texts and, with support and prompting, will identify the main topic of what they've read. The reading focus is</p> | <p>Using a Retelling Rubric. After the student reads a benchmark book and you take a running record, have the student do an oral retelling of the story. Ask the student to close the book and tell you about the story in as much detail as she/he can remember. If the student has difficulty retelling parts of the story or remembering certain details, you can use prompts such as "Tell me more about (character x)" or "What happened after...?" Analyze the retelling for information the student gives about:</p> <ul style="list-style-type: none"> • Main idea and supporting detail • Sequence of events | <p>Determining what is Important (Link): Teacher background and an explicit lesson plan modeling the self-talk of a good reader.</p> <p>National Geographic Young Explorer magazine</p> <p>Let's Find Out magazine</p> <p>Your Big Backyard magazine</p> <p>Find online nonfiction texts at:</p> | |

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| <p>informational articles. Also, a teacher read-aloud inspires a class discussion that focuses on prioritizing information so that it makes better sense to the reader. Students then participate in a shared reading that allows them to again use the process of identifying important information.</p> | <ul style="list-style-type: none"> • Characters • Setting • Plot • Problem and solution • Response to text-specific vocabulary and language <p>Retelling Checklist Use a checklist to see if the students can retell the main elements of a story inclusive of key details and vocabulary.</p> <p>Retelling Drawing. Give students a piece of paper that has been divided into four squares. Instruct students to draw a picture that tells what happened in the beginning of the story in the first box, a picture that tells what happened in the end in the last box, and then fill in the middle boxes with events from the middle of the story. Students can then use their illustrations to verbally retell the story to the teacher, a group of students, or an individual student. <i>Grouping: small group, individual</i></p> | <ul style="list-style-type: none"> ○ National Geographic Kids (higher text content, use for read aloud) ○ Starfall (Link) - (Under I'm Reading! Fiction/Nonfiction, this link takes you directly there, simple Dolch text) | |
| <p>RL.K.3: Overview: In this lesson, students will practice describing the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Lesson Focus: Explain that when students are reading or writing, they should make connections between what they are reading or writing. Making connections will help them see the big picture, or main idea, of what they are reading, just like connecting puzzle pieces helps them see the picture forming.</p> | <p>After reading a story with students, complete a story train graphic organizer together to tell what happened in the beginning, middle and end of the story. Students may complete independently or with a partner by using words or drawing pictures. <i>Grouping: whole, small, partner, individual</i></p> <p>After reading a story with students, complete a story map graphic organizer together to identify the characters, settings, and events in the story. <i>Grouping: whole, small, partner, individual</i></p> <p>After reading a story with students, divide them into five groups. The groups are: characters, setting, beginning of the story, middle of the story, and end of the story. Give each group a piece of chart paper.</p> | <p>Book List (Resource) A list of books with title, author and description that can be used in the class for meeting this standard https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425114</p> | |

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| | <p>Each group is to illustrate what they have been assigned. They may also add words to their illustrations. When each group is finished, have them share their work with the rest of the class.</p> <p>Grouping: <i>small</i></p> | | |
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CCSS Standard: Craft and Structure

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

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

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

Enduring Understandings:

- When a reader discovers the meaning of new words in a text, it is valuable to understanding the text.
- Texts have different looks, purposes, and different types of words (e.g. storybook, poem, newspaper, textbook) that help the reader recognize the type of text.
- An informed reader knows the names and roles of an author (write) and illustrator (create pictures).

New Vocabulary:

(Unknown) words

Illustrator

Role

Text

Author

Questions

Story

Text types

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|--|---|------------|
| <p>RL.K.4:</p> <p>Overview: Students will explore many different types of texts. Using context clues, students will have to ask and answer questions about unknown words in a text.</p> | <p>Guess the Covered Word. When reading a big book as a whole group, place a sticky note over a word that is unknown. Encourage students to look around the word and look at the illustrations for clues to discover the meaning of the word, if they are having difficulty. Ask students questions and allow the students to ask you and each other questions to determine the meaning of the word. Lots of conversation should take place. Grouping: <i>whole or small</i></p> <p>Turn and Talk. When students come across a word they are unfamiliar with, ask them to turn to a neighbor and ask questions. They may also discuss what parts are recognized or discuss the illustrations to see if that might help. As a group have students share their findings. Grouping: <i>whole or small</i></p> | <p>Teacher could choose 5 new vocabulary words a week. The teacher could come up with sentences for the new vocabulary to see if students can pop the vocabulary words in the correct places according to the sentence.</p> <p>Display sentences on chart paper including some words unknown to students. Highlight the unknown words by using a different color of marker, or by using highlighter tape. Help students use sentence context clues to figure out the meaning of the unknown word. Does the illustration give the reader any clues? Students can begin by answering teacher questions about unknown words and progress to asking questions to determine the meaning of the word.</p> | |

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| | | <p>Children's answers will highlight their understanding of context clues. Help students choose a book at their individual reading level and ask them to read quietly and note with highlighter tape unknown words. The student takes over the "teacher" role by reading sentence with unknown word(s) and asking classmates for help.</p> | |
| <p>RL.K.5: Overview: Students will be able to recognize several different kinds of texts including storybooks, poems, and non-fiction texts</p> <p>Lesson Focus: Throughout the year, introduce students to different types of text (storybooks, poems, nonfiction books, and magazines) by exploring your own classroom library and the school library.</p> | <p>Read a story to the students. Ask students what the qualities are that make this a storybook. For example, a storybook tells a made-up story, includes pictures, characters, a setting, major events, and has a beginning, middle, and end. Grouping: <i>whole or small</i></p> <p>Show copies of newspapers, magazines, storybooks and several other common texts. Students are evaluated on their ability to choose the appropriate text type the teacher is assessing. For example, the teacher may ask the child to select only the story book out of the variety on one occasion, the activity may be repeated another time to select only the poem on another occasion. Grouping: <i>whole, small, or individual</i></p> <p>As a variation of the above suggestion, students are asked to identify two or three of the text types of their choosing and must give evidence for their choice. Students are evaluated on their correct identification of a text and whether it was supported correctly. Grouping: <i>whole, small, or individual</i></p> <p>Have students count the lines in "Hickory Dickory" Dock or any other poem. Then read the poem aloud. Have students clap to its regular beat. Point out the rhyming words dock and clock or the rhyming words or other rhyming words from the poem. Ask students what the qualities are that</p> | <p>Exploring text (Idea) Early in the process, present the activity as something of a mystery that the children can unravel by looking for 'clues'. Model the search by pointing out possible indicators like title, special words, illustrations, storyline, and topic of text. Compile a poetry folder for students by finding poems that students already recognize such as nursery rhymes, and include new poems for students. Be sure to include some poetry about weather, landforms, community helpers, and other Science and Social Studies topic. Poetry folders could also be helpful in recognizing word families. Science Connection: Create a photo book about <i>Force and Gravity</i></p> <p>Descriptions/ Labels (Idea) Using digital cameras students take pictures of: objects at rest, objects being pushed, objects being pulled, the direction of the motion, and how shape size and mass affect the motion (i.e. large rock or child in wagon vs. balloon in wagon). Label photo pages with simple descriptions. (Non-fiction)</p> | |

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| | <p>make this a poem. (A poem can tell a story, describe, or tell more about something, and often rhymes.) Grouping: <i>whole or small</i></p> | | |
| <p>RL.K.6: Overview: Students will name the author and illustrator of a text, and define the role of each. Give the students many opportunities to explore various authors and illustrators by reading books in the classroom and inviting authors and illustrators onto your school.</p> <p>Lesson Focus: During read aloud activities, discuss the roles of the author and illustrator of the book you are reading. Have students explore books in the library where they would have to name the author and illustrator of a book of their choice and define the roles of the author and illustrator. Invite authors and illustrators into your classroom/school. Many local bookstores offer author signings and presentations. Post these events in your newsletter to encourage parents and children to learn more about authors and illustrators.</p> | <p>Ask students how the author and the illustrator tell a story. Allow students to have dialog and even provide examples to support their responses by providing some of their favorite books from the classroom library. Grouping: <i>whole or small</i></p> <p>Show students a book where the names of the author and illustrator are on the cover. Ask them the name of the author and the illustrator. Then have them explain the role of each when creating a book. Grouping: <i>whole, small, or individual</i></p> <p>Read a simple book to your students without showing the illustrations. Inform students that they are going to be the illustrator for this book. Stop periodically and ask students create an illustration to match the part of the story just read. This will create a wordless book that can be added to the library for students to use when retelling the story. Grouping: <i>Read to a whole or small group, and then allow them to work with a partner or individually to create the wordless book.</i></p> <p>Organize students into groups of four. Have each group create a book with words and illustrations. Tell the groups that two of them will be the authors and two of them will be the illustrators. Give each group two pieces of paper and have them fold them in half to make a book. The front is the book cover. On the back of the book cover, tell students to write the authors and the illustrators of their book. The remaining pages are for their story. They can write the words on one side and illustrations on the other, or if they need more pages they can write</p> | | |

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| | the words at the top or bottom of a page and the illustration is on the rest of the page. Groups can share their books with the class when complete. Grouping: <i>small</i> | | |
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CCSS Standard: Integration of Knowledge and Ideas

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

RL.K.8: (Not applicable to literature)

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

Enduring Understandings:

- An informed reader learns about characters by thinking about how their experiences and adventures are alike and different in stories
- An informed reader looks at the illustrations to gain understanding of the story.

New Vocabulary:

| | | | |
|------------------|------------|---------------|---------------------------|
| (Familiar) story | Character | Illustrations | Relationship "connection" |
| Adventure | Experience | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
|--|--|--|------------|
| <p>RL.K.7: Overview: Throughout the year, allow students to explore a variety book in their classroom, library, or at home. Discuss the illustrations and what moment in time the illustrations represent.</p> <p>Lesson Focus: Using a large variety of photographs showing people in different situations or displaying different emotions. Students will take turns explaining what might be said by the person in the photograph and what indications in the photo make the students think that way.</p> | <p>Read a book to your students without showing the illustrations. Instead, think-aloud and discuss visual images at various points of the text. After reading, open the book to show students an illustration, and ask them what is happening in that part of the story. Repeat by showing a few other illustrations and asking the same of the students. Ask students to identify whether the picture is from the beginning, middle, or end of the story. Review story sequence as needed. This will show student understanding of the relationship between the illustrations and the story. Grouping: <i>whole or small</i></p> <p>Show students a picture. Read two different sentences. One of the sentences describes the picture and the other does not. Have students choose the sentence that best describes the</p> | <p>Using appropriate software (or paper/drawing tools), students create a simple short story (3 to 4 pages) with pictures. Print for sharing. Author/illustrator shares her/his wordless story with class by describing the illustrations to tell the story. Make available for future "readings". Text may be added at another time as a writing activity.</p> <p>Wordless Picture Book Suggestions: <i>Flotsam</i> by David Wiesner <i>Have You Seen My Duckling?</i> by Nancy Tafuri <i>The Red Book</i> by Barbara Lehman <i>The Snowman</i> by Raymond Briggs <i>Pancakes for Breakfast</i> by Tomie De Paola</p> | |

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| | <p>picture. Grouping: <i>whole, small or individual</i></p> <p>Organize students into groups of four. Have each group create a book with words and illustrations. Tell the groups that two of them will be the authors and two of them will be the illustrators. Give each group two pieces of paper and have them fold them in half to make a book. The front is the book cover. On the back of the book cover, tell students to write the authors and the illustrators of their book. The remaining pages are for their story. They can write the words on one side and illustrations on the other, or if they need more pages they can write the words at the top or bottom of a page and the illustration is on the rest of the page. Groups can share their books with the class when complete. Grouping: <i>small</i></p> | | |
| <p>RL.K.9: Overview: In this lesson, students will compare and contrast adventures and experiences of characters in stories they are familiar with Lesson Focus: Supporting and prompting students to discuss the characters in multiple books and well known stories to compare and contrast different aspects of the characters.</p> | <p>Read two familiar stories to the students. After each book, ask who the story is about and what happens to the main character in the story. Then ask how the stories are similar and different. Grouping: <i>whole or small</i></p> <p>Ask questions, role-play, use story props, flannel cut-outs with flannel board, puppets, etc., to compare and contrast the adventures of characters from two stories that have been read and reread to children (e.g., “How are the three pigs and the three billy goats gruff the same? How are they different?”). Read the traditional version of a story first. Then read a different version of the story and discuss the beginning, middle, and end of the story. Next read one of the other versions and compare and contrast the adventures and experiences of the characters in the two stories.</p> | | |

Grouping: *whole or small*

After reading a few stories with students, have students complete a [Venn Diagram](#) or a [Character Comparison](#) graphic organizer to compare and contrast the adventures and experiences of characters in different stories. (Use the graphic organizers that are hyperlinked, a Venn Diagram pocket chart, or two pieces of string to make a Venn Diagram on the floor.) Three characters can be analyzed with three characters using a three-circle Venn Diagram.

Grouping: *whole, small, or partner*

CCSS Standard: Range of Reading and Level of Text Complexity

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

Enduring Understandings:

- Informed readers work together with a purpose to gain understanding of a text.

New Vocabulary:

Purpose

Reading activities

Understanding

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|---|---|-----------------------------------|
| <p>RL.K.10: Overview: In this lesson, work through the standard by developing guided reading groups with students. While reading texts, or leveled books, have students engage in reading activities that will check for understanding.</p> <p>Lesson Focus: Arrange reading groups based on reading level. During guided reading groups, encourage students to engage in activities such as comprehension. Students could assume different roles (literature circles) while reading a text such as illustrator, discussion director, reporter/summarizer. Because each student is assigned a role, all students would be engaged in the reading activity.</p> | <p>Use formal and informal, one-on-one, small and large groups of children to choose books and texts for activities that support and challenge children’s instructional reading levels. (e.g., “Nancy and Joe are partner reading <i>Flying (Donald Crews)</i> at the reading table with Ms. Paul, while Pat and Jason will be with me at beanbag chairs reading the <i>Bob Books (Bill Maslen)</i>.”).</p> <p>Use the Model Lesson approach outlined in this link to assess student’s reading.</p> <p>Use this checklist or one you choose while students are reading to check the strategies they are using. Grouping: small or individual.</p> <p>Conference with students several times throughout the school year. This will allow the teacher to assess improvement, as well as make students aware of their learning. Use this conference form or one you choose during the conferences. Grouping: <i>individual</i></p> | <p>This unit of instruction will house all the exemplary text for 1st Grade, but the text will actually be utilized throughout the other units of instruction. Please note that the exemplar text is samples suggested by the Common Core State Standards Initiative and are not meant to be viewed as an all inclusive list. <i>**Special Note: It is very important that cross grade level articulation meetings occur to determine as an individual district what exemplar text will be designated for each grade level.</i> The Exemplary Text for Literature include:</p> <p>Stories</p> <ul style="list-style-type: none"> • Little Bear • Are You My Mother? • Put Me in the Zoo • Frog and Toad Together • Owl at Home • Pancakes for Breakfast • Hi! Fly Guy <p>Poetry</p> <ul style="list-style-type: none"> • "As I Was Going to St. Ives." • "Mix a Pancake." | <p>Throughout the school year</p> |

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| | | <ul style="list-style-type: none">• "Singing-Time."• "Drinking Fountain."• "Wouldn't You?"• "Covers."• "Celebration."• "Two Tree Toads." <p><i>Read-Aloud Stories</i></p> <ul style="list-style-type: none">• The Wonderful Wizard of Oz• Little House in the Big Woods• Mr. Popper's Penguins• Finn Family Moomintroll• A Story, A Story• The Paper Crane• Lon Po Po: A Red-Riding Hood Story from China• Family Pictures• Tomás and the Library Lady• Kitten's First Full Moon <p><i>Read-Aloud Poetry</i></p> <ul style="list-style-type: none">• "The Fox's Foray."• Over in the Meadow.• "The Owl and the Pussycat."• Zin! Zin! Zin! a Violin | |
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Grade Level: Kindergarten

Subject: Reading: Informational Text

CCSS Standard: Key Ideas and Details

- RI.K.1:** With prompting and support, ask and answer questions about key details in a text.
RI.K.2: With prompting and support, identify the main topic and retell key details of a text.
RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

- Enduring Understandings:**
- Anyone can pass on the information from the text by finding the main idea of the text and telling all of the important details in order.
 - Asking and answering questions about the text help readers to find the key details in the text.
 - Making connections between individuals, events, ideas, and/or key details in informational text helps readers understand and make sense of the text.
 - The key details (individuals, events, ideas, pieces of information) connect to create the main idea.

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| New Vocabulary: | | |
| (Key) details | Event | Main Topic |
| (Piece of) information | Individual | Idea |
| Connection | Questions | Text |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.K.1: Lesson Strategies: Asking Questions, Understanding the Key Details of information in a Text</p> <p>Lesson Focus: Review the concept of a detail with students and give them time to explore use of details in nonfiction writing. Introduce students to the unit's essential question: "How do readers identify key details in text?" Explain that they will review what details are.</p> | <p>Reading Informational Texts and Informational Writing Performance Assessment:</p> <ol style="list-style-type: none"> 1. With prompting and support, student asks and answers questions about key details in a text (Link) www.starfall.com. Ask questions "what is real and what is not real?" 2. With prompting and support, student responds through writing, drawing, and in interviews to questions about key detail in the book "Leaves". | <p>Resources to Support Instruction: Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <p>*Determining What is Important (Link) - This page includes more background information on why determining importance is a life skill. Scroll to the middle and bottom for learning activities to conduct in your classroom to give students practice opportunities to use questions to determine important details. A discussion on importance is also easily linked to social studies standards on needs and wants.</p> <p>*Introduce StarFall series "Learn to Read"</p> | <p>2 weeks</p> |

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| | | <p>phonic books to determine what is real and what is not real. Use opportunities to ask questions and determine important details.</p> <p>*Introduce Lakeshore item-Nonfiction Sight-Word Readers. This guides the reader to comprehend nonfiction text.</p> | |
| <p>RI.K.2: Overview: Identify the main topic in a text and retell the key details of that text, explore how to become better readers through the identification of main ideas, supporting details, and author’s message.</p> <p>Lesson Focus: Students will read various texts and, with support and prompting, will identify the main topic of what they've read. The reading focus is informational articles. Also, a teacher read-aloud inspires a class discussion that focuses on prioritizing information so that it makes better sense to the reader. Students then participate in a shared reading that allows them to again use the process of identifying important information.</p> | <p>Reading Informational Texts:</p> <ol style="list-style-type: none"> 1. Select a book to share with student. 2. Encourage the child to repeat the title with you as you read it again. 3. Discuss the picture on the cover. 4. Ask the child to predict what she thinks the book will be about. 5. Explain that the author of a book is the person who wrote the story and the illustrator is the person who created the pictures. 6. Turn the pages of the book, stopping to view some of the pictures. Ask questions as you read. 7. Point to sight words and read it aloud to student. Encourage student to read with you. 8. After the book, discuss the story. | <p>Resources to Support Instruction: Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <p>*Determining What is Important (Link) - Teacher background and an explicit lesson plan modeling the self-talk of a good reader.</p> <p>*National Geographic Young Explorer magazine</p> <p>*Let's Find Out magazine</p> <p>*Your Big Backyard magazine</p> <p>*Find online nonfiction texts at: www.lakeshorelearning.com</p> <p>*National Geographic Kids (higher text content, use for read aloud)</p> <p>*Starfall (Link) - (Under I'm Reading! Fiction/Nonfiction, this link takes you directly there, simple Dolch text)</p> | 1 month |
| <p>RI.K.3: Overview: Describing the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Lesson Focus: Explain that when students are reading or writing, they should make connections between what they are reading or writing. Making connections will help them see the big picture, or main idea, of what they are reading, just like connecting puzzle pieces helps</p> | <p>Reading Informational Texts: Assess Comprehension Skills through Oral Questioning.</p> <ol style="list-style-type: none"> 1. Making a connection between two individuals, events, ideas, or pieces of information in the text. 2. Discuss the meaning of connection between writing and reading. Ask questions about the differences in the connection between reading and writing. | <p>Resources to Support Instruction: Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <p>www.lakeshorelearning.com</p> | 1 month |

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| them see the picture forming. | | | |
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CCSS Standard: Craft and Structure

RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5: Identify the front cover, back cover, and title page of book.
RI.K.6: Name the author and illustrator of text and define the role of each in presenting the ideas or information in a text.

- Enduring Understandings:**
- Authors and illustrators have important roles in creating meaning in a text.
 - Discovering meaning of unknown (new) words in a text by asking and answering questions is valuable to understanding.
 - The parts of a book (front cover, back cover, and title page) provide clues about the book.

New Vocabulary:

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|-----------------|-------------|-------------|------------|
| (Unknown) words | Book | Illustrator | Role |
| Author | Front cover | Information | Text |
| Back cover | Ideas | Questions | Title page |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.K.4:</p> <p>Overview: Asking and answering questions about unknown words in a text.</p> <p>Lesson Focus: Engage students' attention by reviewing counting with base 10 blocks up to 100. Show students a hundred flat and demonstrate how ten hundred flats can be stacked and counted to show 1,000. Using virtual base ten blocks (Link), have students try to count by thousands to 170,000. Do they agree it is a very big number? Explain to students that our English language has over 170,000 words. Even the best readers in the world don't know all of these words. Today, students will learn how good readers ask and answer questions about</p> | <p>Guess the Covered Word: When reading a text (A big book works well for a whole or small group.), have students put a sticky note over a word that is unknown. Then prompt students to look around the word and look at the illustrations for clues to discover the meaning of the word. Ask students questions and prompt the students to ask you and each other questions to determine the meaning of the word. Lots of conversation should take place. <i>Grouping: whole or small</i></p> <p>Turn and Talk: When a student comes across a word he does not know, ask him to turn to a neighbor and ask questions, discuss what parts he does know, and discuss the illustration. Then come back together as a group and share out findings. This will have to be modeled and practiced several times for students to</p> | <p>Resources to Support Instruction: https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425115</p> | <p>2 weeks</p> |

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| unknown words in a text. | understand how a turn and talk works. <i>Grouping: whole or small</i> | | |
| <p>RI.K.5: Overview: Identifying the front cover, back cover, and title page of a book.</p> <p>Lesson Focus: Engage students' attention by showing them a favorite picture book. Ask students to identify the front cover, back cover, and title page of the book. Next, show students an informational book. Ask students to use what they know about picture books to see if they can identify the front cover, back cover, and title page of this book. Explain how using information you already know can help you learn new things and review the basic concepts of reading with the class, i.e. reading left to right, opening a book, and identifying front cover, back cover, title pages, author's name, illustrator, etc. Practice these skills on books that students choose from the class library.</p> | <p>Prepare three large sticky notes. Write front cover on note one, back cover on note two, and title page and on the last note. Have students come up to the big book and put the sticky note in the appropriate place in the book. Each student could then practice with his own book individually. <i>Grouping: large, small, or individual</i></p> <p>Give each student a set of three cards. One says front cover, one says back cover, and one says title page. When the teacher shows students a part of the book or give a description of a part of the book, they are to hold up the correct card. <i>Grouping: whole or small</i></p> <p>Invite students to create a book on a topic the teacher chooses or allow them to choose. When giving directions tell students to make sure they have a front cover, back cover, and a title page. When sharing books with classmates the student and other classmates will identify the front cover, back cover, and title page of each book. <i>Grouping: small or partner</i></p> | <p>Resources to Support Instruction: https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425115</p> | 1 week |
| <p>RI.K.6: Overview: Naming the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>Lesson Focus: Students will practice naming the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> | <p>Work with your students to create a set of questions for an author and a set of questions for an illustrator. Then have the students' role play. One student will be the author and one will be the interviewer. One student will be the illustrator and one will be interviewing them. This will allow the students to explore the role of each and help them identify the author and illustrator of a specific book. <i>Grouping: small or partner</i></p> <p>Complete a Venn Diagram with students. On one</p> | <p>Resources to Support Instruction: https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425115</p> | 1 week |

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| | <p>side write author and the other write illustrator. Ask students to help complete the diagram. The students will see that the author and illustrator have similar and different roles.</p> <p><i>Grouping: whole or small</i></p> | | |
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CCSS Standard: Integration of Knowledge and Ideas

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

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

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

Enduring Understandings:

- Authors provide evidence to support their points.
- Illustrations support specific information in the text to help readers understand the information.
- Reading a variety of text about the same topic helps the reader integrate the knowledge and ideas to better understand the concept or theme of the reading selection.

New Vocabulary:

| | | | |
|--------------|--------|--------------|-------|
| Author | Point | Relationship | Text |
| Difference | Reason | Similarity | Topic |
| Illustration | | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.K.7: Overview: (Example Resource: My Five Senses) Describing the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>Lesson Focus: Students will practice</p> | <p>During reading stop and have students look at the illustration. Ask students to describe what the picture shows. Then invite students to predict what will happen next in the story.</p> <p><i>Grouping: whole, small, or individual</i></p> <p>Ask children how the illustrations in the book support the text. For example, describe the illustration or picture on the front cover. Ask the questions:</p> | <p>Resources to Support Instruction: https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425116</p> | 1 week |

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| <p>describing the relationship between illustrations and the text in which they appear.</p> | <p>What character is represented in the illustration on the front cover? What is happening in the illustration? What do you think the book is going to be about? <i>Grouping: whole, small, individual</i></p> <p>Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and read both sentences with your assistance if needed. Then ask students to tell you which sentence goes with the picture. <i>Grouping: small or individual</i></p> <p>Put five pictures and five sentences in a pocket chart. This can also be done on paper or put on strips for a center activity. Have students discuss what they see in the pictures with a neighbor. Then have students read the five sentences with your assistance, if needed. Lastly, have students match the sentence with the correct picture. <i>Grouping: small, partner, individual</i></p> | | |
| <p>RI.K.8: Overview: Identifying the reasons an author gives to support points in a text.</p> <p>Lesson Focus: Students will practice identifying the reasons an author gives to support points in a text.</p> | <p>After reading an informational text, develop the main idea with the students. The teacher will make a list of the reasons the author gives to support the main idea. Go through the text again and possibly reread it, pausing to allow students to identify the reasons the author gives to support the main idea. <i>Grouping: large or small</i></p> <p>After reading an informational text, complete the graphic organizer below with students. The teacher will fill in the <i>Author's Point</i>, and then ask students for ideas to fill in the other column titled <i>Reasons</i>. <i>Grouping: large or small</i></p> <p><i>Graphic Organizer</i> Author's Point Reasons (See Resources folder)</p> | <p>Resources to Support Instruction: https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425116</p> | <p>1 week</p> |

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| | <p>After reading and discussing an informational text with students, develop the main idea together. Then ask students to draw a picture showing a part of the text that supports the main idea or a key point in the text (Use the graphic organizer above if completed previously). Each student can then share and explain how his/her picture shows how a detail in the text supports the main idea.</p> <p><i>Grouping: partner or individual</i></p> | | |
| <p>RI.K.9: Overview: Identifying basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Lesson Focus: Students will practice identifying basic similarities in and differences between two texts on the same topic.</p> | <p>After reading two texts on the same topic (teacher reading them or students reading them), complete a Venn Diagram with students to show the similarities and differences in the two texts. Also consider using a Venn Diagram pocket chart or two pieces of string to make a Venn Diagram on the floor. <i>Grouping: whole or small</i></p> <p>Read two texts on the same topic. Then make a chart that has two columns: One titled similarities and one titled differences. Ask students what is the same and what is different in the illustrations. The teacher could have students do this on their own after modeling. Or, the students could draw one similarity and one difference. For example, read two texts about different holidays or about how something is made. <i>Grouping: whole or small</i></p> | <p>Resources to Support Instruction: https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425116</p> | <p>2 weeks</p> |

CCSS Standard: Range of Reading and Level of Text Complexity

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

- Enduring Understandings:**
- Reading informational text together with a purpose helps readers obtain information.

New Vocabulary:
Group reading activities

Purpose

Understanding

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|---|---|-----------------------------------|
| <p>RI.K.10: Overview: work through the standard by developing guided reading groups with students. While reading texts, or leveled books, have students engage in reading activities that will check for understanding.</p> | <p>Animal Study. Students listen to a read-aloud from an appropriately complex fictional text about ants. During and after the reading, students identify ant characteristics noted in the text. Students then listen to an informational text read-aloud, again about ants. During and after the read-aloud students confirm or denounce characteristics located within the fictional text. Graphic organizers are used to store the information and evidence. Student then work independently or collaboratively to find additional information about their animal on the Internet. Resources are included for ants, black bears, fish, frogs and toads, penguins, and polar bears (Goularte, 2012). <i>Grouping: small or partner</i></p> <p>Using formal and informal, one-on-one, small and large groups of children, choose books and texts for activities that support and challenge children’s instructional reading level. (e.g., “Can you tell me what the words say on the front cover of this book? Yes, it’s Dr. Seuss’s ABC Book. Let’s open to the first page after the front cover. This page is called the title page. Can you read the words on the title page? Yes, now let’s turn the page and continue reading ...”). <i>Grouping: whole, small,</i></p> | <p>Resources to Support Instruction: https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425117</p> | <p>Throughout the school year</p> |

partner, or individual
 The [Model Lesson approach](#) can be used to assess student's reading.

Grade Level: Kindergarten

Subject: Reading Foundational Skills

CCSS Standard: Print Concepts

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

1. Follow words from left to right, top to bottom, and page by page.
2. Recognize that spoken words are represented in written language by specific sequences of letters.
3. Understand that words are separated by spaces in print.
4. Recognize and name all upper- and lowercase letters of the alphabet

Enduring Understandings:

- In English, we read from left to right, top to bottom, and front to back.
- Our alphabet has 26 letters which can be written in uppercase and lowercase.
- Our written language is made up of letters, words, and sentences presented in a specific format.
- Words are represented by letters grouped together.
- Words are separated by spaces in print.

New Vocabulary:

| | | | |
|--------------------|----------------------|----------|-----------|
| (Written) language | Letter (of alphabet) | Right | Top |
| Alphabet | Lowercase | Sequence | Uppercase |
| Bottom | Page | Spaces | Words |
| Left | Print | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RF.K.1.1: Overview: Students are exposed to some of the formal rules of reading.</p> <p>Lesson Focus: A good reader knows how to follow the flow of words on a page.</p> | <ol style="list-style-type: none"> 1. Informal Reading Assessments: Examples - is a concepts of print assessment checklist administered individually for each child based on classroom observation. (Source: The Reading Rockets website, WETA) 2. Types of Informal Classroom-Based Assessment - gives an overview of the various types of informal classroom assessments. The second topic refers to concepts of print. (Source: The Reading Rockets website, WETA) 3. Concepts About Print - is a step-by-step | <p>Teachers College Reading and Writing Assessments (Link)</p> <p>School-Home Connection (Link 1, Link 2): A note to send home to parents to get them to understand how to help their children practice reading.</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425118</p> | |

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| | <p>checklist to assess concepts of print with suggestions for administering this tool. (Source: TEAMS Educational Resource, The Center for Distance and Online Learning at the Los Angeles County Office of Education)</p> <p>4. This PowerPoint presentation contains a section on assessment of concepts of print. Check out the CAP assessment where authentic looking pages from an early reader have some mistakes for children to discover.</p> | | |
| <p>RF.K.1.2: Overview: Children learn to communicate first by using spoken language but there is a disconnect between spoken and written language.</p> <p>Lesson Focus: In this lesson, students will practice writing using a specific sequence of letters.</p> | <p>Teachers College Reading and Writing Assessments (Link)</p> | <p>Give each student an envelope which contains the letters of his/her own name. On a sentence strip or piece of paper, the student assembles his/her name to glue on the paper. Ask the children to say their name as they are putting the letters together. Do they recognize the sound/letter association? Decorating may follow and the results may be used or displayed in the classroom.</p> <p>Using Picture Cues to Read Unknown Words (Link) - A good lesson to get students "reading" and associating written letters with words they know.</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425118</p> | |
| <p>RF.K.1.3: Overview: In this lesson, students will practice understanding that words are separated by spaces in print.</p> <p>Lesson Focus: Students will practice understanding that words are separated by spaces in print.</p> | <p>Teachers College Reading and Writing Assessments (Link)</p> | <p>Write a simple sentence on the board/chart paper using the correct spacing between words and read the sentence. Directly beneath this line, write the same sentence without spacing and read as gibberish.</p> <p>Ask the students to examine and compare the sentences to determine how they are different. Why did the two sentences sound different when all the letters are the same? Students should draw the conclusion</p> | |

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| | | <p>(understand) that words in print are separated by spaces.</p> <p>Reread the correctly spaced sentence using your finger to indicate where the spaces are and saying the word, "space", appropriately. Reread again and ask the students to join you holding up index fingers and saying the word, "space", where they see a space in the sentence. (Add further practice/examples as needed.)</p> | |
| <p>RF.K.1.4: Overview: This is a multi-month process in most classrooms and a variety of programs are used to help children learn their ABCs. The following lesson includes a few of the online games and teaching aids that may prove helpful.</p> <p>Lesson Focus: Students will practice recognizing and naming all upper- and lowercase letters of the alphabet.</p> | <p>Teachers College Reading and Writing Assessments (Link)</p> | <p>Alphabet Avenue (Link): On this page you will find research based activities to use at home or in your classroom.</p> <p>PROJECT alphabet® (Link): Lets you make your own alphabet books with digital pictures from the classroom, then print them out yourself.</p> <p>Alphabet Line Up (Resource)</p> <p>Reading Rocket: Alphabet Matching (Link): This link has different ideas for how letters are formed.</p> <p>Alphabet Soup Cafe (Link): Select a letter to learn about. Each letter has a description and a little fun dialogue about the letter. The conversation also focuses on recognizing different typography.</p> | |

CCSS Standard: Phonological Awareness

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

1. Recognize and produce rhyming words.
2. Count, pronounce, blend, and segment syllables in spoken words.
3. Blend and segment onsets and rimes of single-syllable spoken words.
4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Enduring Understandings:

- Informed readers add or substitute different sounds to make different words.
- Informed readers blend onsets and rimes to read words and segment them to spell words.
- Informed readers isolate individual sounds to spell words and blend individual sounds to read words.
- Informed readers use syllables to break down words into smaller pieces to make them easier to read and write.
- Rhyming words have the same ending sounds (rime).

New Vocabulary:

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| Consonant | Medial | Rhyme (rhyming) | Syllable |
| Final | Onset | Rime | Vowel |
| Initial | Phoneme | Sound | Word |

| Instructional Strategies | Assessment | Resources | Time Frame |
|--|---|--|------------|
| <p>RF.K.2.1: Overview: In this lesson, students will practice recognizing and producing rhyming words.</p> <p>Lesson Focus: Students will practice recognizing and producing rhyming words.</p> | <p>1. Types of Informal Classroom-Based Assessment - This article overviews various types of informal classroom assessments, including phonological awareness and phoneme awareness. (Source: The Reading Rockets website, WETA)</p> <p>2. Early Reading Assessment: A Guiding Tool for Instruction - Here is a download able document focused on</p> | <p>Teachers College Reading and Writing Assessments (Link)</p> <p>Phonemic Awareness (Resource) Differentiates between phonemic awareness and phonics.</p> <p>General Progression of Phoneme Awareness Skills preK-1 (Resource): Explains words, alliteration, rhyme, syllable, onset/rime.</p> | |

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| | <p>understanding the importance of assessment. (Source: The Access Center)</p> <p>3. Classroom Assessment, Part 1: An Introduction to Monitoring Achievement in the Academic Classroom - is to a self-study module that discusses how progress monitoring can affect the academic outcomes of students, and it demonstrates how to implement curriculum-based measurement with a classroom of students. (Source: The IRIS Center, Vanderbilt University)</p> <p>4. Classroom Assessment, Part 2: Evaluating Reading Progress - This module explores in detail the assessment procedures integral to RTI. It also outlines how to use progress monitoring data to determine if a student is meeting the established performance criteria or if more intensive intervention is needed. (Source: The IRIS Center, Vanderbilt University)</p> <p>5. Phonological Awareness - This document provides copies of several informal assessments of phonics awareness. (Source: Panhandle Area Educational Consortium)</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425119</p> | |
| <p>RF.K.2.2: Overview: in the lesson, students will practice counting, pronouncing, blending, and segmenting syllables in</p> | <p>Teachers College Reading and Writing Assessments (Link)</p> | <p>General Progression of Phoneme Awareness Skills K-2 (Resource): Definitions of phoneme identity, isolation, blending, segmentation, addition,</p> | |

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| <p>spoken words.</p> <p>Lesson Focus: Students will practice counting, pronouncing, blending, and segmenting syllables in spoken words.</p> | | <p>substitution, and deletion from the Common Core document</p> <p>SMART Exchange (Link): Find lesson plans for your SMART board and connect with teachers. Lessons are on a variety of topics and at different grade levels. This link is specific to the theme of syllables https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425119</p> | |
| <p>RF.K.2.3:</p> <p>Overview: In this lesson, students will practice blending and segmenting onsets and rimes of single-syllable spoken words.</p> <p>Lesson Focus: Students will practice blending and segmenting onsets and rimes of single-syllable spoken words.</p> | <p>Teachers College Reading and Writing Assessments (Link)</p> | <p>Readworks Common Core Materials (Link): Nursery Rhymes - Kindergarten Unit: Rhyming Words</p> <p>Introduce the children to the concept of onset/rime by asking them to listen to how words sound. Is the sound different at the beginning? at the end? Remind children of previous rhyming activities.</p> <p>Real word or Nonsense word - Give children letter cards. Write the rime (word families work great) on the board. Ask each child to blend his/her consonant sound with the rime. Is it a real word or a nonsense word?</p> <p>Say a word such as hot. Ask for volunteers to segment (separate) the onset and rime sounds.</p> <p>Another blending activity: Make two spinners with onsets on one and rimes on the other (t,m, g,h, etc and -it, -in, -at, an, etc.). Continue to add more choices and more complicated rimes as the year</p> | |

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| | | <p>progresses. Introduce activity in whole group before playing this game in smaller groups of four. Each child takes a turn spinning both spinners and blending the onset/rimes.</p> <p>Read Write Think: Building Phonemic Awareness With Phoneme Isolation (Link): Three activities to teach students beginning and ending phonemes in words and connect phonemes with written letters.</p> | |
| <p>RF.K.2.4: Overview: Use the following activities throughout the year, modifying as the children develop their sound manipulating skills.</p> <p>Lesson Focus: Students will practice isolating and pronouncing the initial, medial vowel, and final sounds in three-phoneme words.</p> | <p>Teachers College Reading and Writing Assessments (Link)</p> | <p>Slide Sounds to Teach Reading (Link): Arm Spelling works well to isolate letter sounds. Imagine a letter at the shoulder, elbow and wrist. Pronounce one sound while touching the shoulder /c/, the elbow /a/, and the wrist /n/. Repeat. Do the children recognize the word? Ask for Sound Engineers to take the teacher's place with a new CVC word.</p> <p>Phonics Review: Letter Sounds (Link): Funny hand puppets that sound off with their letter name and sound. After the introduction, students are asked to find the word that matches the sounds they hear "Find the word that matches the sounds /h/ /a/ /m/"</p> | |
| <p>RF.K.2.5: Overview: In this lesson, students will practice adding or substituting individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>Lesson Focus: Add, substitute, and make (new words).</p> | <p>Teachers College Reading and Writing Assessments (Link)</p> | <p>Directed Listening/Thinking Activity (DLTA): Using sticky notes to remember what we read (Link) - See pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Create three columns on a large flannel board to accommodate easy letter manipulation. Have a supply of felt ABCs</p> | |

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| | | including extra vowels and popular letters. When beginning this activity, choose a vowel first (/i/, say the letter sound, and place it on the felt board. Model the word chunks that the children have learned already (-in, -it, -ip) and choose a second. | |
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CCSS Standard: Phonics and Word Recognition

- RF.K.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
1. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
 2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 3. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

- Enduring Understandings:**
- Informed readers distinguish among similarly spelled words by identifying the sounds of the letters that differ.
 - Informed readers know frequently occurring words by sight, especially if they do not use common letter sounds.
 - Informed readers memorize and use common letter sounds to read and write words.
 - Informed readers memorize and use short and long vowels sounds to read and write words.

New Vocabulary:

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|----------------------|--------------|---------------|----------|
| Consonant | Knowledge | Short (sound) | Sound |
| Correspondence | Letter | Sight | Spelling |
| Different | Long (sound) | Similar | Vowel |
| High frequency words | | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RF.K.3.1: Overview: In this lesson, students will practice demonstrating basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>Lesson Focus: Knowledge of one-to-one letter-sound correspondence and the most frequent sound(s) for each consonant develops in each student through ongoing instruction and practice. Literature, phonics, and handwriting programs provide much of the content and practice.</p> | <p>A phonics assessment tool: Phonics Inventory (Source: Los Angeles County Office of Education)</p> <p>The Florida Education Department provides "Cool Tools" for informal assessment of phonics as well as phonological awareness, fluency, vocabulary and comprehension.</p> <p>Download the document, Early Reading Assessment: A Guiding Tool for Instruction. (Source: The K-8 Access Center)</p> | <p>Teachers College Reading and Writing Assessments (Link)</p> <p>Phonics Review: Letter Sounds (Link): Funny hand puppets that sound off with their letter name and sound. After the introduction, students are asked to find the word that matches the sounds they hear "Find the word that matches the sounds h a m". https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425120</p> | |

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| <p>RF.K.3.2: Overview: In this lesson, students will practice associating the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>Lesson Focus: Ongoing instruction and practice for individual vowels/sounds through literature, phonics, and/or handwriting programs will reinforce association of long and short vowel sounds by students.</p> | <p>Teachers College Reading and Writing Assessments (Link)</p> | <p>Drawing and Writing to Remember Favorite Parts of a Book (Link) - See page 8 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Here are some fun songs to practice pronouncing/associating long and short sounds with the five major vowels:</p> <p><i>Tune: "Who Let the Dogs Out?"</i> Who let the short "a" out? /a/ /a/ /a/ (appropriate short sound) Who let the long "a" out? /a/ /a/ /a/ (appropriate long sound)</p> <p><i>Tune: "The Farmer in the Dell"</i> One sound of "e" is /e/ (appropriate short or long sound). One sound of "e" is /e/. Heigh-ho, oh, did you know? One sound of "e" is /e/ (appropriate short or long sound).</p> | |
| <p>RI.K.3.3: Overview: In this lesson, students will practice reading common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>Lesson Focus: Students will practice reading common high-frequency words by sight.</p> | <p>Teachers College Reading and Writing Assessments (Link)</p> | <p>Beach ball with sight words written on sections (Toss and read the word left or right thumb is nearest.)</p> <p>Word wall (Shine flash light on sight words.)</p> <p>Bean bag toss (Create a sight word grid on a shower curtain or other surface.)</p> <p>Sight word BINGO (Go to Swingo (Link)).</p> | |
| <p>RF.K.3.4: Overview: In this lesson, students will practice distinguishing between similarly</p> | | <p>Word Family Game (Link): This tool allows students to sort words and print their work but it does not tell them if they</p> | |

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| <p>spelled words by identifying the sounds of the letters that differ.</p> <p>Lesson Focus: In this lesson, students will practice distinguishing between similarly spelled words by identifying the sounds of the letters that differ.</p> | | <p>have sorted correctly.</p> <p>Learn to Read Game (Link): Students choose the correct initial consonant to complete word family words. Many other language concepts also included.</p> <p>Writing connection: Racing Families</p> <ul style="list-style-type: none">• Students use slate or white board and appropriate writing implement. Write a word family ending for students to see. Set a timer for two minutes and have children write as many words (both real and nonsense) by adding initial consonants to the designated ending as they can. When time is up, make a list of real and nonsense words generated by student's work. Letter stamps or keyboard may assist students with writing as needed. | |
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CCSS Standard: Fluency

RF.K.4:

- Read emergent-reader texts with purpose and understanding.

Enduring Understandings:

- Informed readers read with purpose to gain understanding and for enjoyment.

New Vocabulary:

Emergent-reader Purpose Text Understanding

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RF.K.4:</p> <p>Lesson Focus: As a small group, children will research a topic that engages their interest by reading books and magazines from their school and public libraries, by using Google to locate internet sites, and viewing videos and DVDs. After they are familiar with their subject matter, their purpose is to share their knowledge with the class through a puppet show, by creating a cartoon on the computer, or presenting it as a reader's theater (Link). This is a good technique for active participation in areas of</p> | <p>Use the assessment for "Row, Row, Row Your Boat" to assess fluency with Kindergarten students.</p> <p>This article called "Understanding and Assessing Fluency" by Jan Hasbrouck will provide background information on fluency as well as a rubric and checklist on fluency.</p> | <p>Small group activity: Each group agrees on an emergent-reader text that they will read and separate into beginning, middle, and ending ideas. Their goal is to present these three text parts to the entire class as a "What-happens-next" Game. The group can brainstorm how they will do this - artwork, paper plate puppets or masks, using dress-up clothes, or memorizing and acting out the book's text.</p> <p>Emergent reader site (Link)</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425121</p> | |
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Grade Level: Kindergarten

Subject: Writing

CCSS Standard: Text Types and Purposes

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

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

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

- Enduring Understandings:**
- Knowledgeable writers record events in order and include their reactions to the events so their audience will understand and enjoy their writing.
 - Knowledgeable writers share information through writing.
 - Knowledgeable writers share opinions or preferences through writing.

New Vocabulary:

| | | | |
|---------|------------------------------|----------------|-------|
| Book | Event(s) | Opinion pieces | Topic |
| Dictate | Information | Preference | Write |
| Draw | Informative/explanatory text | Reaction | |

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|--|---|------------|
| <p>W.K.1: Overview: In this lesson, students will have the opportunity to use resources to explore their favorite book and write how they felt about it. The main objective in this lesson is for students to state an opinion about a topic/book of their choice.</p> <p>Lesson Focus: Students will explore various topics using books in the school library or classroom library. Students may already know of a book they are</p> | <ul style="list-style-type: none"> • Twin Rivers Unified School District (Link) - Pages 11-15 contains a rubric, examples and printable documents for students to use for their assessment. To look only at those specific portions, print Kindergarten Rubric Examples • Reading Rockets: Looking at Writing (Link) - This link has five different examples of kindergarten student writing and an interactive portion that explains each proportion of the student's writing progress giving teachers a common understanding of how to judge writing | <p>Here are some different projects students can complete to go with this lesson:</p> <ul style="list-style-type: none"> • Compose a poster/trifold stating information about the book and their analysis about the book. • Create a bulletin board about the topic or book the student is writing about. The bulletin board could be set in the classroom or school library and could include, but is not limited to stating the topic or name of the book they | |

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| <p>interested in and may want to write about. Teacher will model a piece of writing in which they tell the reader the topic and state an opinion about the topic. Students will write and draw to tell how they felt about the book, and perhaps even persuade other students to read about the topic or that particular book</p> | <p>progress.</p> | <p>are talking about, stating some interesting facts about the topic/book, stating their opinion about the topic/book.</p> <ul style="list-style-type: none"> • Student could keep a reading response journal. In each journal entry, students would state the book they are writing about as well as a reaction/opinion about the book they read. <p>Book review print-out, visit Readwritethink (Link). Students will need to introduce the book, give a summary of the book, tell about favorite part of the book, and give a recommendation of the book. For interesting titles of picture books, see this website (Link).</p> | |
| <p>W.K. 2: Overview: Have students write a book report. The focus of this lesson is to choose a topic and write an informative piece. In order to complete this lesson, some discussion will need to take place emphasizing the difference between explanatory and fiction texts.</p> <p>Lesson Focus: Students will write a book report about a topic of their choice. If students have a difficult time coming up with a topic on their own, teacher and students can brainstorm some topics of interest together, or the teacher can provide the topics and have student choose from a generated list. There will need to be some discussion on the difference between informative/explanatory texts and fiction</p> | <ul style="list-style-type: none"> • Reading Informational Texts and Informational Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project. <ul style="list-style-type: none"> ○ Amazing Plants Page 1 (Link) - Retrieved from Teachers College - The Reading and Writing Project. ○ Amazing Plants Page 2 (Link) - Retrieved from Teachers College - The Reading and Writing Project. ○ Amazing Plants Page 3 (Link) - Retrieved from Teachers College - The Reading and Writing Project. ○ Colorful Plants (Link) - Retrieved from Teachers College - The Reading and Writing Project. ○ TCRWP Informational Reading and Writing Rubric - Kindergarten (Link) - Retrieved from Teachers College - The Reading and Writing | <p>Here are some links, for teachers that support Writer's Workshop which can be used not only in this lesson, but throughout the writing standards.</p> <ul style="list-style-type: none"> • Topics to include in a book report (also could be used as a grading rubric) (Link) • Lucy Caukins Writers Workshop Sample Lesson and Resources (Link) • Written Reports for Kindergarteners in Science (Link) | |

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| <p>texts. Students will use a combination of writing and drawing to supply information about their topic. After completion of the book report, the students will read their report to the class. Teacher will create a rubric for assessment so students are clear on what they need to include in their report. This would also be a great area to tie in Lucy Caukins' Writer's Workshop. In this method, students will learn the various stages of writing from drawing and labeling to writing many sentences about one topic.</p> | <p>Project.</p> | | |
| <p>W.K.3: Overview: In this lesson, students will write about the several related events in the order in which they occurred. Then students will write a reaction to what happened in the familiar story. The lesson could also emphasize a single event.</p> <p>Lesson Focus: Students will listen to a story that illustrates a distinct beginning, middle, and end, or that lists several events in which students can easily recall in order. Model writing the events in the story in the order in which they happened. While modeling, check in with students that the events are written chronologically (What happened first, second, third, etc.) and that they make sense. Model writing a reaction to what happened in the story. Emphasize to students that the reaction can be different than your peer's.</p> | <ul style="list-style-type: none"> • Reading Rockets: Looking at Writing (Link) - This link has five different examples of kindergarten student writing and an interactive portion that explains each proportion of the student's writing progress giving teachers a common understanding of how to judge writing progress. | <p>Idea for modeling and executing this lesson:</p> <ul style="list-style-type: none"> • In the story <i>Goldilocks and the Three Bears</i>, ask the students what happened first, second, third, etc. After discussing the events in the story, have students draw pictures of what occurred in the story. Then students will write captions to tell what is happening in their pictures. As a final part to this project, have students write a reaction to what happened in the story. This could be done on the following day in the form of a class newspaper. After every student writes their reaction, the teacher could compile the reactions and publish them in a class newspaper. To further challenge students, the teacher can have the students narrate | |

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| | | <p>their own story. In pairs, one student could narrate a story, and the other student could talk about the events that happened in the story.</p> <p>Here are some book suggestions emphasizing narrative skills.</p> <ol style="list-style-type: none">1. Bedtime for Francis by Russell Hoban2. Goldilocks and the Three Bears by James Marshall3. Sylvester and the Magic Pebble by William Steig4. Caps for Sale by Esphyr Slobodkina5. The Three Little Pigs by Patricia Seibert | |
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CCSS Standard: Production and Distribution of Writing

W.K.4. (Begins in grade 3)
W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

- Enduring Understandings:**
- Knowledgeable writers revise their work based on the suggestions of others.
 - Knowledgeable writers use a variety of technologies to produce and publish writing.

New Vocabulary:

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| Collaboration | Digital tools | Questions | Variety |
| Details | Peers | Suggestions | Writing |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.K.5: Overview: This lesson is designed for students peer edit to strengthen their writing. The students will accomplish this through responding to questions and suggestions from peers.</p> <p>Lesson Focus: Introduce editing and peer editing to students.</p> | <p>1. Kindergarten Writing Assessment – This sample assessment rubric encompasses four levels of kindergarten writing development.</p> <p>2. Kindergarten Writing Rubric – To access the sample writing rubric, click on the link “K5 Star Writing Rubric-a-doc” (pdf).</p> <p>3. Writing Assessment – This site includes an introduction to 6+1 Trait Writing, customized rubrics, student self-assessment, and peer editing.</p> | <p>ReadWriteThink (Link): Includes a checklist for self-and peer editing. It was designed for grades 3-5, but has questions that would pertain to Kindergarten such as "checking for capital letters at the beginning of sentences." This print-out could be easily modified for personal use.</p> <p>Here is a resource for teachers: The Cafe by Gail Boushey and Joan Mosher (Link). This is a site teachers can explore for both The Cafe and The Daily 5. There are strategies, samples from The Sisters' books, resources, and downloads.</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425123</p> | |
| <p>W.K.6:</p> | <p>1. Kindergarten Writing Assessment – This</p> | <p>Online Interactive Tools (Link): Digital tools</p> | |

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| <p>Overview: To explore a variety of digital tools students could use when publishing writing.</p> <p>Lesson Focus: Give students the opportunity to publish their writing using a variety of digital tools.</p> | <p>sample assessment rubric encompasses four levels of kindergarten writing development.</p> <p>2. Kindergarten Writing Rubric – To access the sample writing rubric, click on the link “K5 Star Writing Rubric-a-doc” (pdf).</p> <p>3. Writing Assessment – This site includes an introduction to 6+1 Trait Writing, customized rubrics, student self-assessment, and peer editing.</p> <p>4. Kindergarten Writing Rubric - This sample assessment rubric encompasses three levels of kindergarten writing development.</p> <p>5. Teacher Helpers: Assessment and Rubric Information - Kathy Schrock’s “Guide for Educators” has several links that allow teachers to create their own rubrics for writing assessment.</p> | <p>for publishing writing in a variety of formats including comics, brochures, letters, and more!</p> <p>Alphabet Organizer (Link): Digital tool for creating alphabet books or charts</p> <p>Postcard Creator (Link): Digital postcard creator</p> <p>ReadWriteThink Printing Press (Link): Digital newspaper creator. With use of a Smart board, students can help you produce class newsletters online that can be printed.</p> <p>Shape Poems (Link): Digital shape poem creator</p> <p>Stapleless Book (Link): Create a mini book without staples</p> | |
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CCSS Standard: Research to Build and Present Knowledge

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

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

W.K.9: (Begins in grade 4)

Enduring Understandings:

- Active researchers use their own experiences and available resources to answer questions.
- When working in a group, active researchers collaborate to gather information from multiple sources and share their findings in writing.

New Vocabulary:

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| (Shared) research | Book | Opinions | Sources |
| (Writing) projects | Experiences | Question | Writing |
| Author | Information | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.K.7: Overview: In this lesson, students will participate in a shared research and writing project. Students will need guidance on how to work collaboratively with peers, and how to share the work on a research/writing project. Expressing opinions was integrated in an earlier strand, but this may be a concept that needs some review with students.</p> <p>Lesson Focus: Take students to the school library. Students will explore several books by a favorite author, or an author you have spent some time focusing on in class. Students will be in groups of 2 or 3. The group would read the book selections and write their opinions of them. Some questions students could answer could be</p> | <p>Student Writing Samples: Use the two writing samples offered in the CCSS development, Appendix C. Both of the following samples provide a sample of student writing with a full explanation of scoring results. These samples can be used with colleagues to assist with range finding for scoring purposes. These samples could also be used as an instructional tool to be used with students to help them evaluate another student's writing. Throughout the student activity use the annotative scoring information to develop question prompts or instructional reasoning of why the writing received the particular score.</p> <ul style="list-style-type: none"> • Student Sample, Grade K: Informative/Explanatory Writing (Resource) • Student Sample, Grade K: Narrative Writing (Resource) | <p>General Writing Strategies for All Content Areas (Brainstorming, Editing, Revising, Reflection, and Writing Fluency) (All strategy descriptions/overviews can be found in the resource folder for the following documents)</p> <ul style="list-style-type: none"> • Mathematics Writing to Learn: Quick Write • Writing to Learn: Quick Writes/Free Writes • Writing to Demonstrate Knowledge: Process Writing • Writing to Demonstrate Knowledge: Conferring • Writing to Demonstrate Knowledge: Invention • Writing to Demonstrate | |

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| <p>the following:</p> <ol style="list-style-type: none"> 1. What were the book/books about? 2. What happened in the story? 3. What kind of text was the book? (i.e. fairytale, fantasy, folk tale, historical fiction, etc.) 4. What did you like most about the book(s)? 5. Would you recommend this book to a friend? 6. Would you like to read more books by this author? <p>This is a lesson that would have to be presented later in the year, after students have had practice with reading and writing skills, as well as working together for a common goal.</p> | | <p>Knowledge: Using Rubrics for Backwards Planning</p> <ul style="list-style-type: none"> • Related Links: <ul style="list-style-type: none"> ○ bubbl.us (Link) - A way to brainstorm collaboratively or alone online. <p>https://curriculumcrafter.org/user/rpTgistDirectory.aspx?standardid=1425124</p> | |
| <p>W.K.8: Overview: The use of prior knowledge/past experiences will help aid in gathering information to answer a question/several questions.</p> <p>Lesson Focus: Teacher will model a question that they want answered. The answer will be found using information from past experiences and/or from provided sources to answer the question. This strand works well with science because many labs would have students gather information from a provided source.</p> | <p>Reading Informational Texts and Informational Writing Performance Assessment (Link) -</p> <ul style="list-style-type: none"> • Amazing Plants Page 1 (Link) - Retrieved from Teachers College - The Reading and Writing Project. • Amazing Plants Page 2 (Link) - Retrieved from Teachers College - The Reading and Writing Project. • Amazing Plants Page 3 (Link) - Retrieved from Teachers College - The Reading and Writing Project. • Colorful Plants (Link) - Retrieved from Teachers College - The Reading and Writing Project. • TCRWP Informational Reading and Writing Rubric - Kindergarten (Link) - Retrieved from Teachers College - The Reading and Writing Project. | <p>Evaluating Web Pages (Link): Techniques to apply and questions to ask from UC Berkley in order to help students know which websites are appropriate to use for research.</p> <p>Bubble Prints and Color Mixing (Link)</p> <p>Mouse Colors (Link): Color mixing lesson plan (including questions)</p> | |

CCSS Standard: Range of Writing

W.K.10: (Begins in grade 3)

Grade Level: Kindergarten

Subject: Speaking and Listening

CCSS Standard: Comprehension and Collaboration

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

1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
2. Continue a conversation through multiple exchanges.

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

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

Enduring Understandings:

- Effective listeners ask questions when they need clarification or help.
- Following rules for discussion allows us to understand the ideas of others and effectively share our own ideas.
- To continue a conversation, it is important to take turns listening and speaking.

New Vocabulary:

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|----------------------|-------------|-------------------|---------------|
| (Key) detail | Help | Oral presentation | Text |
| (Multiple) exchanges | Information | Question | Topic |
| Clarification | Listening | Rule | Turn |
| Conversation | Media | Speaking | Understanding |
| Discussion | | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|---|---|------------|
| <p>SL.K.1.1: Overview: In this lesson, work through understanding of the standard by starting with helping students gain an understanding of what rules are and reviewing rules for specific places and situations with which they are already familiar. Use this understanding of rules in general to introduce the rules for discussions. Once students are familiar with discussion rules and their purpose, have students develop a class display to</p> | <p>This Group Skills Tracking Sheet is included in the lesson plan series titled Using Children’s Literature to Develop Classroom Community which can be found under the Lesson Plans tab. It can be used with any lesson to assess various speaking skills during partner and group work.</p> <p>Here is a Shared Discussion Observation Table can be used to record notes about students’ contributions to group discussions.</p> | <p>Use these texts and links to help students learn about rules in general as well as for additional practice for struggling students:</p> <ul style="list-style-type: none"> • <i>Kevin Knows the Rules</i>, by Molly Dowd • <i>Rules and Laws</i> (First Step Nonfiction: Government), by Ann-Marie Kischel, connects to social studies standards on rights and responsibilities • <i>We Follow the Rules/Respetamos</i> | |

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| <p>remind themselves of these rules and their commitment to them.</p> <p>Lesson Focus: Define the new vocabulary "rule" and provide time to review and explore rules for environments with which students are already familiar: home, school, classroom, playground, lunchroom, etc.</p> | | <p><i>Las Reglas</i>, by Sharon Gordon is available in English and Spanish to aid ESL students.</p> <ul style="list-style-type: none"> • Mrs. Nelson Class (Link) - Classroom procedures for teaching rules to young children. • The Reasons for Rules in Kindergarten (Link) - Another sample lesson plan for teaching rules to young children incorporating the book <i>If I Were Queen of the World</i>. | |
| <p>SL.K.1.2: Overview: In these lessons, students work through the understanding of the standard by reviewing the rules of discussion and developing an understanding of what a conversation is. Students will focus in on the idea of staying on topic by learning about what connections are and how connections can help keep conversations on topic. Finally, students will use connections to keep a conversation on topic.</p> <p>Lesson Focus: Students will review and practice the rules of discussion and learn the definitions of conversation, connection, and (multiple) exchange(s).</p> | <p>This Group Skills Tracking Sheet is included in the lesson plan series titled Using Children’s Literature to Develop Classroom Community which can be found under the Lesson Plans tab. It can be used with any lesson to assess various speaking skills during partner and group work.</p> <p>Here is a Shared Discussion Observation Table can be used to record notes about students’ contributions to group discussions.</p> | | |
| <p>SL.K.2: Overview: In these lessons, work through the understanding of the standard by reviewing connections. Use</p> | <p>RCampus is a free online management system. After setting up a free membership account, teachers can edit and adapt rubrics that have already been created or design their own rubrics from scratch. The links below connect to various</p> | <p>Review making connections by playing the linking game with students to help them discuss their favorite types of sandwich. Tell students that they are going to have a visitor who wants to talk</p> | |

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| <p>students' understanding of connections to build the knowledge that it is important to understand information presented orally in order to make good connections. Review the concept of a question before instructing students on how asking and answering questions can help them confirm their understanding.</p> <p>Lesson Focus: Review connections and introduce how understanding is important for connections. Introduce the vocabulary "clarification."</p> | <p>questioning links. Asking and Answering questions Story Comprehension</p> | <p>with them about sandwiches and pretend to go in the hall to see if the visitor has arrived. Come back wearing an alien disguise or puppet. Pretending to be the alien, tell students you are an alien from the planet Mars and you have heard about a wonderful food on Earth called a peanut butter sandwich. Have students explain to you how to make such a sandwich, and take them at their literal words. For example, if they say to put peanut butter on bread, put the entire jar (unopened) on the entire bag of bread. Why didn't the alien's sandwich turn out? Explain to students that sometimes in a discussion or presentation they may need to ask questions to help them understand. Explain that people can get themselves into trouble when they do not request clarification. Have students help the alien ask questions to confirm the directions and request clarification. After, provide opportunities for students to share personal connections to this scenario, either orally or in journals.</p> | |
| <p>SL.K.3</p> <p>Lesson Strategies: In these lessons, work to build students' prior knowledge about using questions to confirm understanding by introducing other situations in which asking questions will make them more effective communicators.</p> <p>Lesson Focus: Review what questions are and various types of questions you might use to get help in different situations.</p> | | <p>Resources about community helpers:</p> <ul style="list-style-type: none"> • <i>Community Helpers Theme Activities</i> (Link) Language building activities and printables to use with students as well as additional web resources. • <i>Community Club</i> (Link) Online "books" about community helpers from Scholastic. The books feature audio buttons that students can click to have each sentence read to them. | |

CCSS Standard: Presentation of Knowledge and Ideas

SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

- Enduring Understandings:**
- Effective speakers speak audibly and express their thoughts and ideas clearly.
 - Effective speakers use details in their descriptions.
 - Effective speakers use visuals to enhance their presentations.

New Vocabulary:

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|-------------------|-------------------|-------------|---------|
| (Familiar) events | (Familiar) things | Description | Feeling |
| (Familiar) people | (Visual) display | Detail | Idea |
| (Familiar) places | Audible (audibly) | Drawing | Thought |

| Instructional Strategies | Assessment | Resources | Time Frame |
|--|---|---|------------|
| <p>SL.K.4: Overview: In these lessons, students must gain an understanding of what it means to describe something and be able to identify details.</p> <p>Lesson Focus: Define describe/description and give students opportunities to explore other people's descriptions of familiar people, places, things, or events. These could take a variety of formats: books, web pages, oral accounts. Provide opportunities for students to practice making oral descriptions as well as pictorial/written.</p> | <p>This rating sheet from the National Council of State Supervisors of Language provides a scale to rate novice and intermediate speakers. The speech starters provide ideas teachers can use to support conversation.</p> <p>Simple 3-part rubrics for assessing listening and speaking.</p> <p>Check out "Types of Informal Reading Assessments", an article at the readingrockets.org site.</p> <p>Click here for a rubric for assessing listening.</p> <p>This Group Skills Tracking Sheet is included in the lesson plan series titled Using Children's Literature to Develop Classroom Community which can be found under the Lesson Plans tab. It can be used with any lesson to assess various speaking skills during partner and group work.</p> | <p>For information on teaching students K-8 to use description in writing, see Ralph Fletcher's excellent books: <i>Nonfiction Craft Lessons</i> and <i>Craft Lessons</i>.</p> <p>Kindergarten students are very interested in themselves! Allow each student a turn to be student of the day and have students help you describe the day's "star" and turn their descriptions into a drawing of that person. Later, you can interview the student and demonstrate how to record details in writing by recording details on chart paper. Students will love turning the saved papers into a book about themselves.</p> <p>As a fun extension activity, have students draw a picture. Choose volunteers to hold their picture out of your sight and try to</p> | |

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| | | <p>describe the picture for you so you can recreate it. Students will get a kick out of your efforts while learning a powerful lesson on the importance of clear description. Make materials available to encourage them to mimic this game with each other in the art center.</p> <p>Education World: Vivid Descriptions and Works of Art (Link): for the original lesson plan, intended for older students, from which this activity was adapted.</p> <p>Wordle (Link): Use this fun, free tool to have students make a picture using their descriptive words</p> | |
| <p>SL.K.5: Overview: In this lesson, students will practice adding drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Lesson Focus: Students will practice adding drawings or other visual displays to descriptions as desired to provide additional detail.</p> | <p>Listening and Speaking Rubrics – These are simple 3-part rubrics for assessing listening and speaking in the lower grades.</p> <p>Kindergarten Resources: Assessment Materials - This website provides a number of assessment tools for use in kindergarten classrooms.</p> | <p>Introduce students to the saying that a picture is worth a thousand words. This is a great way to get students thinking about the concept of the number one thousand and could be a great vocabulary building exercise if you challenge students to think of even 100 different words they could think of using a picture.</p> <p>Explore the many ways in which pictures and other visual displays enhance auditory information in our world: books on tape versus picture books, music versus music videos, a blog entry enhanced with photos and/or videos</p> | |
| <p>SL.K.6: Overview: In this lesson, students will practice speaking audible and express thoughts, feelings, and ideas clearly.</p> <p>Lesson Focus: Students will practice speaking audible and express thoughts, feelings, and ideas clearly.</p> | | <p>Use the following books to help teach about giving effective presentations:</p> <ul style="list-style-type: none"> • <i>Henry's Show and Tell</i>, by Nancy Carlson <p>Other suggestions for building skill with this standard:</p> <ul style="list-style-type: none"> • Have students brainstorm a list of | |

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| | | <p>qualities of effective speakers.</p> <ul style="list-style-type: none">• Model ineffective and effective speaking and have students discuss how the two models differed.• Compare speaking with cell phone reception - students won't want their message to be static!• Tape students' presentations and allow them to track their own progress on their presentation skills. | |
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CCSS Standard: Conventions of Standard English

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

1. Print many upper- and lowercase letters.
2. Use frequently occurring nouns and verbs.
3. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
4. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
5. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
6. Produce and expand complete sentences in shared language activities.

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

1. Capitalize the first word in a sentence and the pronoun I.
2. Recognize and name end punctuation.
3. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
4. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Enduring Understandings:

- A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling.
- Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form).

New Vocabulary:

| | | | |
|---------------------|-------------------|---------------------------|----------------------------|
| (Complete) sentence | Knowledge | Phonetically | Sound-letter relationships |
| By | Language activity | Plural | Upper-case |
| Capital | Letters | Preposition | Verbs |
| Consonant | Lower-case | Pronoun | What |
| End punctuation | Nouns | Question (interrogatives) | When |
| First | Of | Regular | Where |
| For | Off | Shared | Who |
| From | On | Short vowel | Why |
| How | Out | Simple | With |
| In | Phoneme | Sound | Word |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L.K.1.1: Overview: Letters are the key to encoding the English language and, therefore, one of</p> | <p>Utilize these assessments for all strands of Language:</p> | <p>Handwriting without Tears (Link)</p> | |

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| <p>the foundational skills of the written language.</p> <p>Lesson Focus: Students will need many opportunities to practice this skill.</p> | <p>FUSD Writing Assessment Rubric- This kindergarten rubric from the Fresno Unified School District in California includes writing strategies, language conventions, and penmanship categories.</p> <p>Kindergarten Writing Rubric-Beginning on p. 11 of this Kindergarten assessment guide from Twin Rivers Unified School District, a writing rubric, samples of writing stages, and prompts are provided.</p> <p>Screening for Reading Problems in Preschool and Kindergarten - This article provides an overview of early literacy screening measures that can be used to identify potential issues in order to provide effective early intervention.</p> | <p>Alphabet Tracing Page (Link)</p> <p>Uppercase and Lowercase Letters (Link) Worksheets https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425127</p> | |
| <p>L.K.1.2: Overview: Nouns and verbs are the foundational parts of speech.</p> <p>Lesson Focus: Learning to identify nouns and verbs and their purposes in the English language.</p> | | <p>Chalk Talk: Nouns and Verbs (Link) a modeled lesson on nouns and verbs.</p> <p>How to Explain Nouns & Verbs to Children (Link)</p> <p>Simplest Way to Teach Kids About Nouns and Verbs (Link) https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425127</p> | |
| <p>L.K.1.3: Overview: Calling attention to the rules that govern plural formation orally.</p> <p>Lesson Focus: Students learn the rules that determine when to add /s/ or /es/ to form a plural noun.</p> | | <p>Rules for Forming Plural Nouns (Link): gives a list of rules as well as exercises (high level) that could be adapted to work for Kindergarten students</p> <p>Brain Pop Jr.: Plural Nouns (Link): background information, teacher activities and family activity suggestions</p> <p>Regular Plural Nouns (Link): Includes many</p> | |

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| | | <p>examples and a quiz with pictures. Teachers can brush up on rules and could be used with advanced students or teacher could give words from list orally and students could respond orally.</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425127</p> | |
| <p>L.K.1.4: Overview: Understanding how question words relate to a certain set of facts provides the ability to seek out desired knowledge and information.</p> <p>Lesson Focus: Learning the correct question word (interrogative) to use to obtain specific information.</p> | | <p>Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <ul style="list-style-type: none"> • Cheers, Chants, Raps, and Poetry (Link) explanation of using music for teaching and a song for teaching questions in particular (Link). • How to Teach Question Structures (Link) 4 tips for teaching question words to students. • Question Words (Link) slideshare with visuals of the question words. • Fun Question Words (Link) Good visuals that can be downloaded and used as visual aides in the classroom. <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425127</p> | |
| <p>L.K.1.5: Overview: Using appropriate prepositions when speaking and writing provide detailed information to clarify location/position.</p> <p>Lesson Focus: Identify prepositions in text and describe how they depict the location/movement of the subject/character. Demonstrate recognition of prepositional concepts kinesthetically and a through the use of prepositions in descriptions of an item's location.</p> | | <p>How to Teach Prepositions of Place (Link): This gives eight possible activities for approaching teaching prepositions. Some of the activities might be for older students, but could be repurposed for younger students.</p> <p>How to Teach Prepositions (Link): is a middle/high school website, but this particular teaching idea is geared to young students.</p> <p>Love Learning: How to Teach Prepositions so Children will "Get It" (Link): Teaching with images and hands-on activities</p> | |

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| | | <p>Grammar Revolution: What is a Preposition? (Link): An image, definition, sentence diagram, and examples. This could have useful components to share with students or just a good refresher for a teacher to gain clarity before teaching prepositions. https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425127</p> | |
| <p>L.K.1.6: Overview: In this lesson, students will practice producing and expand complete sentences in shared language activities.</p> <p>Lesson Focus: Students will practice producing and expand complete sentences in shared language activities.</p> | | <p>Puppet Activity: Introduce the class to a puppet. Explain that the puppet would like to share a picture with the class. Have the puppet show the class a ridiculous picture (for example, of a man eating ballet shoes). Ask the puppet to tell the class about the picture. It responds with the word "Man." Ask the class if the puppet is telling them the whole story. Explain that when we are talking, it is important to use complete sentences (complete thoughts or ideas) so that others can understand what we mean to say.</p> <ul style="list-style-type: none"> • Have students help the puppet produce a complete sentence about the picture, i.e. "The man is eating shoes." • Next, have students expand the sentence by adding additional details, i.e. "The silly man is eating pink ballet shoes." • Then allow students to draw their own silly pictures. (Alternatively, students may create these pictures using Kid Pix or Storymaker.) • Have students share their pictures with the puppet, producing complete | |

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| | | sentences. The puppet may ask them questions to expand their answers. | |
| <p>L.K.2.1: Overview: The use of capitalization of important words is introduced.</p> <p>Lesson Focus: Investigate text to discover why some words begin with capital letters.</p> | <p>Read Tennessee Common Core Materials (Link) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be used as an entire unit.</p> | <p>Capitalization (Link): is a chart of capitalization rules with examples. It could be pared down to focus on your specific grade level focus, or you could highlight the portion you are focused on while giving out the whole list for those students who are advanced.</p> <p>Purdue Owl: Capitals (Link): is another chart with capitalization rules. It is set up a little differently than the previous one. https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425127</p> | |
| <p>L.K.2.2: Overview: In this lesson, students will practice recognizing and naming end punctuation.</p> <p>Lesson Focus: Students will practice recognizing and naming end punctuation.</p> | | <p>Video: How to Teach Punctuation for Homeschooling/Tutoring (Link): This video is under two minutes long. Even though it is geared to homeschooling, it gives good advice for how to go about teaching punctuation.</p> <p>Teach Sentence Skills in Three Easy Stages (Link): Imitate the teacher, copy a sentence, write a sentence independently: by following this procedure when teaching sentences, children will quickly learn how to write letters within a word as well as when and how to use spacing and punctuation.</p> <p>First Grade Activities to Teach Capitalization and Punctuation (Link): these visual, verbal, writing and colors activities can be used for kindergartners as well as first graders. https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425127</p> | |
| <p>L.K.2.3: Overview: As students transition from</p> | | <p>Reading Foundational Skills (Resource) the first two pages of this excerpt from the Common Core appendix A</p> | |

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| <p>phonemic awareness to phonological awareness, they acquire an important skill: the ability to convert sounds that are heard into the letters that represents those sounds. Instruction is ongoing and specific content/scope and sequence is determined by the use of literature, etc.</p> <p>Lesson Focus: Auditory games reinforce letter/sound association.</p> | | <p>contain a list of letter sounds and their common spellings.</p> <p>Sing Your Way Through Phonics (Link): is a pay for program, but it has some free examples of songs to sing to practice letter sounds. You could adapt the activity so children write the letter or say the letter.</p> |
| <p>L.K.2.4: Overview: The ability to recognize letter/sound relationships helps a child develop an understanding of word and spelling patterns.</p> <p>Lesson Focus: Blending sounds together to spell simple words.</p> | | <p>Reading Foundational Skills (Resource) the first two pages and pages four and five of this excerpt from the Common Core Appendix A give good explanations of phonemes and their common graphemes along with common descriptions and vocabulary for use with students and other professionals.</p> <p>Thinking Spelling (Link): suggested activities for teaching spelling</p> <p>Phonetics Spelling Dictionary (Link): idea for students to create their own phonetics dictionary.</p> <p>Phonics Review: Letter Sounds (Link): Funny hand puppets that sound off with their letter name and sound. After the introduction, students are asked to find the word that matches the sounds they hear "Find the word that matches the sounds /h/ /a/ /m/".</p> <p>Stretching Word Strategies (Link): explanations of "Arm Spelling" and other strategies to help students stretch letter sounds into words.</p> <p>Elkonin Boxes (Link): gives a good explanation of how to use the boxes as a teaching strategy. The boxes help students identify all the phonemes in a word with visual representation.</p> <p>Elkonin Boxes (Link): has words that are already segmented out with clipart. These can easily be copied</p> |

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| | | and pasted onto the included template to create personalized worksheets. https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425127 | |
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Knowledge of Language L.K.3 begins in grade 2

CCSS Standard: Vocabulary Acquisition and Use

- L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
1. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 2. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings.
1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 3. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 4. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- Enduring Understandings:**
- Effective communicators choose verbs selectively to convey the desired shade of meaning.
 - Effective communicators identify real-life connections between words and their use in order to further develop their understanding.
 - Effective communicators incorporate new words from their environment and experiences.
 - Effective communicators use classification skills to increase their understanding of concepts.
 - Effective communicators use inflections and affixes to determine the meaning of new words.
 - Familiar words can have more than one meaning and it is important to apply them accurately to avoid confusion.
 - Relating words to their opposites helps us understand their meaning.
 - Words are the tools we use to create pictures with language. Just like the tools of an artist, words can make our language more colorful, detailed, and interesting.

| New Vocabulary: | | | |
|------------------------|---------------|----------------------|---------------|
| Accurate | Concepts | Objects | Text |
| Action | Connection | Opposites (antonyms) | Understanding |
| Adjectives | Conversation | Phrase | Unknown word |
| Affixes | Familiar word | Reading | Use |
| Categories | Inflections | Real-life | Verbs |

| Clue | Meaning | Shade "level" | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.K.4.1: Overview: In this lesson, students will practice identifying new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>Lesson Focus: Students learn that words may have more than a single meaning. The correct meaning can often be identified by how the word is used in a sentence. Students learn to use context clues to accurately distinguish which word meaning is correct.</p> | <p>Read Tennessee Common Core Materials (Link) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be used as an entire unit.</p> | <p>Alan Cooper's Homonyms (Link): Homonym List Homophones/ Homonyms (Link): Homonym list and assessment ideas</p> <p>ReadWriteThink: Student Crossword Puzzle Creator (Link): Review new vocabulary by helping students construct a crossword puzzle online. https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425128</p> | |
| <p>L.K.4.2: Overview: Inflection is the name for the extra letter or letters added to nouns, verbs and adjectives in their different grammatical forms. Nouns are inflected in the plural, verbs are inflected in the various tenses, and adjectives are inflected in the comparative/superlative. A prefix is an element placed at the beginning of a word to adjust or qualify its meaning. A suffix is an element placed at the end of a word to form a derivative, frequently one that converts the stem into another part of speech.</p> <p>Lesson Focus: Students will be introduced to the concept of root words and how they can be changed by the addition of a letter(s) at the beginning or end of the word. Analyzing words based on these</p> | | <p>Prefix and Suffix Activities (Link): Great ideas but may need to be adjusted to Kindergarten level.</p> <p>Prefix Worksheet (Link): for the prefix, un, with pictures to reinforce the meanings.</p> <p>Prefix and Suffix Dictionary (Link): definition of prefix and suffix https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425128</p> | |

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| additions provides clues to meaning. | | |
| <p>L.K.5.1: Overview: Sorting activities provide children with some of their first classification experiences. Children initially classify by sorting groups of completely different objects into "graphic collections," using logic that only the child can understand. As children develop, they move away from constructing graphic collections and begin to sort objects using a consistent criteria. While most young children are able to differentiate the attributes of objects, they need opportunities to learn how to use this capability. The more experiences that they have, the stronger the base from which they can continue to develop.</p> <p>Lesson Focus: Opportunities to look closely at, describe the attributes of, and compare/contrast concrete objects will help students to enhance observation and classification skills.</p> | <p>Assessment Alley - This website offers several assessment strategies that teacher might wish to implement in their classrooms.</p> <p>The Teacherweb offers a variety of assessment materials that teachers may choose to use while evaluating student progress.</p> | <p>Teaching Sorting Skills in First Grade (Link): This site includes books to use to introduce the concept of sorting. It also includes websites and games to teach sorting.</p> <p>Teaching Toddlers to Sort Shapes (Link): This site gives the reasoning behind teaching sorting and some activities for sorting.</p> <ul style="list-style-type: none"> • Venn Diagram with lines (Link) • Venn Diagram no lines (Link) <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425128</p> |
| <p>L.K.5.2: Overview: Words are the tools we use to access our background knowledge, express ideas, and learn about new concepts. Students' word knowledge is linked strongly to academic success (Baumann & Kameenui, 1991). Specifically, word knowledge is crucial to reading comprehension and determines how well students will be</p> | | <p>Hopposites Game (Link): fun with opposites</p> <p>Diamante poems (Link) (Choose antonyms.)</p> <p>Ways to Teach Opposites (Link): An explanation of why we teach students opposites as well as some ways to go about teaching the concept.</p> |

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| <p>able to comprehend the material they read. Developing a strong vocabulary in the early years builds a foundation for future success.</p> <p>Lesson Focus: Students investigate the concept of opposites in a cooperative and kinesthetic activity, developing vocabulary and technology skills.</p> | | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425128</p> |
| <p>L.K.5.3: Overview: In this lesson, students will practice identifying real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>Lesson Focus: Review previous vocabulary lessons in this unit with students. Take students on a walking study trip around school, to the playground, around the neighborhood and challenge students to see what vocabulary words they can identify in these environments. After returning, review vocabulary with students by making a word web to record their observations on the study trip encouraging use of new vocabulary. Revisit this web periodically to have students connect new experiences and add new vocabulary.</p> | | <p>Effective Strategies for Teaching Vocabulary (Link): There are several effective explicit (intentional, planned instruction) and implicit (spontaneous instruction as a child comes to new words in a text) strategies that adults can employ with readers of any age.</p> <p>Active Learning (Link): is a proven method of learning and improving vocabulary.</p> <p>Bubbl.us (Link): Free Word Web/Mapping Tool</p> <p>College Talk: Improving Students Vocabulary (Link): This video is a teacher explaining how she uses higher level vocabulary and relates it to students every day activities in ways that they understand what she means.</p> <p>Classroom Strategies: Think Alouds (Link): This strategy is used to help students with reading comprehension, but it could also be used for helping students relate vocabulary to their world.</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425128</p> |
| <p>L.K.5.4:</p> | | <p>Jim Along Josie (Link) Lyrics</p> |

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| <p>Overview: In this lesson, students will practice distinguishing shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>Lesson Focus: Students will practice distinguishing shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> | | <p>Amazon (Link) Download music to Jim Along Josie (\$0.89)</p> <p>Alternative free song, sung to tune of Yankee Doodle: <i>We are walking in a line, with our arms all swinging.</i> <i>We are walking with our friends.</i> <i>Our voices are all singing.</i></p> <p>Create additional verses by changing the verb "walking" and/or other verbs in the song. Distinguish (by acting out). https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425128</p> | |
| <p>L.K.6:</p> <p>Overview: In this lesson, students will practice using words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Lesson Focus: Students will practice using words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> | | <p>Have students help you decorate a "treasure box" for collecting interesting words as a class. When students use an interesting word in their speech or writing, or hear an interesting word during a read aloud, the word may be recorded on an index card and placed in the treasure box. Revisit the box periodically to review words in the box. Review suggestions include: having students sort the words as if they were going to place them on a word wall, having students make up sentences that use the words, having students hunt for letters and sounds they are studying in the words, placing box in the writing center so that students can practice writing the words, etc.</p> <p>Classroom Strategies: Summarizing (Link): Summarizing teaches students how to discern</p> | |

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| | | <p>the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read. It is also a great way to get students using words and phrases they have been introduced to.</p> <p>Effective Strategies for Teaching Vocabulary (Link): There are several effective explicit (intentional, planned instruction) and implicit (spontaneous instruction as a child comes to new words in a text) strategies that adults can employ with readers of any age.</p> <p>Active Learning (Link): is a proven method of learning and improving vocabulary.</p> <p>College Talk: Improving Students Vocabulary (Link): This video is a teacher explaining how she uses higher level vocabulary and relates it to students every day activities in ways that they understand what she means.</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425128</p> |
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FIRST GRADE

CCSS Standard: Key Ideas and Details

RL.1.1: Ask and answer questions about key details in a text.
RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3: Describe characters, settings, and major events in a story, using key details.

Enduring Understandings:
 A story has a message.
 An informed reader asks and answers questions.
 An informed reader is able to show/tell important details about a story.

New Vocabulary:
 Key Details, Major Events, Understanding of Central Message

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.1.1</p> <p>Overview Information: In this lesson, students will practice asking and answering questions about key details in a text.</p> <p>Lesson Focus: Use shared and guided reading time to explain and model "Questioning". Questions can be asked and answered before, during and after reading. Encourage students to utilize questioning during their independent and partner reading time.</p> | <p>-The teacher can use a large hand graphic organizer. She writes a question on each of the fingers about key details in the text. Students come up and choose a question to answer for the group. Continue until all questions have been asked.</p> <p>-Students are given two sets of sentence strips. One set has questions about key details in the text and the other set has answers. The students must match up a question strip with the correct answer strip.</p> <p>-Students have two signal cards. One is red and one is green. The teacher asks a question referring to key details in the text and calls on a student for a response. Students will raise the green card if they agree with the response or the red card if they disagree with the response.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425824</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf</p> | |

| <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Brain Pop Jr. Main Idea (Link) - This link provides background information, student activities and a short video on Main Idea. - Teacher Vision (Link) - This lesson is designed to introduce primary students to finding the main idea as a reading-comprehension strategy. The lesson uses the book <i>Chrysanthemum</i>, by Ken Henkes, and has students choose the main idea for sections of the story from a few possible choices. This is the first lesson in a set of lessons designed to teach students how to find the main idea of a story. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RL.1.2</p> <p>Overview Information: Retelling using key details.</p> <p>Lesson Focus: Use shared and guided reading time to explain and model Retelling and Summarizing. To aid retelling and summarizing, students should be given instruction on using their schema, creating mental images/visualizing, making predictions, inferring, synthesizing, self-monitoring, and connecting with the text.</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> -Compare and Contrast Two Main Characters (Link) Model lesson that can be changed to fit the classroom needs -Country Bear's Good Neighbor (Link) Model lesson that can be changed to fit | <ul style="list-style-type: none"> - Snowball toss: After reading a story, develop the main topic or idea with students and write the main topic or idea on a piece of paper. Put students in a circle on the floor. Wad the paper up and hand to a student. Have the student unwrap the paper and read the main topic or idea aloud and then provide a key detail from the story that supports the main idea. Continue tossing until you feel all key details have been mentioned. -After reading a story, give students a graphic organizer. Ask students to write/draw events/ key details from the story from beginning to end. Then have students write the central message or lesson on the back of the paper. | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425824</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf</p> | |

| <p>the classroom needs -Pronoun Usage (Link) - see page 8 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RL.1.3</p> <p>Overview Information: In this lesson, students will practice describing characters, setting, and major events in a story, using key details.</p> <p>Lesson Focus: Use shared and guided reading time to explain and model Story Web Characters Setting Events and Connections (Resource). Explicit instruction is needed on the following terms: characters, setting, and events.</p> <p>Lesson Strategies: - Character Analysis: Use senses to describe actions and feelings of character (Link) - see pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education. - Story map retelling: identify characters, setting, beginning, middle, and end of story (Link) -see page 8 for a lesson relating to this standard from the Georgia Department of Education. - Compare/Contrast literary and informational texts (Link) - see pages 18 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>- Step-by-step Drawing: Write directions for drawing a character or setting in a story. When writing steps, include direction to draw key details. Directions for a character may include a facial expression, scar, or item of clothing that is significant in explaining the character. For a setting, directions may include showing the weather, season, or color of a home. This allows for discussion on evaluating the importance of different details in the story as they relate to understanding of the text.</p> <p>- Top 5 List: After reading a story, the teacher works with students to identify the top 5 events of the story.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425824</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf</p> | |

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CCSS Standard: Craft and Structure

- RL.1.4:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5:** Explain major differences between books that give information, drawing on a wide reading of a range of text types.
- RL.1.6:** Identify who is telling the story at various points in a text.

Enduring Understandings:

Authors choose certain words and phrases to express their message to the reader.
 Genres have different text features.
 Stories can be told from different points of view.

New Vocabulary:

Point of view, Senses

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.1.4</p> <p>Overview Information: In this lesson students will identify words and phrases that appeal to the senses.</p> <p>Lesson Focus: Students identify words and phrases within Molly Bang’s <i>The Paper Crane</i> (Resource) that appeal to the senses and suggest the feelings of happiness experienced by the owner of the restaurant (e.g., clapped, played,</p> | <p>- Read a story or poem to the students or students may read with a partner or individually. Model creating a two doors book. Fold a piece of paper in half, and cut up the middle of one of the sides to the fold to create two flaps. Students will write the word “Feelings” on the left flap and the word “Senses” on the right flap. They will find words and phrases from the story that show feeling or appeal to the senses and write them under the correct flap.</p> <p>-Give each student a card with the letter “F” on it and a card with the letter “S” on it. (This can also be done with dry</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425825</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf</p> | |

| <p>loved, overjoyed).</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Word Choice (Link) - see pages 10 through 11 for a lesson relating to this standard from the Georgia Department of Education. - Imagery and Prediction (Link) - see pages 9 through 10 for a lesson relating to this standard from the Georgia Department of Education. - Readworks Common Core Materials (Link) - Genre Studies - Poetry 1st Grade Unit: The Structure of Poems | <p>erase boards.) During reading, stop and ask students if a word or phrase suggest feelings or appeals to the senses. If it suggests feelings, students hold up the “F” card. If it appeals to the senses, students hold up the “S” card. You can do a quick scan of the room to check for understanding. Ask students to support their response.</p> | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RL.1.5</p> <p>Overview Information: In this lesson, students will practice explaining the major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>Lesson Focus: Students will practice explaining the major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Venn diagram fiction vs. non-fiction (Link) - see pages 21 through 22 for a lesson relating to this standard from the Georgia Department of Education. - Compare/Contrast literary and informational texts (Link) - see page 18 for a lesson relating to this standard | <ul style="list-style-type: none"> - Share a fiction and nonfiction book with students related to the same topic. After reading each book, ask students it if was real or make believe; did it have pictures or photos; and was it a story, or did it provide information with facts? Make a T- chart and write the students’ responses. Then analyze the chart information with the students. Students should realize that a fiction book is usually make-believe, tells a story, sometimes teaches a lesson, and usually has pictures. A nonfiction text is real, usually has photos, and provides information and facts. Students are assessed whether or not they can identify these characteristics on their own in further lessons. - Share a fiction and nonfiction book with students related to the same topic. After reading each book, ask students to tell three things that make the book fiction or nonfiction. This can be completed orally or written. Information can be recorded on a graphic organizer. | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425824</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf</p> | |

| <p>from the Georgia Department of Education. - Readworks Common Core Materials (Link) - Genre 1st Grade Unit: Purposes of Reading Fiction and Non-Fiction</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RL.1.6</p> <p>Overview Information: In this lesson, students will practice Identifying who is telling the story at various points in a text.</p> <p>Lesson Focus: Students will practice Identifying who is telling the story at various points in a text.</p> <p>Lesson Strategies: - Write a persuasive letter (Link) - see page 8 for a lesson relating to this standard from the Georgia Department of Education. - Identifying the narrator: Who’s talking now? (Link) - see page 13 for a lesson relating to this standard from the Georgia Department of Education. - Poetry analysis; repeated readings; embedded phonics and language review (Link) - see pages 10 through 11 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>- Share a story where characters have much dialog. Then ask students various questions about the thoughts and feelings of different characters in the story. This will show the characters’ different points of view throughout the story.</p> <p>- Share a story with students. Write quotes of characters from the story on sentence strips. Then have the students identify which character goes with which quote.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425824</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf</p> | |

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CCSS Standard: Integration of Knowledge and Ideas

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

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

Enduring Understandings:

Informed readers use multiple strategies to describe the story.

The experiences of characters can be similar and different.

New Vocabulary: N/A

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.1.7</p> <p>Overview Information: In this lesson, students will practice using illustrations and details in a story to describe its characters, setting, or events.</p> <p>Lesson Focus: Students should examine and reflect on the illustrations and details before, during and after reading to deepen comprehension. A variety of graphic organizers can be used to organize an informed reader's thoughts.</p> | <p>-Read a text with students. Create a details graphic organizer on large chart paper. Have students write key details from the text or the illustrations that describe the characters, setting, or events from the story on sticky notes and put the notes on the chart. Students can verbally tell the teacher the details so she can write them in the chart as well.</p> <p>-Read a text with students, or have students read a text. Give each student or pair of students a copy of the details idea wheel. Tell students that after reading the text they are to write and/or illustrate the four key details in the text on the wheel.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425826</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf</p> | |

| <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Using A Story Map (Link) - see page 9 through 10 for a lesson relating to this standard from the Georgia Department of Education. - Analyze illustration (Link) - see pages 13 through 14 for a lesson relating to this standard from the Georgia Department of Education. - Character analysis (Link) - see page 9 for a lesson relating to this standard from the Georgia Department of Education. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RL.1.9</p> <p>Overview Information: In this lesson, students will practice comparing and contrasting the adventures and experiences of characters in stories.</p> <p>Lesson Focus: Students will practice comparing and contrasting the adventures and experiences of characters in stories.</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Comparing different versions of the same Fairy Tale (Link) - see pages 13 through 14 for a lesson relating to this standard from the Georgia Department of Education. - Compare/Contrast Fairy Tale Elements (Link) - see page 13 for a lesson relating to this standard from the Georgia Department of Education. - Sequence of Events: Introducing | <ul style="list-style-type: none"> - After a teacher-led or student independent reading of a few stories, have students complete a Venn Diagram or a Character Comparison graphic organizer to compare and contrast the adventures and experiences of characters in different stories. You can use the graphic organizers that are hyperlinked, a Venn Diagram pocket chart, or two pieces of string to make a Venn Diagram on the floor. -Have each student complete a Character Traits Sheet for a character of his choice. Put students in groups to share their sheets and discuss the similarities and differences of the characters. | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425824</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf</p> | |

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| <p>Characters/Temporal Words (Link) - see page 8 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
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CCSS Standard: Range of Reading and Level of Text Complexity

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

Enduring Understandings:
 Informed readers read different types of text at the first grade level.

New Vocabulary:
 Poetry, Prose

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.1.10</p> <p>Overview Information: In this lesson, work through the standard by developing guided reading</p> | <p>- Conference with students several times throughout the school year. This will let the teacher know how students are doing, as well as make them aware of their learning.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425827</p> | |

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| <p>groups with students. While reading texts, or leveled books, have students engage in reading activities that will check for understanding.</p> <p>Lesson Focus: Arrange reading groups based on reading level. Use the following ideas and strategies to work with students in small groups to encourage them to identify what it takes to improve their reading skills. Developing this awareness and confidence in students will encourage them to improve their reading ability by identifying the strategies they need to improve their comprehension and reading ability.</p> <p>Lesson Strategies: - Reader's Theater (Link) - see pages 30 through 31 for a lesson relating to this standard from the Georgia Department of Education. - Context Clues (Link) - see page 26 for a lesson relating to this standard from the Georgia Department of Education. - Poetry Analysis (Link) - see pages 25 through 26 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>-3-2-1. Students write three key terms from recent reading, two ideas they would like to learn more about, and one concept they have mastered.</p> <p>-Have students read a piece of literature at the appropriate grade level aloud to the teacher. Note any miscues. Then have students tell you the main idea, supporting details of the piece, and any other thoughts they may have about the text.</p> | <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf</p> | |
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Grade Level: First

Subject: Reading Informational Text

CCSS Standard: Key Ideas and Details - Informational Text

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

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

RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Enduring Understandings:

An informed reader can ask and answer questions while reading informational texts.

An informed reader is able to identify and retell details about an informational text.

An informed reader makes connections within informational texts.

New Vocabulary:

Key Details

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.1.1</p> <p>Overview Information: In the lesson, students will practice asking and answering questions about key details in a text.</p> <p>Lesson Focus: After listening to Gail Gibbons' Fire! Fire! (Resource), students ask questions about how firefighters respond to a fire and answer using key details from the text.</p> <p>Lesson Strategies: -Vocabulary Development (Link) - see pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education. -DLTA; flip book (Link) - see pages 25 through 26 for a lesson relating to this standard from the Georgia Department of Education. -Compare/Contrast literary and informational texts (Link) - see page 18 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>-Students are given question cubes with the words: who, what, where, when, why and how on the sides of the cube. Students roll the cube. They must ask a person in their group a question that starts with the word about the passage/story read.</p> <p>-The teacher can use a large hand graphic organizer. She writes a question on each of the fingers. Students come up and choose a question to answer for the group. Continue until all questions have been asked.</p> <p>-Students are given two sets of sentence strips. One set has questions and the other set has key details. The students must match up a question strip with the correct key details strip.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425133</p> <p>(log in first and then paste the link)</p> <p>http://www.isbe.net/common-core/pdf/ela-teach-strat-read-text-k-5.pdf</p> | |
| Instructional Strategies | Assessment | Resources | Time Frame |

RI.1.2

Overview Information:

In this lesson, students will practice identifying the main topic and retell key details of a text.

Lesson Focus:

Informed readers utilize many different reading strategies (predicting, synthesizing, connecting, etc.) while they are reading to identify the main idea and retell the key ideas of a nonfiction text. Informed readers pay close attention to nonfiction text features (heading, captions, subtitles, bold words, etc.).

Lesson Strategies:

- Guided research ([Link](#)) - see page 19 for a lesson relating to this standard from the Georgia Department of Education.
- Needs and wants of pets (animals) ([Link](#)) - see page 18 for a lesson relating to this standard from the Georgia Department of Education.
- Main idea and details ([Link](#)) - see pages 33 through 34 for a lesson relating to this standard from the Georgia Department of Education.

- After reading a story or passage, have students come up with the main idea. Write that on a strip of paper and put on the outside of a coffee can. Then have students come up with some key details from the story or passage. Write those on strips and put inside the can. Students can then pull the strips out of the can to retell the story/passage and make the connection back to the main topic or idea.

-After reading a story, give students strips of paper. One strip is the main topic or idea and the others are details. Have the students pick out the topic sentence and put the details in order of occurrence in the story. Then have students retell the story using the strips.

<https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425133>

<http://www.isbe.net/common-core/pdf/ela-teach-strat-read-text-k-5.pdf>

RI.1.3

Overview Information:

In this lesson, students will practice describing the connection between two individuals, events, ideas, or pieces of information in a text.

Lesson Focus:

Students will practice describing the connection between two individuals, events, ideas, or pieces of information in a text.

Lesson Strategies:

- Making A Budget For Economics Day ([Link](#)) - see page 31 for a lesson relating to this standard from the Georgia Department of Education.
- Vocabulary Development ([Link](#)) - see pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education.
- Narrative Writing ([Link](#)) - see pages 6 through 7 for a lesson relating to this standard from the Georgia Department of Education.

-After reading and discussing a piece of informational text, allow students to complete a Venn Diagram with a partner to compare and contrast two individuals, events, or pieces of information from the text.

-While reading a nonfiction text, students create a timeline of events, people, and ideas. This can be done on an individual piece of paper or chart paper. Students will share a connection they have made about how different events and people affect others.

<https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425133>

<http://www.isbe.net/common-core/pdf/ela-teach-strat-read-text-k-5.pdf>

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CCSS Standard: Craft and Structure

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

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

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

Enduring Understandings:

Informed readers ask and answer questions and use various text features to gather information for understanding.

Pictures and words can give the reader different information.

New Vocabulary:

Key Text, Text features, Pictures

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|---|---|------------|
| RI.1.4 Overview Information: | - During reading, the teacher will point out a word or phrase | https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=142 | |

| <p>In this lesson, students will practice asking and answering questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>Lesson Focus: Students will practice asking and answering questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>Lesson Strategies: -Collecting information (Link) - see page 25 for a lesson relating to this standard from the Georgia Department of Education. -Use shared and guided reading time to explain and model Questioning in nonfiction texts. Questions can be asked and answered before, during and after reading. Encourage students to utilize questioning during their independent and partner reading time.</p> | <p>in the text and ask the student its meaning. If students are unsure of the meaning, they can ask the teacher for clues to the meaning of the word or phrase.</p> <p>-Students are given a set of cards with words and phrases written on them. The students are to lay out the cards. The teacher will ask a question related to one of the cards. The student has to hold up the card that answers the question.</p> | <p>5134</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RI.1.5</p> <p>Overview Information: In this lesson, students will practice using various text features to locate key facts or information in a text.</p> <p>Lesson Focus: Students locate key facts or information in Claire Llewellyn's "Garden Helpers" (Resource) by using various text features (headings, table of contents, glossary) found in the text.</p> <p>Lesson Strategies:</p> | <p>-Write several text features on sticky notes. Using a nonfiction big book, if possible, have students put the sticky notes with the text features written on them in the correct spot in the book.</p> <p>- Have students create a poster of their favorite animals. Provide them with several nonfiction texts, as well as electronic resources. Remind students to use the text features when looking for information. Provide them with a rubric and checklist of the things you would like to be present on their poster, as well as a checklist of the text features they may use to help them.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425134</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> | |

| <p>-Singular and Plural Nouns (Link) - see page 25 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>-Exploring online resources (Link) - see pages 24 through 25 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>-Field trip or guest speaker (Link) - see pages 20 through 21 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RI.1.6</p> <p>Overview Information: In this lesson, students will practice distinguishing between information provided by pictures/illustrations and information provided by words in a text.</p> <p>Lesson Focus: During shared and guided reading students should examine and reflect on the illustrations and reading content for meaning. Students could tell about the text by viewing illustrations only. Also, they could retell the information after listening to the text without viewing illustrations.</p> <p>Lesson Strategies: -Preview text (Link) - see page 17 for a lesson relating to this standard from the Georgia Department of Education. -Text feature scavenger hunt (Link) - see page 22 for a lesson relating to this standard from the Georgia Department</p> | <p>-Use a text and illustration graphic organizer and while reading a text to students, stop and ask them what information the author is providing and write it on the text side of the chart. Then show students the illustrations and ask what additional information can be gathered from the illustration. Repeat this until the entire text has been read. After reading, look at the chart with the students and ask: What kinds of information did the illustrations provide? Did the information help you understand the text more?</p> <p>-Choose a text to read with students. Write information that the text provides and information that the illustrations provide on index cards. Create enough sets for each group of students and put them in plastic bags or envelopes. Read the text with students. Put students in small groups or with partners. Give each group a copy of the text and illustration graphic organizer and a set of the cards. Students are to put the cards in the correct column on the graphic organizer.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425134</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> | |

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| <p>of Education. -Predicting and Sequencing Events (Link) - see pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
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CCSS Standard: Integration of Knowledge and Ideas

- RI.1.7:** Use the illustrations and details in a text to describe its key ideas.
- RI.1.8:** Identify the reasons an author gives to support points in a text.
- RI.1.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Enduring Understandings:
 Informed readers use multiple strategies to describe key ideas.
 Text supports have a purpose.
 Texts on the same topic can be similar and different.

New Vocabulary:
 Key Ideas, Text Differences

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.1.7</p> <p>Overview Information: In this lesson, the focus is helping students understand how illustrations and details in the text describe the key or big ideas.</p> <p>Lesson Focus: In this lesson students will practice using the illustrations and details in a text to describe its key ideas.</p> <p>Lesson Strategies: -Simple and Compound Sentences (Link) - see pages 28 through 29 for a lesson relating to this standard from the Georgia Department of Education. -Poetry (Link) - see pages 26 through 27 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>-Read a text with students. Create the details graphic organizer on large chart paper. Have students write key details on sticky notes and put the notes on the chart, or they can verbally tell the teacher details to write on the chart.</p> <p>-After reading a text, have each student trace their hand. Then have students write the key ideas on each finger and thumb, making it five key details from the text.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425135</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.1.8</p> <p>Overview Information: In the lesson, students will practice identifying the reasons an author gives to support points in a text.</p> <p>Lesson Focus: Students will practice identifying the reasons an author gives to support points in a text.</p> <p>Lesson Strategies: -Students identify the reasons Clyde Robert Bulla gives in his book <i>A Tree Is a Plant</i> (Resource) in support of his point about the function of roots in germination. -Determining Importance Comprehension Strategy (Resource) Good readers identify key ideas, or themes, as they read. They can also distinguish between important and unimportant information. Good readers also establish a purpose for reading, sifting essential information in order to glean key ideas and themes.</p> | <p>-Create sentence strips with the key points in a text and the details to support those points and put them in an envelope. Students work with a partner or individually to match the details to the correct key point.</p> <p>-After reading an informative text to students or having students read a text, instruct students to fill out the cause and effect graphic organizer.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425135</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> | |
| Instructional Strategies | Assessment | Resources | Time |

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| <p>RI.1.9</p> <p>Overview Information: In this lesson, students will practice identifying basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Lesson Focus: Students will practice identifying basic similarities in and differences between two texts on the same topic.</p> <p>Lesson Strategies: -Comparing texts (Link) - see pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education. -Use the Venn Diagram Generator to help student successfully create/complete the Venn Diagram (Link).</p> | <p>-After reading two texts on the same topic (teacher read or student read), students complete a Venn Diagram to show similarities and differences in the two text.</p> <p>-After reading two texts on the same topic, students create a trifold brochure out of construction paper. The front reflects the topic of both readings, the title of each (with specific information) is on each outer page. The middle page contains information that both have in common.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425135</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> | |

CCSS Standard: Range of Reading and Level of Text Complexity

RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1.

Enduring Understandings:

Informed readers read informational texts at the first grade level.

New Vocabulary: N/A

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.1.10</p> <p>Overview Information: In this lesson, work through the standard by developing guided reading groups with students. While reading texts, or leveled books, have students engage in reading activities that will check for understanding.</p> <p>Lesson Focus: Arrange reading groups based on reading level. Use the following ideas and strategies to work with students in small groups to encourage them to identify what it takes to improve their reading skills. Developing this awareness and confidence in students will encourage them to improve their reading ability by identifying the strategies they need to improve their comprehension and reading ability.</p> <p>Lesson Strategies: -Partner reading; informational writing (Link) - see page 25 for a lesson relating to this standard from the Georgia</p> | <p>- Ticket Out the Door (Resource): This formative assessment strategy provides the teacher with formative assessment data and have students sort through and demonstrate what they have learned.</p> <p>- ABC/XYZ Learning (Resource): This resource provides a few different ideas of how to end a lesson and see what your students are grasping from the concept being taught.</p> <p>- ELA teachers can support reading across the curriculum by teaching reading strategies that can be used in multiple content areas.</p> <p>-Reading Informational Texts and Informational Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <ul style="list-style-type: none">• Informational Reading and Writing Rubric First Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project. <p>- 3-2-1. Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425831</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> | |

Department of Education.
-Exploring online resources ([Link](#)) - see pages 24 through 25 for a lesson relating to this standard from the Georgia Department of Education.
-Distinguishing info. found in text vs. pictures ([Link](#)) - see page 33 for a lesson relating to this standard from the Georgia Department of Education.

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Grade Level: First

Subject: Reading Foundational Skills

CCSS Standard: Print Concepts

RF.1.1a: Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Enduring Understandings:

Every sentence has certain features.

New Vocabulary:

Sentence Features

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RF.1.1a</p> <p>Overview Information: In this lesson, students will practice recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>Lesson Focus: Students will practice recognizing the distinguishing features of a sentence.</p> <p>Lesson Strategies: Explanatory writing: Using precise language (Link) - see pages 15 through 16 for a lesson relating to this standard from the Georgia Department of Education. During guided and shared reading point</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425832</p> <p>-Teachers College Reading and Writing Assessments (Link)</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425832</p> | |

to the different features of a sentence. Teacher should read sentences with different ending punctuation. Students need to hear how an informed reader's voice changes to reflect the different ending punctuation marks. Read Tennessee Common Core Materials ([Link](#)) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be used as an entire unit.

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CCSS Standard: Phonological Awareness

RF.1.2a: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2b: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

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

RF.1.2d: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their constituent sequence of individual sounds (phonemes).

Enduring Understandings:
Words are made up of sounds.

New Vocabulary:
Final sound, Initial sound, Long Vowel Sounds, Single Syllable Words

| Instructional Strategies | Assessment | Resources | Time Frame |
|--|--|--|------------|
| <p>RF.1.2a</p> <p>Overview Information: In this lesson, students will practice distinguishing long from short vowel sounds in spoken single-syllable words.</p> <p>Lesson Focus: Students will practice distinguishing long from short vowel sounds in spoken single-syllable words.</p> <p>Lesson Strategies: -Segmenting/blending mat (Link)</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425833</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425833</p> | |

| <p>-Phonemic Awareness Activities (Link) --</p> <p>-Florida Center for Reading Research (Link) Student center activities search tool by grade level and activity</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RF.1.2b</p> <p>Overview Information: In this lesson, students will practice orally producing single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Lesson Focus: Students will practice orally producing single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Lesson Strategies: -Explanatory writing process (Link) - see pages 19 through 20 for a lesson relating to this standard from the Georgia Department of Education. -Some useful tools for this could be elkonin boxes or kinesthetic movements where the students tap out (segment) sounds on their body (wrist, elbow, shoulder) and then blend the sounds together with one fluid movement down their entire arm.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425833</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425833</p> | |
| Instructional Strategies | Assessment | Resources | Time Frame |

| <p>RF.1.2c</p> <p>Overview Information: In this lesson, students will practice isolating and pronouncing initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>Lesson Focus: Students will practice isolating and pronouncing initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>Lesson Strategies: -Poetry analysis (Link) - see page 20 for a lesson relating to this standard from the Georgia Department of Education. -Poetry as Literature/Rhyming Words (Link) - see pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425833</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425833</p> | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RF.1.2d</p> <p>Overview Information: In this lesson, students will practice segmenting spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Lesson Focus: Students will practice segmenting spoken single-syllable words into their complete sequence of individual sounds.</p> <p>Lesson Strategies: -Picture Match (Link) Beginning sounds, long and short vowels</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425833</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425833</p> | |

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| <p>-Fishing with Phonics (Link) Beginning and ending sounds</p> <p>-Letter Sounds to Blends (Link) an activity that lets students figure out what letter blends complete a word</p> | | | |
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CCSS Standard: Phonics and Word Recognition

RF.1.3a: Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

RF.1.3b: Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words.

RF.1.3c: Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team convention representing long vowel sounds.

RF.1.3d: Know and apply grade-level phonics and word analysis skills in decoding words. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3e: Know and apply grade-level phonics and word analysis skills in decoding words. Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3f: Know and apply grade-level phonics and word analysis skills in decoding words. Read words with inflectional endings.

RF.1.3g: Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

Enduring Understandings:

Many words follow spelling rules and patterns.

Some words have irregular spellings.

New Vocabulary:

Inflectional Endings, Irregularly Spelled Words, Vowel Sounds

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RF.1.3a</p> <p>Overview Information: In this lesson, students will practice spelling-sound correspondences for</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425834</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425834</p> | |

| <p>common consonant digraphs.</p> <p>Lesson Focus: Students will practice spelling-sound correspondences for common consonant digraphs.</p> <p>Lesson Strategies: -Learning Spelling-Sound Correspondences (Link) Model lesson that can be changed to fit your classroom needs -Context Clues (Link) - see page 26 for a lesson relating to this standard from the Georgia Department of Education. -Sorting Words Into Categories (Link) - see pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RF.1.3b</p> <p>Overview Information: In this lesson, students will practice decoding regularly spelled one-syllable words.</p> <p>Lesson Focus: Students will practice decoding regularly spelled one-syllable words.</p> <p>Lesson Strategies: -Skit (Link) - see page 14 for a lesson relating to this standard from the Georgia Department of Education. -Begin introducing syllables by having students clap/stomp/snap the syllables they hear in words. Students will be able</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425834</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425834</p> | |

| <p>to relate sounds (syllabic patterns) to written words when a visual representation is displayed. Show the students that the vowels in a word can help them determine the number of syllables. During shared and guided reading, model how an informed reader breaks words into syllables as a decoding/fluency strategy.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RF.1.3c</p> <p>Overview Information: In this lesson, students will know the final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Lesson Focus: Students will know the final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Lesson Strategies: -Read Tennessee Common Core Materials (Link) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be used as an entire unit.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425834</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425834</p> | |
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RF.1.3d</p> <p>Overview Information:</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425834</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425834</p> | |

| <p>In this lesson, students will use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Lesson Focus: Students will use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Lesson Strategies: -3 Letter House (Link) Practice building and reading cvc words and sorting real and nonsense words -The Whirlyword Machine (Link) is a 'fruit machine' that makes 3 letter CVC words. -Silly Bull Clap and Count (Link) Syllable practice w/rules game</p> | | <p>5834</p> | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RF.1.3e</p> <p>Overview Information: In this lesson, students will practice decoding two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Lesson Focus: Students will practice decoding two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Lesson Strategies: -Sounding Out Words Phonetically (Link) - see pages 12 through 13 for a lesson relating to this standard from the</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425834</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425834</p> | |

| <p>Georgia Department of Education. -Syllable sort (Link) - see pages 22 through 23 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RF.1.3f</p> <p>Overview Information: In this lesson, students will practice reading words with inflectional endings.</p> <p>Lesson Focus: Students will practice reading words with inflectional endings.</p> <p>Lesson Strategies: -Sequence of Events: Setting and Action Words (Link) - see pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education. -During guided reading, introduce words with inflected endings (-ing, -s/-es, -ed). A suggestion would be to add words with these endings to a chart in the room as they are introduced. Word sorts and highlighting tape can also be used to study words with inflected endings.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425834</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425834</p> | |
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RF.1.3g</p> <p>Overview Information: In this lesson, students will practice recognizing and reading grade-appropriate irregularly spelled words.</p> <p>Lesson Focus: Students will practice recognizing and</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425834</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425834</p> | |

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| <p>reading grade-appropriate irregularly spelled words.</p> <p>Lesson Strategies: -Spellbound (Link) Look carefully at the word on top of the wall. When it disappears, drag the letters into the slots and spell the word correctly. -Star Words (Link) A match game that has words that may fragment first in which case you must repair it by clicking on the scattered letters in the right order.</p> | | | |
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CCSS Standard: Fluency

RF.1.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
RF.1.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Enduring Understandings:
 Informed readers read like they talk.
 Informed readers understand what they read and why they are reading it.
 Informed readers use strategies when text does not make sense.

New Vocabulary:
 Context, On-level text, Rate, Word Recognition, Expression

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RF.1.4a</p> <p>Overview Information: In this lesson, students will practice reading on-level text with purpose and understanding.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425835</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425835</p> | |

| <p>Lesson Focus: Students should have a purpose when reading and understand that this purpose should guide their text selections. Students can have conversations with “book buddies” about why a book was chosen.</p> <p>Lesson Strategies: -Videotape skits (Link) - see page 15 for a lesson relating to this standard from the Georgia Department of Education. -Skit (Link) - see page 14 for a lesson relating to this standard from the Georgia Department of Education. -Predicting and Sequencing Events (Link) - see pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RF.1.4b</p> <p>Overview Information: In this lesson, students will practice reading on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Lesson Focus: The teacher should model fluent reading. Student should practice reading fluently daily. The goal is to have students reading on-level (95% accuracy) texts to practice fluency.</p> <p>Lesson Strategies: -Reader’s Theater (Link) - see pages 30 through 31 for a lesson relating to this</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425835</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425835</p> | |

| <p>standard from the Georgia Department of Education.</p> <p>-Context Clues (Link) - see page 26 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>-Poetry Analysis (Link) - see pages 25 through 26 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RF.1.4c</p> <p>Overview Information: In this lesson, students will practice using context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Lesson Focus: During teacher read-alouds, the teacher should model rereading as a fluency strategy. Students should know that if meaning breaks down; they should back up, reread and self-correct if needed.</p> <p>Lesson Strategies: -Predicting and Sequencing Events (Link) - see pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education. -Readworks Common Core Materials (Link) - Vocabulary in Context 1st Grade Unit: Structure and Meaning Cues -Readworks Common Core Materials (Link) - Vocabulary in Context 1st Grade Unit: Visual and Meaning Cues</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425835</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425835</p> | |

CCSS Standard: Text Types and Purposes Opinion Writing

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

Enduring Understandings:

Opinion writing is used to state and support an opinion.

New Vocabulary:

Closure, Temporal Words

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.1.1</p> <p>Overview Information: In this lesson, the focus is helping students understand the various types and purposes for writing; this lesson is focused specifically on opinion writing.</p> <ul style="list-style-type: none"> Modeled Reading Comprehension Strategy (Resource) - Modeled reading is an instructional strategy where the teacher READS and THINKS ALOUD to the students to demonstrate the metacognitive process that is required to be a successful reader. Tips for Effective Think Alouds (Resource) - This resource will help teachers plan when and how to most effectively use read | <p>-Reading Rockets: Looking at Writing (Link) This link has five different examples of 1st grade student writing and an interactive portion that explains each parportion of the student's writing progress giving teachers a common understanding of how to judge writing progress.</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425836</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425836</p> | |

alouds.

Lesson Focus:

In this lesson, students will practice writing opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Lesson Strategies:

- Writing Activity ([Link](#)) - see pages 18 through 19 for a lesson relating to this standard from the Georgia Department of Education.
- Poetry Analysis ([Link](#)) - see pages 16 through 17 for a lesson relating to this standard from the Georgia Department of Education.
- Opinion Writing ([Link](#)) - see page 30 for a lesson relating to this standard from the Georgia Department of Education

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CCSS Standard: Text Types and Purposes Informative or Explanatory Writing

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

Enduring Understandings:
Effective writers create different types of writing depending on the purpose.

New Vocabulary: Explanatory, Facts, Sequenced Events, Temporal words

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.1.2</p> <p>Overview Information: In this lesson, the focus is helping students understand the various types and purposes for writing; this lesson is focused specifically on informative/explanatory writing.</p> <p>Lesson Focus: Give students direct instruction and time to explore and experiment by having them write for a variety of purposes.</p> <ul style="list-style-type: none"> With guidance and support from adults, students will recall information from experiences or gather information from | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425837</p> <p>- Assessment (Link) - see page 19 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>- Assessment (Link) - see page 20 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425837</p> | |

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| <p>provided sources to answer a question.</p> <ul style="list-style-type: none">• Students will write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.• When completing organizers, encourage students to ask questions as they make text-to-self, -text, and -real world connections.• Graphic organizers can be used to monitor comprehension of new information. <p>Lesson Strategies:</p> <ul style="list-style-type: none">- Writing Activity (Link) - see page 32 for a lesson relating to this standard from the Georgia Department of Education.- Commas In A Series (Link) - see pages 29 through 30 for a lesson relating to this standard from the Georgia Department of Education.- Simple and Compound Sentences (Link) - see pages 28 through 29 for a lesson relating to this standard from the Georgia Department of Education. | | | |
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CCSS Standard: Text Types and Purposes Narrative Text Types

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

Enduring Understandings:
Effective writers create different types of writing depending on the purpose.

New Vocabulary: Closure, Narratives, Sequenced Events, Temporal Words, Event Order

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.1.3</p> <p>Overview Information: In this lesson, the focus is helping students understand the various types and purposes for writing; this lesson is focused specifically on narrative writing.</p> <p>Lesson Focus: Students will practice understanding the various types and purposes for writing; this lesson is focused specifically on narrative writing.</p> <p>Lesson Strategies: - Using A Story Map (Link) - see pages 9 through 10 for a lesson relating to this</p> | <p>- Reading Rockets: Looking at Writing (Link) This link has five different examples of 1st grade student writing and an interactive portion that explains each portion of the student's writing progress giving teachers a common understanding of how to judge writing progress.</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425838</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425838</p> | |

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| <p>standard from the Georgia Department of Education.</p> <p>- Writing a 1st person narrative (Link) - see pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>- Writing a Personal Narrative (Link) - see pages 19 through 20 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
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CCSS Standard: Production and Distribution of Writing

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

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

Enduring Understandings:
 There are many ways to publish writing.
 Writing can be improved by sharing and considering the ideas of others.
 Writing is a process.

New Vocabulary: Peer Suggestions, Questions

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.1.5</p> <p>Overview Information: In this lesson, students will practice responding to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>Lesson Focus: Students will practice responding to questions and suggestions from peers, and add details to strengthen writing as</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425839</p> <p>-Assessment (Link) - see page 27 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425839</p> | |

| <p>needed.</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Persuasive poster (Link) - see page 20 for a lesson relating to this standard from the Georgia Department of Education. - Venn diagram (Link) - see page 10 for a lesson relating to this standard from the Georgia Department of Education. - Model graphic organizer (Link) - see page 7 for a lesson relating to this standard from the Georgia Department of Education. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W.1.6</p> <p>Overview Information: In this lesson, students will practice using a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Lesson Focus: Students will practice using a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Book Signing! (Link) - see page 34 for a lesson relating to this standard from the Georgia Department of Education. - Creating an index (Link) - see page 32 for a lesson relating to this standard from the Georgia Department of Education. - Creating a glossary (Link) - see pages 31 through 32 for a lesson relating to | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425839</p> <ul style="list-style-type: none"> - Assessment (Link) - see page 15 for a lesson relating to this standard from the Georgia Department of Education. | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425839</p> | |

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CCSS Standard: Research to Build and Present Knowledge

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

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

Enduring Understandings:
Successful writers can work with others to gather information from provided sources, answer questions, and create a writing project.

New Vocabulary:
Shared Research, Writing Projects

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.1.7</p> <p>Overview Information: In this lesson, students will practice participating in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>Lesson Focus: Students will practice participating in shared research and writing projects</p> <p>Lesson Strategies: - Exploring online resources (Link) - see pages 24 through 25 for a lesson relating to this standard from the Georgia</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425840</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425840</p> | |

| <p>Department of Education. - Field trip or guest speaker (Link) - see pages 20 through 21 for a lesson relating to this standard from the Georgia Department of Education. - Guided research (Link) - see pages 19 through 20 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W.1.8</p> <p>Overview Information: In this lesson, students will practice recalling information from experiences or gather information from provided sources to answer a question.</p> <p>Lesson Focus: Students will practice recalling information from experiences or gather information from provided sources to answer a question.</p> <ul style="list-style-type: none"> • TLW with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.1.08) • TLW write informative or explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure. (W.1.02) <ul style="list-style-type: none"> ○ The following two | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425840</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425840</p> | |

activities should be taught together and therefore share resources

Lesson Strategies:

- Commas In A Series ([Link](#)) - see pages 29 through 30 for a lesson relating to this standard from the Georgia Department of Education.
- Using A Glossary ([Link](#)) - see pages 27 through 28 for a lesson relating to this standard from the Georgia Department of Education.
- Introduce Goods and Services Home Project ([Link](#)) - see pages 21 through 22 for a lesson relating to this standard from the Georgia Department of Education.

Grade Level: First

Subject : Speaking and Listening

CCSS Standard: Comprehension and Collaboration

SL.1.1a: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

Enduring Understandings:

A good listener asks questions to clarify and/or gather information that builds on the speaker's message.

A good listener asks questions to clarify and/or gather information that builds on the speaker's message.

Good communicators follow the rules for speaking and listening.

New Vocabulary:

Responding, Rules for Discussion

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>SL.1.1a</p> <p>Overview Information: In this lesson, students will practice following agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425841</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425841</p> | |

| <p>topics and texts under discussion).</p> <p>Lesson Focus: Students will practice following agreed-upon rules for discussions.</p> <p>Lesson Strategies: - Opening and Closing Sentences (Link) - see pages 22 through 23 for a lesson relating to this standard from the Georgia Department of Education. - Begin Journal Response to Literature (Link) - see pages 20 through 21 for a lesson relating to this standard from the Georgia Department of Education. - Applying Learned Concepts to Real Life (Link) - see pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>SL.1.1b</p> <p>Overview Information: In this lesson, students will practice building on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Lesson Focus: Students will practice building on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Lesson Strategies: - Comparing texts (Link) - see pages 23 through 24 for a lesson relating to this standard from the Georgia Department</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425841</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425824</p> | |

| <p>of Education. - Persuading orally (Link) - see page 6 for a lesson relating to this standard from the Georgia Department of Education. - Set up research questions (Link) - see page 24 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>SL.1.1c</p> <p>Overview Information: In this lesson, students will practice asking questions to clear up any confusion about the topics and texts under discussion.</p> <p>Lesson Focus: Students will practice asking questions to clear up any confusion about the topics and texts under discussion.</p> <p>Lesson Strategies: - Explanatory writing: Prior knowledge/researching examples (Link) - see page 15 for a lesson relating to this standard from the Georgia Department of Education. - Student invention presentations (Link) - see pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education. - Invent your own candy (Link) - see pages 13 through 14 for a lesson relating</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425824</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425824</p> | |

| to this standard from the Georgia Department of Education. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>SL.1.2</p> <p>Overview Information: In this lesson, students will practice asking and answering questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Lesson Focus: Students will practice asking and answering questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Lesson Strategies: - Retelling Key Ideas (Link) Model lesson that can be changed to fit your classroom needs: Flow Chart (Link) thinking map template or Double Bubble (Link) thinking map template - Making A Budget For Economics Day (Link) - see page 31 for a lesson relating to this standard from the Georgia Department of Education. - Context Clues (Link) - see page 26 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425841</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425824</p> | |
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>SL.1.3</p> <p>Overview Information: In this lesson, students will practice asking and answering questions about</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425841</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425824</p> | |

what a speaker says in order to gather additional information or clarify something that is not understood.

Lesson Focus:

Students will practice asking and answering questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Lesson Strategies:

- Field trip or guest speaker ([Link](#)) - see pages 20 through 21 for a lesson relating to this standard from the Georgia Department of Education.
- Student invention presentations ([Link](#)) - see pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.

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CCSS Standard: Presentation of Knowledge and Ideas

SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6: Produce complete sentences when appropriate to task and situation.

Enduring Understandings:
A good speaker includes details, feelings, and visuals to make the message clear.
A good speaker should use complete sentences when appropriate.

New Vocabulary: People, Places, Things, Visuals

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>SL.1.4</p> <p>Overview Information: In this lesson, students will practice describing people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Lesson Focus: Students will practice describing people,</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425842</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425842</p> | |

| <p>places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Student Presentations – Speaking and Listening Assessment in conjunction with Informational Writing (Link) - see page 27 for a lesson relating to this standard from the Georgia Department of Education. - Poetry Analysis (Link) - see pages 25 through 26 for a lesson relating to this standard from the Georgia Department of Education. - Singular and Plural Nouns (Link) - see page 25 for a lesson relating to this standard from the Georgia Department of Education. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>SL.1.5</p> <p>Overview Information: In this lesson, students will practice adding drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Lesson Focus: Students will practice adding drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Context Clues (Link) - see page 26 for a lesson relating to this standard from the Georgia Department of Education. - Sounding Out Words Phonetically | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425841</p> <ul style="list-style-type: none"> - Speaking and listening assessment (Link) - see page 21 for a lesson relating to this standard from the Georgia Department of Education. | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425824</p> | |

| <p>(Link) - see pages 12 through 13 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>- Create your own animal (Link) - see page 26 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>SL.1.6</p> <p>Overview Information: In this lesson, students will practice producing complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p> <p>Lesson Focus: Students will practice producing complete sentences when appropriate to task and situation.</p> <p>Lesson Strategies: - Writing report (Link) - see pages 26 through 27 for a lesson relating to this standard from the Georgia Department of Education. - Opening and closing sentences (Link) - see page 26 for a lesson relating to this standard from the Georgia Department of Education. - Set up research questions (Link) - see page 24 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425841</p> <p>- Speaking and listening assessment (Link) - see page 21 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425824</p> | |

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Grade Level: First

Subject: Language

CCSS Standard: Conventions of Standard English

L.1.1a: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper- and lower letters.

L.1.1b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use common, proper, and possessive nouns.

L.1.1c: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use singular and plural and matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1d: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1e: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1f: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring adjectives.

L.1.1g: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1h: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use determiners (e.g., articles and demonstratives).

L.1.1i: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring

prepositions (e.g., during, beyond, toward).

L.1.1j: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complex simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

L.1.2b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use end punctuation in declarative and imperative sentences.

L.1.2c: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in a series to separate single words in a series.

L.1.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Enduring Understandings:

A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling. Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form).

New Vocabulary: Commas, Dates, Imperative Sentences, Present Tense Verbs, Common Nouns, Declarative Sentences, Interrogative Sentences, Proper Nouns, Compound Sentences, Determiners, Past Tense Verbs, Simple Sentences, Conjunctions, Exclamatory Sentences, Possessive Nouns, Singular Verbs, Conventional Spelling, Future Tense Verbs

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L.1.1a</p> <p>Overview Information: Letters are the key to encoding and decoding the English language and, therefore, one of the foundational skills of the written language.</p> <p>Lesson Focus: Students will need many opportunities to practice this skill. Below are suggestions for sustaining student interest in this activity.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | |

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| <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Introduce Goods and Services Home Project (Link) - see pages 21 through 22 for a lesson relating to this standard from the Georgia Department of Education. - Opening and closing sentences (Link) - see page 26 for a lesson relating to this standard from the Georgia Department of Education. - Fact and opinion (Link) - see pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L.1.1b</p> <p>Overview Information: Nouns are foundational parts of speech.</p> <p>Lesson Focus: Learning to identify different types of nouns and their purposes in the English language.</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Independent research (Link) - see page 29 for a lesson relating to this standard from the Georgia Department of Education. - Retelling: Comic strip story map (Link) - see page 12 for a lesson relating to this standard from the Georgia Department of Education. - Poetry analysis (Link) - see page 20 for a lesson relating to this standard from the Georgia Department of Education. | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L.1.1c</p> <p>Overview Information: Call attention to the rules that govern when to use singular or plural nouns and how a verb changes depending on the noun.</p> <p>Lesson Focus: Students learn the rules that determine how to create noun/verb agreement in a sentence.</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Writing a 1st person narrative (Link) - see pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education. - Writing a Personal Narrative (Link) - see pages 19 through 20 for a lesson relating to this standard from the Georgia Department of Education. - Using story elements to write a Fairy Tale (Link) - see pages 15 through 16 for a lesson relating to this standard from the Georgia Department of Education. | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | |
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.1.1d</p> <p>Overview Information: In this lesson, students will practice using personal, possessive, and indefinite pronouns.</p> <p>Lesson Focus: Students will practice using personal, possessive, and indefinite pronouns such</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | |

| <p>as I, me, my, they, them, their, anyone, everything, etc.</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Learnist: Personal Possessive and Indefinite Pronouns (Link) This website was created specifically to be used specifically for this standard. It has several resources that could be used as introductions to the topics as well as some worksheets. - Teaching Pronouns with Children's Books (Link) Below are a few children's books for teaching pronouns. - Teaching Pronouns in the Classroom (Link) Here are a few fun ideas for teaching pronouns in the classroom that are sure to keep your students actively engaged. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.1.1e</p> <p>Overview Information: In the lesson, students will practice using verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>Lesson Focus: Students will practice using verbs to convey a sense of past, present, and future.</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Past Tense Verbs (Link) Lesson plan with assessment idea. - Level A - Verbs (Link) nine days worth of lesson plans intending to define verbs, | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | |

| <p>become familiar with the verbs is, has, and am, and become familiar with forming verbs in the present and past tenses.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.1.1f</p> <p>Overview Information: In this lesson, students will practice using frequently occurring adjectives.</p> <p>Lesson Focus: Students will practice using frequently occurring adjectives.</p> <p>Lesson Strategies: - Making Ice Cream (Link) - see page 24 for a lesson relating to this standard from the Georgia Department of Education. - Using A Story Map (Link) - see pages 9 through 10 for a lesson relating to this standard from the Georgia Department of Education. - Analyze illustration (Link) - see pages 13 through 14 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | |
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.1.1g</p> <p>Overview Information: In this lesson, students will practice using frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>Lesson Focus:</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | |

| <p>Students will practice using frequently occurring conjunctions.</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Combining simple sentences (Link) - see pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education. - Model friendly letter format (Link) - see page 7 for a lesson relating to this standard from the Georgia Department of Education. - Writing report (Link) - see pages 26 through 27 for a lesson relating to this standard from the Georgia Department of Education. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.1.1h</p> <p>Overview Information: In the lesson, students will practice using determiners (e.g., articles, demonstratives).</p> <p>Lesson Focus: Students will practice using determiners.</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Articles (Link) This site includes a description, examples and "games". The games are more like fill in the blank quizzes. The games require reading, so they would need to be done with a teacher or a teacher's assistant. - Articles A, An, The: Snakes and Ladders (Link) answer questions correctly to get a chance at rolling the dice. - Article (Link) Group presentation idea | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | |

| to introduce students to articles. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.1.1i</p> <p>Overview Information: In this lesson, students will practice using frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>Lesson Focus: Students will practice using frequently occurring prepositions.</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Writing a 1st person narrative (Link) - see pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education. - Using story elements to write a Fairy Tale (Link) - see pages 15 through 16 for a lesson relating to this standard from the Georgia Department of Education. - Writing a Narrative (Link) - see pages 11 through 12 for a lesson relating to this standard from the Georgia Department of Education. | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | |
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.1.1j</p> <p>Overview Information: In this lesson, students will practice producing and explaining complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | |

| <p>Lesson Focus: Students will practice producing and explaining complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>Lesson Strategies: - Vocabulary Acquisition (Link) - see page 12 for a lesson relating to this standard from the Georgia Department of Education. - Pronoun Usage (Link) - see page 8 for a lesson relating to this standard from the Georgia Department of Education. - Narrative Writing (Link) - see pages 6 through 7 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.1.2a</p> <p>Overview Information: In this lesson, students will practice capitalizing dates and names of people.</p> <p>Lesson Focus: Students will practice capitalizing dates and names of people.</p> <p>Lesson Strategies: - Invent your own candy (Link) - see pages 13 through 14 for a lesson relating to this standard from the Georgia Department of Education. - Writing a Personal Narrative (Link) - see pages 19 through 20 for a lesson</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> <p>- Writing Assessment (Link) - see pages 19 through 20</p> <p>- Writing Assessment (Link) - see page 11</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | |

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| relating to this standard from the Georgia Department of Education. - Writing facts and supporting details (Link) - see pages 18 through 19 for a lesson relating to this standard from the Georgia Department of Education. | | | |
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.1.2b</p> <p>Overview Information: In this lesson, students will practice using end punctuation for sentences.</p> <p>Lesson Focus: Students will practice using end punctuation for sentences.</p> <p>Lesson Strategies: - Retelling: Comic strip story map (Link) - see page 12 for a lesson relating to this standard from the Georgia Department of Education. - Poetry analysis; repeated readings; embedded phonics and language review (Link) - see pages 10 through 11 for a lesson relating to this standard from the Georgia Department of Education. - Character Analysis: Use senses to describe actions and feelings of character (Link) - see pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> <p>- Writing Assessment (Link) - see pages 32 through 33</p> <p>- Assessment (Link) - see page16</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | |
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.1.2c</p> <p>Overview Information: In this lesson, students will practice</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | |

| <p>using commas in dates and to separate single words in a series.</p> <p>Lesson Focus: Students will practice using commas in dates and to separate single words in a series.</p> <p>Lesson Strategies: - Write a persuasive letter (Link) - see pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education. - Write a persuasive letter (Link) - see page 8 for a lesson relating to this standard from the Georgia Department of Education. - Model friendly letter format (Link) - see page 7 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>- Writing Assessment (Link) - see pages 19 through 20</p> <p>- Writing Assessment (Link) - see page 11</p> | <p>5843</p> | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.1.2d</p> <p>Overview Information: In this lesson, students will practice using conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>Lesson Focus: Students will practice using conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>Lesson Strategies:</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | |

| <p>- Opinion Writing (Link) - see page 30 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>- Poetry Analysis (Link) - see pages 25 through 26 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>- Introduce Goods and Services Home Project (Link) - see pages 21 through 22 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.1.2e</p> <p>Overview Information: In this lesson, students will practice spelling untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Lesson Focus: Students will practice spelling untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Evaluating explanatory text (video) (Link) - see page 14 for a lesson relating to this standard from the Georgia Department of Education. - Poetry analysis; repeated readings; embedded phonics and language review (Link) - see pages 10 through 11 for a lesson relating to this standard from the Georgia Department of Education. - Character Analysis: Use senses to | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425843</p> | |

describe actions and feelings of character ([Link](#)) - see pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.

CCSS Standard: Vocabulary Acquisition and Use

L.1.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Use frequently occurring affixes as a clue to the meaning of a word.

L.1.4c: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5a: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5b: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Define words by a category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

L.1.5c: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Identify real-world connections between words and their use (e.g., note places at home that are cozy).

L.1.5d: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Distinguish of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, giant) defining or choosing them or by acting out the meanings.

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

Enduring Understandings:

Informed readers use words and phrases they have heard or read.

Many words have similar meanings.

Words can be sorted based on different attributes.

Words often contain clues that help informed readers determine or clarify meaning.

New Vocabulary: Context, Key Attributes, Root Words, Shades of Meaning, Inflectional Endings

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|--|--|------------|
| <p>L.1.4a</p> <p>Overview Information: In this lesson, students will practice using sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Lesson Focus: During shared and guided reading teach students that logical guesses can be made about the meaning of new/difficult words by using a variety of context clues including word, sentence, and paragraph clues. This can include using homophones, homonyms, homographs, synonyms and antonyms, and compound words.</p> <p>Lesson Strategies: - Vocabulary Development (Link) - see pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425844</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425844</p> | |

| <p>- Begin Journal Response to Literature (Link) - see pages 20 through 21 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>- Vocabulary (Link) - see pages 10 through 11 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
|--|--|--|------------|
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.1.4b</p> <p>Overview Information: In this lesson, students will practice using frequently occurring affixes as a clue to the meaning of a word.</p> <p>Lesson Focus: During shared and guided reading teach students that the meanings of certain words can often be determined by examining the prefix and/or suffix.</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Defining Needs and Wants (Link) - see pages 5 through 6 for a lesson relating to this standard from the Georgia Department of Education. - Poetry as Literature/Rhyming Words (Link) - see pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education. - Provide students with a reference sheet of the most common affixes or to create an anchor chart together in class as common affixes are learned. | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425844</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425844</p> | |
| Instructional Strategies | Assessment | Resources | Time Frame |

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| <p>L.1.4c</p> <p>Overview Information: In this lesson, students will practice identifying frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>Lesson Focus: During shared and guided reading the teacher will share common root words and their meanings as a tool for students to comprehend unknown words.</p> <p>Lesson Strategies: - Vocabulary (Link) - see pages 10 through 11 for a lesson relating to this standard from the Georgia Department of Education. - Poetry as Literature/Rhyming Words (Link) - see pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education. - Get to the Root of Prefixes and Suffixes (Link) vocabulary-expanding prefix and suffix activities.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425844</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425844</p> | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L.1.5a</p> <p>Overview Information: In this lesson, students will practice sorting words into categories.</p> <p>Lesson Focus: During guided reading teach students to categorize (sort) words. These words can be sorted based on attributes such as color, size, function, meaning, and prefixes/suffixes. Science, social studies, and math vocabulary can also be sorted into categories.</p> <p>Lesson Strategies: - Sorting Words Into Categories (Link) - see pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education. - Defining Needs and Wants (Link) - see pages 5 through 6 for a lesson relating to this standard from the Georgia Department of Education. - Sort (Link) - see page 22 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425844</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425844</p> | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.1.5b</p> <p>Overview Information: In this lesson, students will practice defining words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>Lesson Focus: Informed readers will be able look at</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425844</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425844</p> | |

| <p>groups of words and find the relationship between the words to gain a greater understanding of text (ex. duck, swan, penguin - birds that swim).</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Venn diagram (Link) - see pages 16 through 17 for a lesson relating to this standard from the Georgia Department of Education. - Text feature scavenger hunt (Link) - see page 22 for a lesson relating to this standard from the Georgia Department of Education. - Venn diagram fiction vs. non-fiction (Link) - see pages 21 through 22 for a lesson relating to this standard from the Georgia Department of Education. | | | |
|--|---|--|------------|
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.1.5c</p> <p>Overview Information: In this lesson, students will practice identifying real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>Lesson Focus: Students should be encouraged to expand their vocabularies. Students can demonstrate their understanding of a word by illustrating a real life connection, finding examples of the word around them, and acting out the meaning.</p> <p>Lesson Strategies:</p> <ul style="list-style-type: none"> - Sort (Link) - see page 22 for a lesson relating to this standard from the | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425844</p> <ul style="list-style-type: none"> - Students can demonstrate their understanding of a word by illustrating a real life connection, finding examples of the word around them, and acting out the meaning. | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425844</p> | |

| <p>Georgia Department of Education. - Needs and wants of pets (animals) (Link) - see page 18 for a lesson relating to this standard from the Georgia Department of Education. - Stop and Write journal (Link) - see pages 4 through 5 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.1.5d</p> <p>Overview Information: In this lesson, students will practice distinguishing shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>Lesson Focus: During shared and guided reading teach students that there are subtle differences among verbs (peek, glance, stare) and adjectives (big, large, gigantic). Students can act out the different meanings to deepen their understanding of vocabulary.</p> <p>Lesson Strategies: - Semantics Gradients (Link) are a way to broaden and deepen students' understanding of related words. Students consider a continuum of words by order of degree. Video (Link) that demonstrates the strategy. - Visual Thesaurus: Shades of Meaning (Link) The strategy encourages students</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425844</p> <p>-Students can act out the different meanings to deepen their understanding of vocabulary.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425844</p> | |

| <p>to talk about words and arrange them along a continuum.</p> <p>- Engage students by performing an interactive motion song with the class such as the American folk song "Jim Along Josie." (See links and alternative song below. Be sure to select a song that allows for verb substitution.)</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.1.6</p> <p>Overview Information: In this lesson, students will practice using words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).</p> <p>Lesson Focus: Encourage students to expand their oral and written vocabulary by giving them many opportunities throughout the day to engage in meaningful conversations. During shared and guided reading, focus on key words and phrases and model how an informed reader responds to a text.</p> <p>Lesson Strategies: - Distinguishing fact from opinion (Link) - see page 23 for a lesson relating to this standard from the Georgia Department of Education. - Text feature scavenger hunt (Link) - see page 22 for a lesson relating to this</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425844</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425844</p> | |

standard from the Georgia Department of Education.

- Venn diagram fiction vs. non-fiction
([Link](#)) - see pages 21 through 22 for a lesson relating to this standard from the Georgia Department of Education.

SECOND GRADE

CCSS Standard: Key Ideas and Details - Literature

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

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

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

Enduring Understandings

- A reader can ask and answer questions to gain and demonstrate understanding of key details in a text.
- A reader gains understanding of a text in a variety of ways.
- Authors convey their central message in a variety of ways.
- Authors write to convey a central message, lesson, or moral.
- Both illustrations and words help authors convey their central message.
- Details help the reader understand the main idea of the text.
- Illustrations enhance the understanding of written text.
- The way a character responds to events and challenges shapes the story.
- To gain a complete understanding of a story, informed readers understand how characters respond to major events and challenges.

New Vocabulary:

Central message, challenges, lesson, moral

| Instructional Strategies | Assessment | Resources | Time Frame |
|--|---|--|------------------|
| <p>RL.2.1</p> <p>Overview Information: In this lesson ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Lesson Focus: First, students need to know how to determine the main idea and find supporting details. This may take several lessons, depending on the group of students. It will also take repeated practice throughout the year. Students also need to know how valuable it is to ask questions while</p> | <p>Signal Cards. Students have two signal cards. One says Agree and one says Disagree. The teacher reads a question, and the students have to raise the card to signal if the question is about the text. If the question is about details in the story, they raise the Agree card. If not, they raise the Disagree card. Grouping: <i>whole or small group</i></p> <p>Question Cubes I. Students are given question cubes with the words: who, what, where, when, why and how on the sides of the cube. Students roll the cube. Whatever question word they land on, they must write a sentence using that word about the text. The teacher can inform the students as to how many times they roll the cube. Grouping: <i>small group or individual</i></p> <p>Question Cubes II. When partnering one student rolls the cube, and asks a question using the word the cube displays.</p> | <p>http://isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425150</p> <p>Kids Question Quiz. Ask students to generate generic questions about who, what, where, when, why, and how that small groups and individuals can answer. Model what kinds of answers are acceptable with read alouds. Copy questions on note cards and place the questions in a station for</p> | <p>1-3 weeks</p> |

they are reading. These lessons teach the various kinds of questions that can be asked. It also teaches students to develop deeper questioning skills and to distinguish between surface level and deeper questions.

The other student answers the questions. (This can be done orally or by both students writing down their responses.)

Grouping: *partner*

Hand Graphic Organizer. The teacher can use a large hand graphic organizer to model retelling the story orally or to create a written summary. Grouping: *whole or small group*

Give Me Five. Students will trace their hands and write five questions related to the text. Another option: Students could then swap hands and answer each other's questions. Grouping: *partner or individual*

Thick and Thin. After students read a story, the teacher models, asking "thick and thin questions" for students to answer. Thin questions are surface level/recall or literal questions and thick questions require deeper thinking, inferring and synthesizing skills. The teacher uses a think aloud to model the strategies for developing questions. Grouping: *whole group or small group*

students to use.

Question the Author. Ask students to generate questions that they could ask relating to the author. Students may ask questions such as: What is the author's message? Does the author explain this clearly? How does this connect to what the author said earlier? Have students of varying abilities work together to determine answers to questions.

Reading Guides. The teacher determines the major ideas from a book and then writes questions or statements designed to guide readers through the major ideas and supporting details of the text. **Guides** may be phrased as statements or as questions. Initially, teachers and students work together to respond to statements or questions on the reading guides during the reading process. Teachers should monitor and support students as they work. As students gain proficiency at completing reading guides, they may design their own guides and provide support for one another. Click [here](#) for more information.

Book Commercial. Using the book commercial **form** created by Hoyt (1999), students create an advertisement for a narrative book they have read. An example from the book is: "Are you tired of being

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| | | <p>hungry? Wondering where your next meal will come from and which day of the week you might find it? At 8:00 P.M. every Monday on Channel 8 you can join <i>The Very Hungry Caterpillar</i> for your most challenging food solutions!" (Hoyt, 1999)</p> | |
| <p>RL.2.2</p> <p>Overview Information: In this lesson, recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>Lesson Focus: Students demonstrate their understanding by retelling a story</p> | <p>Moral Description. Given a fable, students write, draw, or describe the moral. They may even be able to underline it within the passage. Grouping: <i>small group or individual</i></p> <p>Message Description. Given a folktale, students write, draw, or describe the message of the story. They may even be able to underline it within the passage. Grouping: <i>small group or individual</i></p> <p>Read a story with students. Have students read with a partner or read independently. Then have students fill out the graphic organizer attached to show their ability to recount the story and determine the moral, message, or lesson of the story. Grouping: large, small, partner, or individual</p> | <p>http://isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf</p> <p>https://curriculumcrafter.org/use/r/rptAnalysis.aspx?StandardID=1425150</p> <p>Aesop's Fable Website. Students read or watch fables that are presented by University of Massachusetts students and narrate the steps or main ideas in the story. There are several versions of the same story available and many are updated to modern times. This comparison allows second grade students to determine the lesson in the fable more readily.</p> <p>American Folklore is a website that houses hundreds of different very short stories of American folktales, African American tales, Latin American tales and other ethnic folklore. Traditionally, folktales were passed on by word of mouth from one generation to the next. Have students choose one tale to retell to book buddies or a younger group of students. Practice in partners before telling the story to</p> | <p>1-3 weeks</p> |

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| | | <p>others by sharing the characters, the setting and the beginning, middle and end.</p> <p>Storytelling Glove. Using white garden gloves or food handler’s gloves, write storytelling elements on each finger of the glove: characters, setting, problem, events or plot, and solution. In the palm of the glove, place a heart titled the author’s message or lesson. Students wear the glove when retelling the story they have read. (Hoyt, 1999)</p> <p>Retell Checklist. Allow students to use the checklist to retell the events of a story to a partner, a volunteer, a parent, book buddy or other individual and use the checklist to personally reflect on their work. (Hoyt, 1999)</p> | |
| <p>RL.2.3</p> <p>Overview Information: In this lesson describe how characters in a story respond to major events and challenges.</p> <p>Lesson Focus: The students will analyze characters in a story. Definition:</p> <ul style="list-style-type: none"> Character: A person or animal represented in a play, story or drama etc. <p>Lesson Focus: To identify major and minor</p> | <p>Events Graphic Organizer. Within a graphic organizer, the teacher gives the major events or challenges from the story, and the students fill in how the characters reacted to that event. Grouping: <i>small group, partner, individual</i> After reading a text with students, allow students to choose a character from the story and complete a Character Analysis graphic organizer for that character. Organize students into groups so that every character is represented and have students explain their character analysis. Grouping: <i>partner or individual</i></p> <p>Role Playing. Have students act out a major event from the story to show their understanding of the characters’ responses. Grouping: <i>small group or partner</i></p> <p>Character Response Cards I. Write the major events in a story along with the character’s name that was affected by the</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425150</p> | <p>1-3 weeks</p> |

characters in a story.

Lesson Focus:

To identify major and minor characters in a story.

event on index cards. Then place the cards in an envelope. Students work in partners. Student A will choose a card from the envelope and describe the event and the character's response to Student B. Student B will choose a card and repeat the process for Student A. This continues until all cards are chosen. Grouping: *partner*

Character Response Cards II. Write the major events in a story along with the character's name that was affected by the event on cards. Then place the cards in an envelope. Students will choose four cards and write the character's responses on a blank card or piece of paper. Grouping: *partner or individual*

Character Response Drawing. Give each student an event from the story, and tell the students they are to draw a picture of the event and include what the character or characters are doing because of that event. Then have them write a sentence below the picture that describes the characters response/reaction. Grouping: *small group or individual*
For more assessment ideas, click [here](#).

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CCSS Standard: Craft and Structure - Literature

RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading or listening.

Enduring Understandings:

- Characters have different points of view and voice.
- Each part of a story serves a specific purpose.
- Words and phrases define the type of text.
- Words and phrases provide rhythm and meaning of the text.

New Vocabulary:
Alliteration, dialogue, poem, song, beats, differences, repeated lines, structure, beginning, ending, rhythm, voices

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.2.4</p> <p>Overview Information: Introduce the students to a wide variety of poetry and songs to teach them about rhymes, repeated lines, beats, and alliteration.</p> <p>Lesson Focus: In this lesson, students will practice describing how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>Expressed Oral Reading. Students read stories, poems or songs by representing character voice changes, intonation and rate changes to match the story line, and experiment with</p> | <p>Give the students a copy of a poem or song. Ask them to underline the rhymes, repeated lines, or regular beats. Then ask them to write at the bottom or on the other side how does this make the image in their head better. Ask them what visual do they have, and does the rhyme, repeated lines, or beats add to the meaning of the poem or song. They could also draw a picture to match the poem or song.</p> <p><i>The Seasons</i> (Serio & Crockett, 2005) is a book of collected poems. Introduce the poem “Summer Song.” Ask the students, “What did you notice about the first four lines of the poem?” (<i>Possible answer:</i> Repetition of “By the . . .”) Note the pattern of rhyme in the first four lines (i.e., ABAB) and how it changes as it progresses through the poem (i.e., AABB). Continue to look at the features of poetry as you read other seasonal poems in this unit. Each of the poems from <i>The Seasons</i> exemplifies at least one of the characteristics of the grade two standards: rhyme, rhythm, alliteration, and repetition. Encourage students to choose a poem to perform (recite) for the class.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425151</p> <p>My Character Says. Students work in teams of two, each choosing to “become” a different character from a story or historical event. Sharing one piece of paper, one student opens by writing a question for the other to answer. Students write back and forth regarding an event in the story and how it affected the character in the story. (Hoyt, 1999)</p> <p>Reader’s Theater. Allow students to read multiple versions of stories in reader’s theater scripts. Compare the way the characters</p> | <p>1-3 weeks</p> |

rate to match the mood or rise and fall of the action in the story. Invite students to enhance their reading with background music that reflects the interpretation of the story.

Onomatopoeia Poems. Students write poems that follow any form such as haiku or couplet and then add a line of onomatopoeia. Students share the sounds where they choose in the poems. Once they practice the poems and share with the class, student must also share the reasoning as to why the sound best fit in the poem where it was placed.

Alliteration Poems. Use the following website to print alliteration poems and disperse to the classroom in a station or as a whole group. Students read and become familiar with the structure of the poems. As they become familiar with the term alliteration and how it is used in the poems, ask students to describe how the words give the reader a better understanding of the poem?

Poetry Power (Dybdahl & Black, 2010) Allow students to brainstorm words that describe a familiar topic such as snow or rain using their senses. Supply more vocabulary knowledge to students by reading several books about the topic and continue placing the words in a [chart](#).

Students then chose words from the chart to create two word lines about each of the senses. A

Have students write a story, poem, or song. Ask them to follow a specific pattern or allow them to choose which type of poem or rhyming they would like to use. Then have the students share with the class, and ask the class what the pattern, rhyme, and/or repeated lines are in the text. Then ask for students to tell what they think the meaning of the text is, and how the beats, alliteration, rhymes, or repeated lines helped with their understanding of the text. Grouping: partner or individual

reacted to the major events in the two versions of the stories. When students hear each character verbalize his feelings in a script, it can often be easier for the student to extract how the character responds to the challenge or event. **Two Column Chart.** Students use a two column chart with the title of the chart as the character's name. On the left side of the chart, a major event should be listed from the story. On the right side, students list how the character reacted to the event using character traits and explain those traits.

Fan Fiction. Students become very familiar with a story or tale. After reading, students rewrite the text based on four categories: in-canon writing, alternate universe stories, cross-overs, and self-insert. The basic premise is to place themselves into a text and rewrite the story with their inserted character and respond to events. An [adapted chart](#) by Lankshear and Knobel (2006) explains the categories. (Lankshear & Knobel, 2006)

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| <p>sample is provided.</p> | | | |
| <p>RL.2.5</p> <p>Overview Information: In this lesson, students will practice describing the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>Lesson Focus: Students will be able to identify passages that indicate setting, characters, problem (events), and solution in a story.</p> <p>Lesson Focus: The students will learn key words to help them sequence events that take place in a story.</p> | <p>Strong Beginning. Students are given the sentence prompt “A strong beginning has...”, and they are to complete the sentence with a list of story beginning traits. This can be done on chart paper in a list format or in a concept web format. An example utilizing trait writing can be found here. Grouping: <i>small group, partner, individual</i></p> <p>Strong Ending. Students are given the sentence prompt “A strong ending has...”, and they are to complete the sentence with a list of story ending traits. This can be done on chart paper in a list format or in a concept web format. An example chart utilizing trait writing can be found here. Grouping: <i>small group, partner, individual</i></p> <p>Identifying a Strong Beginning and Ending. Show students a passage. They have to decide if it has a strong beginning and ending. They have to support their answer by citing evidence from the passage that does or doesn’t make it a strong beginning or ending. Grouping: <i>small group or individual</i> After reading a piece of literature, have students complete a story map graphic organizer. Grouping: <i>partner or individual</i> (story map graphic organizer option #1) (story map graphic organizer option #2)</p> <p>For more assessment ideas, click here</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425151</p> <p>Teaching About Structure Using Fairy Tales. This lesson, from readwritethink.org, helps students explore the concepts of beginning, middle, and end by reading a variety of stories and charting the events on storyboards. Students use the attached storyboard to chart out the events of a fairytale after reading various tales and then construct their own tale.</p> <p>Story Pyramid. Using a story pyramid, students identify the parts of a story and the structure. Students should be able to identify when and how the story begins and when and how they know the story ends. As students develop this skill, they should be able to provide specific evidence or points in the story where the rising action concludes or justify the point in the story where their thinking is supported.</p> <p>Story Tree Map. Students identify the parts of a story and fill in the graphic organizer. Once completed, students think, pair, share the parts of the story where the action begins and the ending concludes the action. (Gibson, 2004)</p> | |

RL.2.6**Overview Information:**

In this lesson, students will practice acknowledging differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Lesson Focus:

Teaching elementary students that different characters in a story have different points of view helps the students to better comprehend the text they are reading. When elementary students can identify each character's unique perspective in a story, they have a greater understanding of plot events and the author's message.

Reader's Theater. Give students a reader's theater to practice and perform in front of the class. The teacher will remind students to use their voices and actions to represent the characters. Grouping: small

Point of View Description. During reading, ask students to describe the character's point of view about a particular event in the story. What feelings does the character show? How does the reader know (connection)? What evidence from the text can be used? Can other characters' points of views be formed? Draw upon word knowledge or clues from the text to infer meanings. Grouping: whole, small, or individual

Character Description. Have students use character trait words to describe each main character in the story and complete a [character trait sheet](#). This will help students focus on the characters and their points of view. This can be completed in a list or paragraph form. Grouping: partner or individual

Cartoon Strip. Have students draw a cartoon strip to show one character's point of view. Then have students read aloud their cartoon strips. Remind each student to change the tone of his voice based on what is said in the speech bubbles and the mood of the character. Grouping: partner or individual
For more assessment ideas, click [here](#).

<https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425151>

Voki. At www.voki.com, a teacher can create an account students can use without registering for individual accounts. This tool allows students to design an avatar emulating a character from a book. Voices are recorded into the computer and recited back as a character. The student can become a character and give the point of view of a scene in the text or create a reader's theater dialogue and place a character in a cartoon scene.

Comic Strip Project. As students read a text with different characters, students create a comic strip that represents each character's viewpoint regarding an event in the story. For example, using the exemplar *The Fire Cat* by Ester Averill located in Appendix B of the Common Core State Standards, a student may portray Pickles the cat in one cartoon and how he feels about the firemen going down the pole. In another cartoon, the student may portray the Chief speaking to Mrs. Goodkind.

Point of View Flashcards. Allow students to choose different characters in a text. They use the chart to identify which point of view is being represented and then

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| | | <p>choose parts of the text that share feelings and thoughts.</p> <p>Reader's Theater: This strategy allows students to perform dramas while increasing fluency and practicing the above standard. The following guide provides other research based ideas on implementing reader's theater in the primary and intermediate classrooms. For more information, click here. (Carrick, 2000)</p> | |
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CCSS Standard: Integration of Knowledge and Ideas

- RL.2.7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.8:** (Not applicable to literature)
- RL.2.9:** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different culture

Enduring Understandings

- Illustrations and words provide information about the text.
- Illustrations enhance the understanding of written text.
- One story can have many different versions.

New Vocabulary:
Different versions of same story (author’s or culture’s), plot, print or digital text

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.2.7 Overview Information: In this lesson work through the understanding of the standard by starting with helping students get an understanding of characters, setting, and plot.</p> <p>Lesson Focus: Setting definition: the time and location in which a story takes place.</p> | <p>Wanted Poster. Students create a wanted poster for each of the main characters in the story. In the description, students identify traits and qualities of the characters that would place them on a wanted poster. This will demonstrate their understanding of each character. Grouping: small or individual</p> <p>Setting Illustration. Students draw a picture of the setting in the story. Be sure they know to include background details. Grouping: partner or individual</p> <p>White Board Setting Activity. Using interactive software, post sound effects and pictures on the interactive white board and some items that are not sensory images. Discuss what we can hear, see, smell etc. Separate the items into two groups either in a t-chart or a Venn diagram. Grouping: whole or small</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425152</p> <p>Story Maps. Students use a graphic organizer to write the beginning, middle and end of the plot of the story. They may illustrate the parts of the book which should contain characters and setting.</p> <p>Open-minded Portraits. If the students understand the character</p> | |

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| | <p>Recipe Card. Have students create a recipe card for a main character in the story or for the setting of the story that lists the qualities and characteristics as the ingredients for that character or setting. For example Little Red Riding Hood might have 2 c. of kindness and a pound of courage. Grouping: partner or individual</p> <p>After reading a story, have students complete the story map or story map #2 to show understanding of the text. Grouping: partner or individual</p> <p>Create a scrap book page showing the key details in the text, while making reference to the characters, setting, and events in the story.</p> | <p>and his motivation they will develop deeper meaning. This strategy helps clarify what things/thoughts are important to the character. Students draw and color a large portrait of the head and neck of a character. Attach some paper to the back so students can write about the characters' thoughts on the second page. Attach at the top with a staple. Students share the portraits with classmates and talk about the words or pictures they chose to include in the mind of their characters. Click here for more information.</p> <p>Sketch to Stretch. A teacher can read a selection of a book focusing on one of the elements in the standard such as setting. As a suggestion, the teacher may not show the illustrations in the text. Students respond to what they have heard by creating a drawing or sketch. Students are encouraged to focus on unfamiliar concepts and to try and share them in an illustration. Once completed, students then explain to classmates what their illustrations meant. (Cunningham, Moore, Cunningham & Moore, 2012)</p> <p>Lesson Focus: Plot definition: the story or sequence of events in a novel, play, or movie.</p> | |
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| <p>RL.2.9</p> <p>Overview Information: In this lesson work through the understanding of the standard by starting with helping students get an understanding of main idea and theme.</p> <p>Lesson Focus: Students will practice working through the understanding of the standard by starting with helping students get an understanding of main idea and theme.</p> | <p>Checklist Comparison. After reading two or more versions of the same story, students create a checklist of the things the stories have in common, as well as make a list of traits each story has as its own to compare and contrast the different versions of the same story. Grouping: <i>small, partner or individual</i></p> <p>Venn Diagram. Students complete a Venn diagram or comparison map to compare and contrast the stories. They could write responses on the chart paper, handout, or use sticky notes to put on a chart. Grouping: <i>whole, small, partner, or individual</i></p> <p>Comparison Sentences or Essay. Students write two sentences that tell how the stories are alike and two sentences that tell how they stories are different. Some students may be able to write an essay comparing and contrasting the different versions of the story. Students may use notes, checklists, or any other graphic organizers they may have already completed to assist with their writing. Grouping: <i>partner or individual</i></p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425152</p> <p>Venn Diagram with Web 2.0. Read a traditional fairy tale such as Red Riding Hood or other tale that has many different cultural perspectives. List the story elements on a piece of chart paper that can be referenced regularly. Choose several other versions for students to read individually, with partners or in small groups. Students compare the story elements from the traditional tale to the cultural tale using a Venn Diagram. Challenge students to create a presentation using a web 2.0 tool such as Power Point or Voki and present their findings. As a culminating activity, groups of students can recreate the story by combining elements from different cultures or choosing a different culture altogether to represent.</p> <p>Semantic Feature Analysis. This is a comprehension strategy that helps students identify characteristics associated with related words or concepts. With a Semantic Feature Analysis Chart, one can examine related concepts but make distinctions between them according to particular</p> | |

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| | | <p>criteria across which the concepts can be compared. Each story can be compared utilizing this chart. A sample suggestion is provided. (Anders & Bos, 1986)</p> <p>Roll of the Dice. After reading several pairs of stories (such as Little Red Riding Hood, The Three Little Pigs, Cinderella, and Jack and The Beanstalk), give small groups of students a pair of dice: one labeled with the elements of a story and the other labeled with the titles of the stories. Students roll the pair of dice and compare or contrast what comes up on the face of the dice. For example, if the student rolls Cinderella and setting, the student would compare the two settings from two versions of Cinderella.</p> | |
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CCSS Standard: Range of Reading and Level of Text Complexity

RL.2.10: By the end of the year, TLW read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Enduring Standards:

- Informed readers use a variety of tools to read and comprehend text.

New Vocabulary:
Literature

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.2.10</p> <p>Overview Information: In this lesson, work through the standard by developing guided reading groups with students. While reading texts, or leveled books, have students engage in reading activities that will check for understanding.</p> <p>Lesson Focus: Arrange reading groups based on reading level. Work with students in small groups to encourage them to identify what it takes to improve their</p> | <p>You may use this checklist, or one you choose while students are reading to check the strategies they are using. Grouping: <i>small or individual</i></p> <p>Conference with students several times throughout the school year. This will allow the teacher to assess students, as well as allow students time to reflect on their learning goals. This conference form may be used during the conferences. Grouping: <i>individual</i></p> <p>3-2-1 Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered. Grouping: <i>individual</i></p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425153</p> <p>Summary Frames. Allow students to fill out a template created by Boyles that lists the main elements of a narrative story such as the setting, main characters, supporting characters, problem, steps to solve the problem and solution. Students can also end the summary frame with a reason the</p> | |

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| <p>reading skills. Developing this awareness and confidence in students will encourage them to improve their reading ability by identifying the strategies they need to improve their comprehension and reading ability.</p> | <p>Annotation Notation Rubric. Have students use the following symbols to show understanding of the text: The main idea (Draw a box around the main idea.) Details (Underline the details.) Words to remember (Circle key words to remember.)</p> <p>Then, write a summary Grouping: partner or individual</p> <p>Have students read a piece of literature at the appropriate grade level aloud to the teacher. Note any miscues. Then have students explain the main idea, supporting details of the piece, and any other thoughts they may have about the text. A checklist may be used for this assessment for each student. Grouping: <i>individual</i></p> | <p>author may have written the text and what the intended purpose of the text would be. Throughout the answer to these questions, stress the importance for students to support their answers with evidence from the text. This supports many different books throughout the year. (Boyles, 2004)</p> <p>Poet Tree. Allow students to decorate a bulletin board tree with different poems that correlate to a theme through the year. Students can practice for fluency before hanging their poem on the tree and give supporting evidence as to why it belongs with that theme.</p> <p>Literature Circles. This link will give guided step by step instruction on how to employ literature circles in a second grade classroom.</p> <p>Book Buddies. Provide time to have discussion about a book recently read with a peer or older student. Provide a template of information that should be included when speaking about a book that has been read such as the setting, main characters, problem, steps to solve the problem, and solutions. If the text is informational, include the main idea, three or four supporting details and what is one question that the reader still has. Also, discuss the structure of the text with regards to table of contents,</p> | |
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| | | glossary, bold faced words, photographs, etc. | |
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CCSS Standard: Key Ideas and Details - Informational Text

- RI.2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Enduring Understandings:

- Asking and answering questions helps build understanding.
- Connections in text builds meaning.
- Identifying the main topics and key details of an informational text provides meaning.
 Key details in a text help determine the most important information.

New Vocabulary:

Historical events, scientific ideas, specific paragraphs, technical procedures, multiparagraph text

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.2.1</p> <p>Overview Information: In this lesson first help students understand what a question is and about the different types of questions that can be asked to elicit varied responses. Then you can ensure that students have an understanding of what the key details are in a text and how to identify the main ideas and details in a text. Then students can take their knowledge of asking and answering questions and key details in a text to demonstrate their understanding of what is being read.</p> <p>Lesson Focus: In order for students to ask questions to demonstrate their knowledge of the key details in a text, students must know how to pinpoint and comprehend the main ideas and key</p> | <p>Students have two signal cards. One says Agree and one says Disagree. The teacher reads a question, and the students have to raise the card to tell if the question is about the text. If the question is about details in the story, they raise the Agree card. If not, they raise the Disagree card. Grouping: whole or small</p> <p>Students are given question cubes with the words: who, what, where, when, why and how on the sides of the cube. Students roll the cube. Whatever question word they land on, they must write a sentence using that word about the text. The teacher can inform the students as to how many times they roll the cube. Grouping: small or individual</p> <p>Students could use the question cubes with a partner. One student rolls the cube, and asks a question using the word the cube shows. The other student answers the questions. (This can be done orally or by both students writing down their responses.) Grouping: partner</p> <p>The teacher can use a large hand graphic organizer to model retelling the story orally or to create a written summary. Grouping: whole or small</p> | <p>https://curriculumcrafter.org/user/rp/Analysis.aspx?StandardID=1425154</p> <p>http://isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> <p>Story Maps for Retelling Non-Fiction Stories. Story retelling is an authentic way of assessing if the reader can identify key story elements. In story retelling, students are asked to recount what they have read. Through the retelling, students identify major elements. Teachers can allow students to use a story map to guide their retelling. This can be used for biographies, autobiographies, historical or current events. Details included may be: People, location, time period, major challenge/accomplishment/event,</p> | <p>1-3 weeks</p> |

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| <p>details within a text.</p> <p>Lesson Focus: Give students exposure, knowledge, and exploration in understanding what a question is, how to ask an effective question, and about the different types of questions.</p> | <p>Students complete a “Give Me Five”. Students will trace their hands and write five questions related to the text asking who, where and so forth. Another option: Students could then swap hands and answer each other’s questions. Grouping: partner or individual</p> <p>Students design a questionnaire about the text with a partner. The teacher can collect them and give to a different partner group. Each group must answer the questions on the questionnaire they are given. Grouping: partner</p> <p>Nonfiction Reading and Informational Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <ul style="list-style-type: none"> • Informational Reading and Writing Rubrics: 2nd Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project. • Student Packet for Reading Component (Link) - Retrieved from Teachers College - The Reading and Writing Project. | <p>and life/event details.</p> <p>SQ3R. Survey, Question, Read, Recite, Review is a study strategy students may use throughout the reading process. Using this strategy, students first preview texts in order to make predictions and generate questions to help direct their reading. As students read, they actively search for answers to questions. When students finish reading, they summarize what they have read and review their notes. In this way students monitor and evaluate their own comprehension (Robinson, 1961).</p> <p>Strategy Procedure:</p> <p><u>Survey</u>- Preview titles, headings, pictures, and visual aids in the selection. Scan and review questions, introductory and concluding paragraphs.</p> <p><u>Question</u>- The reader thinks about what he already knows about the topic and generates questions that might be answered in the material.</p> <p><u>Read</u>- Attempt to answer questions brought about during the “Question” step.</p> <p><u>Recite</u>- The reader may stop after each section and “recite” what was just read, summarizing the information. The reader orally answers any of his questions found within the section read.</p> |
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| | | <p>Review: Reread portions of the text where answers were provided.</p> | |
| <p>RI.2.2</p> <p>Overview Information: Students must be able to identify the main topics and key details in text in order to build understanding and meaning. Once students can understand how to identify the main topic in the text, they will understand and comprehend the meaning of the text.</p> <p>Lesson Focus: Give students knowledge, practice, and review in finding the main idea and details in a multi-paragraph text.</p> | <p>Students will read a multi-paragraph informational text from any periodical, science or social studies text and locate repeated words or signal words within the text that identify the main topic and the focus of the supporting paragraphs.</p> <p>Give a Hand. Have students trace their hands. The main topic/idea sentence can go in the palm. Some, or all, of the fingers can contain the supporting details. Make sure students write sentences that support their main idea. Display the hands around the classroom so students can look at each others' work. Grouping: small, partner, individual Students draw an illustration that depicts the main idea of the passage and adds a caption stating the main topic or idea. Grouping: partner or individual</p> <p>Main Idea Can. Each student has a cup or soup can. They write the main topic or idea of the text on a strip of paper and glue it to the outside of the cup or can. Students then write the focus for each paragraph in the text on a strip of paper and write the paragraph number on the back of each strip and insert into the cup or can. Students can then share with a small group or the class. When sharing, the students could even pull their strips out and then have the class tell them the correct sequence of the strips. Grouping: partner or individual</p> | <p>https://curriculumcrafter.org/user/rp/Analysis.aspx?StandardID=1425154</p> <p>http://isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> <p>Very Important Words. Explain that authors give readers clues about the most important information in the text. One clue can be the use of Very Important Words. These are usually a few words that relate closely to the topic and may be used several times in the text. After reading and discussing an informational selection, have students dictate the Very Important words from the text. Write these words on chart paper and talk about why these are (or are not) Very Important Words. Assist students in using these words to dictate sentences with key information about the topic.</p> <p>What's the Big Idea Mural. Before reading a nonfiction selection, activate students' prior knowledge about the topic and ask them to listen for the most important information the author shares about the topic. Let students know that they will draw pictures of the most important parts. After reading, ask each student to share</p> | <p>1-3 weeks</p> |

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| | | <p>an important part of the story. Record these first on chart paper, and then on a long sheet of butcher paper stretched lengthwise across the floor or wall as students help place important parts in logical order. Divide the paper into sections for each important idea, and ask students to select a picture to work on with a partner or small group. After the pictures are completed, involve students in writing a summary.</p> <p>Sticky Note (whole group/teacher-led): During the rereading of a read-aloud of an informational text, use sticky notes or highlighter tape to mark the big ideas. Discuss how information not highlighted contains information about these big ideas but does not contain the most important ideas in the selection</p> <p>Sticky Note (independent reading): Students read independently, marking with sticky notes any sections they desire to return to or discuss. These may be sections they understand and can explain, sections that need further clarification, or places for creating their own explanations, pictures, and diagrams (Santa, Havens & Maycumber, 1996).</p> | |
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| <p>Ri.2.3</p> <p>Overview Information: Students must understand, through using a series of historical events, scientific ideas or concepts or steps in technical procedures, that making connections through multiple texts builds meaning and understanding. In order to do this effectively, students must know and understand the different ways to connect a text including text to self, text to text, and text to the world around them.</p> <p>Lesson Focus: Students will know and understand the different ways to connect a text including text to self, text to text, and text to the world around them.</p> <p>Lesson Focus: Once students understand and know how to make connections to the text they are reading to build understanding and knowledge, they then need to learn how to take new information and add it to their background knowledge to expand the readers thinking to get a deeper and more profound understanding.</p> | <p>If the students have read a text with steps in procedures, have the students list in order the steps to make the item. You could also take out one of the steps, and then discuss how and why that might affect the final product. Students could rate the importance of the missing step and explain their rating. Grouping: whole or small</p> <p>After reading a set of books of related historical events, have the students draw a timeline of the events from the various stories in order. i.e., Read Underground Railroad, Tubman, and Lincoln; Moving to Jesse Own, Rosenwald (1920), Rosa Parks (1955), Ruby Bridges and the Greensboro Sit- In (1960), and, finally, Martin Luther King, Jr. Grouping: partner or individual</p> <p>After reading and discussing historical or scientific events in a text, give each student a lunch bag. On one side of the bag, the student writes the historical or scientific event, draws a picture, and writes two pieces of information that make that event unique from the event on the other side. On the other side of the bag, the students write the name of another event, draws a picture, and write two pieces of information that make that event unique from the event on the other side. On a piece of paper or index card write two commonalities the events have in common and put it in the bag , or the student could place an object in the bag that would represent a commonality of the two events. Grouping: partner or individual</p> <p>Nonfiction Reading and Informational Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <ul style="list-style-type: none"> • Informational Reading and Writing Rubrics: 2nd Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project. • Student Packet for Reading Component (Link) - Retrieved from Teachers College - The Reading and Writing Project. | <p>https://curriculumcrafter.org/user/rp/Analysis.aspx?StandardID=1425154</p> <p>http://isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> <p>Sticky Notes. Sticky notes are used to mark sections in a text that students would like to return to, difficult sections for which they require clarification, for instance, or to note a connection between a series of events, concepts or steps. These stopping places can be used to foster discussion and inspire writing (Santa, Havens & Maycumber, 1996).</p> <p>Questioning the Author. Questioning the Author is a comprehension strategy that enables students to construct meaning from texts. Since many texts can be confusing to students this strategy can help students focus in on the connections between events, concepts or steps. This strategy asks readers to engage with text in a meaningful way (McKeown, Beck, & Worthy, 1993).</p> <p>Selective Colored Underlining. Selective underlining is a study strategy that enables students to understand what the author is trying to say and to organize information in texts. To enable students to make connections, colored pencils or highlighters can be used so students can connect</p> | <p>1-3 weeks</p> |
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| | | <p>steps or events using the same color (Adapted from Santa, Havens, Maycumber. 1996).</p> <p>Read-Pair-Share. The Read-Pair-Share strategy is based on the idea that readers summarize and clarify more easily with peer support. Summarizing helps students demonstrate literal comprehension, and clarifying helps students ask and answer questions about text. This strategy will help students keep the connections clear in the students' minds (Larson and Dancewear, 1986).</p> | |
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CCSS Standard: Craft and Structure

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

RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key

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

Enduring Understandings:

- Authors answer, explain, or describe to convey the main purpose of the text.
- Know various text features.
- Point of view and purpose shape text content and style.
- Text features help locate facts or information.
- Text structure gives meaning.
- Words and phrases in a text shape meaning.

New Vocabulary:

Answer, bold print, captions, describe, electronic menus, glossaries, icons, indexes

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.2.4</p> <p>Overview Information: When reading informational text, students must understand words and phrases used in a second grade topic or subject area. Students must first have the skills and knowledge required to know the meaning of the words and phrases used in text in order to make meaning, comprehend, and perform at higher level thinking levels.</p> <p>Lesson Focus: These lessons and resources focus on giving students the necessary skills to understand the meaning of words and phrases used in the second grade.</p> | <p>Give a group of students a set of cards with short passages or sentences written on them that have words or phrases underlined. Give them a set of cards that has the meanings of those underlined words or phrases. The students are to work together to match the two sets of cards. Grouping: small or partner</p> <p>During small group time while reading, stop and ask a student the meaning of a certain word or phrase in the text. Ask what clues did they use to determine the meaning(s). You can record their responses. Remind them to use context clues and background knowledge. Grouping: small</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425155</p> <p>http://isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> <p>Framer Model. This graphic organizer allows students to place the new vocabulary term in the center and lists essential characteristics, nonessential characteristics, examples and non-examples (Framer, Frederick & Kausmeier, 1969). A sample suggestion is provided.</p> <p>Strategy Procedure. A concept/word is selected to be analyzed. A 4-block organizer is completed in pairs or small groups.</p> | <p>1-3 weeks</p> |

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| | | <p>The categories of the 4 blocks are: Definition (in own words), Characteristics, Examples (from text or own life), and Non-Examples.</p> <p>Concept Definition Map. This map is a graphic representation that helps students understand the essential attributes, qualities, or characteristics of a word's meaning. It is also a strategy for teaching students the meaning of a key concept by having students describe the concept and cite examples of it.</p> <p>Experience Text Relationship (ETR). ETR is particularly helpful with English Language Learners because their background knowledge and experiences needed to comprehend English are, likely, in their first language. ETR accesses prior knowledge needed to connect with a particular text. E (Experience)- Teacher and students discuss students' knowledge and experiences related to the topic or theme of the text. T (Text)- Next examine the title and pictures. A purpose for reading is given by the teacher, and students make predictions. Then, students are assigned short sections of text to read on their own. After reading each section, a discussion takes place to verify purposes for reading and make predictions. This continues throughout the analysis of text. R</p> | |
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| | | (Relationship)- Teacher poses questions and leads a discussion that emphasizes the relationships between student experiences and text information. | |
| <p>RI.2.5</p> <p>Overview Information: Students will focus on the various informational text features to locate key facts and information. Students will understand that an informational text’s features give added meaning to the reading.</p> <p>Lesson Focus: The following lessons and resources focus on teaching students all of the different types of informational text features and how to use them. These lessons will allow students to explore and use the different text features through modeling and hands on experience.</p> | <p>Students participate in a text feature scavenger hunt. Give students a list of features to look for in the text. They are to record the feature with the page number, and write each feature’s purpose. Grouping: partner or individual</p> <p>With a partner, students search through a given text and record any text features they encounter and write its purpose. Grouping: partner</p> <p>In a text, review the title, subheadings, bold words, and captions. Have students write on a sticky note what they think the passage is mainly about, and a question they would like to have answered. Then have students share what they wrote with the group. Grouping: whole or small</p> <p>Ask students questions about the text where they will need to use various text features to find the answers. Have students explain what text feature they used and give the answer to the question. Teachers could use a graphic organizer for students to record. Grouping: small or individual</p> <p>Have each student point to text feature that the teacher asks about from the book. Invite a student to explain how the feature helps him understand the passage. Grouping: whole or small</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425155</p> <p>http://isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> <p>Text Features. Ask students to open a content area book and discuss the features that assist them with finding information. Students could be asked to discuss text features they notice instead of having them pointed out by the teacher.</p> <p>Feature Chart. Have students create a classroom chart showing the purpose of each feature and why each feature is useful. This chart can remain up throughout the year.</p> <p>Using a website such as the ones listed above, allow students to locate the same type of text features on a web page. How are they similar? (colors and font variations, tabs to click on like a table of contents, bold faced words, icons) Are there any advantages to using a book over a webpage?</p> | |

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| | | <p>Vice-versa? How do text features help a reader understand informational text?</p> | |
| <p>RI.2.6 Overview Information: In this lesson, students will practice identifying the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Lesson Focus: Teaching elementary students that different characters in a story have different points of view helps the students to better comprehend the text they are reading. When elementary students can identify each character's unique perspective in a story, they have a greater understanding of plot events and the author's message.</p> | <p>Give students a description, ask what the author's purpose is and have them explain their answers. (e.g., Sydney's mom wrote a note to Mrs. Davis to explain why she would be absent the next two days. Author's purpose: to inform, Explain: The note was written to give the teacher information.) Do this orally in small group using several descriptions. Grouping: small</p> <p>Descriptions are written on cards. Students work with a partner, take turns reading a description and telling the author's purpose. Next students explain responses. Grouping: partner</p> <p>Students write a description on one side of a card. On the other side, they write the author's purpose and an explanation. Students create three cards of the author's purpose: to inform, to persuade, and to entertain. Working with a partner, students exchange cards. They each read the description on a card and tell the other what the author's purpose is. Next each student explains his response. Grouping: partner or individual</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425155</p> <p>http://isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> | |

CCSS Standard: Integration of Knowledge and Ideas

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

RI.2.8: Describe how reasons support specific points the author makes in a text.

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

Enduring Understandings:

- Authors provide evidence to support specific points.
- Multiple texts build knowledge on the same topic.
- Visual images clarify and contribute needed meaning and information.

New Vocabulary:

Clarify, contribute, diagrams, specific points

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.2.7</p> <p>Overview Information: In this lesson, students will practice explaining how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>Lesson Focus: Students will practice explaining how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>Sticky Notes. Click on the digital images located here. Some photos are not labeled as a diagram but could easily be made into a diagram. This strategy suggestion will work with any book that has diagrams. A link above will assist in finding free images for diagrams. Allow students to view a diagram. Using a sticky note, cover the labels on a diagram and study the picture closely. As students are able to guess what they will be studying, ask</p> | <p>Have students create a diagram and label it to show how something works. If working as partners, share and discuss with another partner group or if done individually, they can share and discuss with another student, small group, or the whole class.</p> <p>Encourage the students to ask questions about the other person’s or group’s diagram. Grouping: partner or individual Given a diagram, students can write two to three sentences explaining what the diagram is showing and how it connects to the text. Grouping: partner or individual</p> <p>After reading a piece of informational text, allow students to work with a group of 2-4 students. Each group is to create a diagram to go with the text. Remind the students that the diagram should help explain the text. Then have each group share their diagram and explain how it helps clarify what the text says. Grouping: small</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425156 http://isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> <p>ReadWriteThink: Teaching Point of View with <u>Two Bad Ants</u> by Chris Van Allsburg (Link) This lesson provides students with the opportunity to use illustrations and text to develop an understanding of the point of view of the characters.</p> <p>ReadWriteThink: The Big Bad Wolf: Analyzing Point of View in Texts (Link) is a lesson plan for 6-8th grade, but it uses a text that is accessible to a younger group of students, so the lesson could be reworked to reach a younger audience.</p> | |

questions such as what is missing from the diagram that might be useful? One by one, uncover the words and discuss what information the author gives. Ask students to explain how the image provides clarity and contributes to their understanding (Harvey & Goudvis, 2000).

Divide and Conquer. When reading informational text, divide students into groups of no more than three. Assign each group an image to analyze. Tell each group to list and share the key ideas each image communicates. Groups also analyze whether the image clarifies or does not clarify the meaning of the text.

Missing Text. Give students a diagram without labels or text. In pairs have the students create a caption or text they think will match the diagram. They can also give the diagram a title.

A Picture Book Writing Lesson from WritingFix ([Link](#)) This story and writing assignment will give students an opportunity to experiment with writing from another point of view.

Lesson: Point of View using The True Story of the Three Little Pigs (Resource) - Example lesson that includes pre-reading, during reading, and post-reading ideas and activities.

Two-Column Notes. Two-column notes help students think critically about text and provide focused comprehension practice. Students divide their papers into two columns. They should label the left column Main Idea and the right column Details. As students read and take notes, they should write the main idea on the left and the details of that main idea in the right hand column. As a new subtopic is introduced, students should add new main ideas and details next to the main idea. Other variations of Two-Column notes include Question/Answer and Cause/Effect.

3-2-1 Strategy. Students can use the 3-2-1 strategy to identify the main purpose of the text. This strategy involves writing about three discoveries, two interesting ideas, and one question students still have after reading the text.

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| | | <p>After teacher modeling, students read a text independently and use the 3-2-1 strategy to comprehend what they read (Zygouris, Wiggins & Smith, 2004).</p> <p>Questioning the Author. Begin by discussing with students that nonfiction books are written by authors with various writing styles, which may be unclear or confusing to some. Students then read passages from selected texts. The teacher then asks questions such as: “What is the author trying to tell you? Why is the author trying to tell you that? Is that expressed clearly?” As students identify confusions in the text, the teacher prompts them to communicate those ideas in a language that is clearer to them by asking questions such as: “How could the author have expressed the ideas more clearly? What would you want the author to have written instead?” By transforming the author’s ideas into their own, students display comprehension (Beck, McKeown, Hamilton & Kugan, 1997).</p> | |
| <p>RI.2.8</p> <p>Overview Information: In this lesson, students will practice describing how reasons support specific points the author makes in a text.</p> <p>Lesson Focus:</p> | <p>After reading an informational text piece, ask students to identify the key/specific points. Then ask students what reasons are in the text to support those key/specific points and how the reasons support the key/specific points.</p> <p>Grouping: whole, small</p> <p>Students complete the a organizer. The teacher will fill in the author’s point, and the students fill in two other columns titled “Reasons” and “How/Why does the reason support the point?”</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425156</p> <p>http://isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> | |

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| <p>Students will practice describing how reasons support specific points the author makes in a text.</p> | <p>Students can then share some of their recordings. Grouping: small, partner, individual</p> <p>After reading an informational text piece, give students a copy of a fish graphic organizer. Each student is to locate a key point that the author makes and write it in the center of the fish and then write any supporting reason on the bones going diagonally. Students can then turn the paper over and write a sentence or two explaining how those reasons support the key point.</p> | <p>Read to Discover. This strategy helps students learn to locate information related to a given prompt, provide reasons for their answers, and identify pertinent information in nonfiction text by rereading and retrieving information. The teacher explains to the students they are going to practice looking for specific information while reading. Students read independently, and the teacher pulls a pre-written “prompt” out of “prompt container.” Students then reread to locate appropriate information to respond to the prompt and support their response. Students then signal when they have located the information. Responses can be shared in small groups or partners.</p> <p>Selective Underlining. Teacher models the use of underlining as one way to organize information in texts. By projecting a text for the class to see, the teacher reads through the selection. Then students reread and begin underlining words and phrases that represent key ideas. As these think-alouds progress, main ideas can be underlined in one color, while details are underlined in another color. When main points are not explicit, words can be generated and written in margins in the appropriate color.</p> <p>Read and Reread. In order for</p> | |
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| | | <p>students to describe the reasons an author makes specific points, many students will need to read a text more than once. When reading a second or even a third time, students will need to make notes or marks to show their thinking each time they read. Students should note how the author presents and supports a specific point in a text. They can record these points on a sticky note or graphic organizer (Beers, 2003).</p> | |
| <p>RI.2.9 Overview Information: In this lesson, students will practice comparing and contrasting the most important points presented by two texts on the same topic.</p> <p>Lesson Focus: Provide students with continuous review of strategies to help them read informational text. It is also important to provide additional exploration time, through a gradual release model, for them to experiment with reading various informational texts while practicing the skill of comparing and contrasting important points from various texts.</p> | <p>Students create a checklist of key points the texts have in common, as well as make a list of points each text has as its own. Grouping: small, partner, individual</p> <p>Students complete a Venn diagram to compare and contrast the texts. They could write responses on the chart paper, handout, or use sticky notes to put on a chart. Grouping: small, partner, individual</p> <p>Students write two sentences that tell how the texts are alike and two sentences that tell how they texts are different. Grouping: partner or individual</p> <p>After reading two texts on the same topic (teacher-read or student- read). All students can complete this activity with the same two texts. Or the teacher can organize students into groups and allow students to choose the two texts and topic they would like to read more about. Students then create a tri-fold brochure out of a large 11x14 or 12x18 piece of construction paper. They can decorate the front of their brochure to reflect the topic of the two readings. When it is opened flat, students write the title of one text on the left and will list information that is specific to this text. They will write the title of the second text at the top of the right side and will list information that is specific to this text. The middle is for information that both texts have in common. Students can</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425156</p> <p>http://isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> | |

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| | write and/or draw on all three sections. Students can then share their information. Grouping: small, partner, individual | | |
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CCSS Standard: Range of Reading and Level of Text Complexity

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Enduring Standards:**
- Accuracy, rate and expression enhance meaning.
 - Context affects word meaning.
 - Fluent and accurate reading support comprehension.
 - Readers should be able to read on level text with purpose and understanding.
 - Readers use context to confirm or self correct word recognition and understanding.

New Vocabulary:
Comprehension, fluency, recognition

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.2.10</p> <p>Overview Information: The Common Core Standards brings a new level of reading band requirements, as well as the research on the importance of adhering to the increasing text complexity in successive years of schooling.</p> <p>Reciprocal Teaching. Created by Palinscar and Brown (1984), Reciprocal Teaching involves for comprehension strategies: summarizing, questioning, clarifying, and predicting. Students can work in groups of four while reading a selection. Each student has a role:</p> | <p>3-2-1 Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered. Grouping: individual</p> <p>Annotation Notation Rubric. Have students use the following symbols to show understanding of the text: The main idea (Draw a box around the main idea.) Details (Underline the details.) Words to remember (Circle key words to remember.)</p> <p>Write a summary Grouping: partner or individual</p> <p>Have students read an article or piece of nonfiction at the appropriate grade level aloud to the teacher. Note any miscues. Then have students tell you in a few sentences the main idea and supporting details of the piece. You may decide</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425157</p> <p>http://isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> <p>Semantic Feature Analysis. A chart is used to compare terminology/subjects by its features or characteristics. An SFA is a visual representation of how the terms/subjects are similar or different. Semantic Feature Analysis can be used with any content subject area.</p> | |

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| <p>summarizer, questioner, clarifier, or predictor. Each role has a defined task: Summarizer- highlight key ideas, Questioner- identifies unclear or puzzling parts of the text and poses any questions about the text, Clarifier- attempts to clarify and answer any questions the Questioner may have had, Predictor- offers possibilities of what may come next in the reading. There is no set order for each role to participate. The comprehension conversation should flow in a natural order, which each student assuming their assigned role. Student roles should change regularly.</p> <p>Tracking Symbols. While reading a selection, students track their thinking by using symbols to mark the text. Some symbols may include: “?” for words that couldn’t be decoded or confusing parts of the text, “!” for new information, “*” (asterisk) for interesting parts of the text. These symbols are used to guide meaningful conversations after reading. Depending on the type of text used, students can write directly on the page or write symbols on small sticky notes and mark points in the text with sticky notes.</p> | <p>to use a checklist for this assessment for each student. Grouping: individual</p> | <p><i>Strategy Practice:</i> Choose a subject of study, create a table with the subjects of study in the left column, and list the features or characteristics common to the subject in the top row. As students read/reflect on reading- they will place a + sign to indicate where the feature applies to the subjects. The completed table will provide a visual tool for comparison (Anders & Box, 1986).</p> <p>Think-Pair-Share. A discussion strategy that enables each student to be an active participant. Begin by suggesting a topic or asking a question. Ask students to think for a few minutes about how they will respond. Pair students, and ask them to discuss their ideas. Conclude by having students share their ideas they discussed in their pair within a whole group discussion. (Lyman, 1981)</p> <p>2-2-2. Students read two texts on the same topic. After reading, students identify two similarities and two differences between the texts. This can be adapted to 3-3-3, to be completed in the same way as 2-2-2.</p> | |
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Grade: Second

Subject: Foundational Skills

CCSS Standard: Phonics & Word Recognition – Foundational Skills

- RF.2.3a:** Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3b:** Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3c:** Decode regularly spelled two-syllable words with long vowels.
- RF.2.3d:** Decode words with common prefixes and suffixes.
- RF.2.3e:** Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3f:** Recognize and read grade-appropriate irregularly spelled words.

Enduring Understandings

- A grapheme may represent multiple phonemes.
- Phonemes can have a variety of graphemic representations.
- Words are decoded through phonics and word analysis.

New Vocabulary:

Diagrams, prefixes, sound correspondence, suffixes, one syllable words, phonics, sight words, spelling sound correspondence, two syllable words

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RF.2.3a</p> <p>Overview Information: The purpose of phonics instruction is to enable students to understand the relationships between written letters (graphemes) and spoken sounds (phonemes). Phonics instruction produces the best results when letter-sound relationships are taught in a</p> | <p>Teachers College Reading and Writing Assessments (Link)</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425158</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425158</p> <p>Process for Decoding one syllable words (Link) - This site offers specific step by step instruction to decoding one syllable words for multiple grade levels. They also offer video clips of teachers</p> | <p>1-3 weeks</p> |

clearly defined sequence. Instruction must include the letter-sound relationships of both consonants and vowels. Phonics instruction is most effective when it is both systematic and explicit. Systematic phonics instruction means that the teacher follows an intentional, logically ordered sequence of letter-sound relationships. For example, CVC words should be taught before long vowels. Explicit phonics instruction means that the teacher consistently uses a process for teaching phonics that has predictable, repeatable and intentional.

Lesson Focus:

The focus here is to teach the CVC and CVCe pattern for one syllable words. Students will learn that a vowel says its short sound when it is followed by one or more consonants. Long vowel silent-e words have a single vowel, a single consonant and an e at the end and the vowel sound is long. Vowel teams are a little trickier since there are many rules. You can teach the long vowel teams by letter combination such as ea or by sound which would involve multiple letter combinations (long e sound can be CVCe, ee, ea, ie,)

modeling the process.

Lesson Plan for CVC and CVCe Words ([Link](#)) - Students will participate in two activities involving the consonant-vowel-consonant-silent e (CVCE) pattern: a decoding activity involving attaching a clothes pin with the letter e printed on it to consonant-vowel-consonant words (CVC) and sounding the new CVCE words; and an encoding activity involving dictation of CVC and CVCE words from the first activity which students are to write using auditory and tactile strategies. These activities require that students have prior knowledge of consonant and long and short vowel sounds as well as blending of these sounds in CVC pattern words.

Phonics Rules ([Link](#)) – Great for teachers and parents, this site will help both teachers and parents understand what the phonics rules are and the best order to teach them.

BBC Online Phonics Games ([Link](#)) - This site is a student favorite. There are many games that reinforce phonics skills that can be done independently.

Starfall: Learn to Read ([Link](#)) Online Phonics Practice, Games and Books - A free website

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| | | <p>to teach children to read with phonics. For preschool, kindergarten, and first grade. Exciting phonics games and online interactive books.</p> <p>Between the Lions (Link) - Online phonics practice with games, books and video clips. This is a great source for phonics games for students. The site is easy enough for the students to work independently.</p> <p>Phonics Games (Link) - This site is a must for every teacher. It is free and has an incredible amount of games, posters and activities for many subjects.</p> <p>Identify rhyming words and sort between same/different rime (Link) - see pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Multiple Meaning Words/Sequencing (Link) - see pages 11 through 12 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Flip books for illustrations and descriptions of family members and their roles/responsibilities (Link) - see pages 4 through 5 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
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| | | <p>Read Tennessee Common Core Materials (Link) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be used as an entire unit.</p> | |
| <p>RF.2.3b</p> <p>Overview Information: This unit focuses on one syllable words with long and short vowel combinations.</p> <p>Lesson Focus: In this lesson, students will practice spelling-sound correspondences for additional common vowel teams.</p> <p>Use table of contents, glossary and index to locate information in non-fiction text</p> <p>Identify rhyming words and sort between same/different rime</p> | <p>Moral Description. Given a fable, students write, draw, or describe the moral. They may even be able to underline it within the passage. Grouping: <i>small group or individual</i></p> <p>Message Description. Given a folktale, students write, draw, or describe the message of the story. They may even be able to underline it within the passage. Grouping: <i>small group or individual</i></p> <p>Read a story with students. Have students read with a partner or read independently. Then have students fill out the graphic organizer attached to show their ability to recount the story and determine the moral, message, or lesson of the story. Grouping: large, small, partner, or individual</p> <p>Click here for an example. Grouping: <i>small, partner, or individual</i></p> <p>For more information click here.</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425158</p> | <p>http://isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425150</p> <ul style="list-style-type: none"> • Video Clip Project Read Phonics (Link) - Vowel Teams (Unit 24, Lesson 1) by Project Read • Use table of contents, glossary and index to locate information in non-fiction text (Link) - see page 6 for a lesson relating to this standard from the Georgia Department of Education. • Identify rhyming words and sort between same/different rime (Link) - see pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education. • Long Vowel Word Lists, Resources and Worksheets (Link) This page contains worksheets, | <p>1-3 weeks</p> |

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| | | <p>flashcards, online activities and other educational resources to help with long vowels.</p> <ul style="list-style-type: none"> • Six Syllable Types (Link) Explanation of Many of the Phonics Rules - Very helpful to build teacher understanding. • Read Tennessee Common Core Materials (Link) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be used as an entire unit. | |
| <p>RF.2.3c Overview Information: This unit builds on previous unit by going from one syllable to two syllables and focusing only on long vowel combinations.</p> <p>Lesson Focus: It is critical that teachers have word lists prepared for each of the phoneme-grapheme type listed. It is too hard to generate the correct words on the spot, without always running into the exceptions.</p> <p>Use table of contents, glossary and index to locate information in non-fiction text</p> <p>Flip books for illustrations and descriptions of family members and their roles/responsibilities</p> <p>RF.2.3d</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425158</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425158</p> | <ul style="list-style-type: none"> • Use table of contents, glossary and index to locate information in non-fiction text (Link) - see page 6 for a lesson relating to this standard from the Georgia Department of Education. • Flip books for illustrations and descriptions of family members and their roles/responsibilities (Link) - see pages 4 through 5 for a lesson relating to this standard from the Georgia Department of Education. • Advanced Decoding PowerPoint (Link) - This PowerPoint explains the whole process of how to teach students to decode multi-syllable words. It would be very useful for professional | <p>1-3 weeks</p> |

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| <p>Overview Information: An English word can consist of three parts: the root, the prefix, and the suffix. The root is the part of the word that contains the basic meaning (definition) of the word. A prefix is a word part that is placed in front of a root. A prefix changes the word's meaning or makes a new word. A suffix is a word part that is placed after the root. The suffix changes the word's meaning as well as its function (use). Prefixes and suffixes are called affixes because they are attached to a root.</p> <p>Lesson Focus: Teach the most common prefixes and suffixes and their meanings so that students can use that knowledge to help them decode unfamiliar words.</p> <p>Analyze words with prefixes and suffixes</p> <p>Classification of words</p> <p>Retelling major events/actions</p> <p>Activate Prior Knowledge with Vocabulary/(synonyms and antonyms)</p> <p>Use table of contents, glossary and index to locate information in non-fiction text</p> <p>Preview/predictions of cover of book and chapter</p> <p>Analyze and locate words with</p> | | <p>development.</p> <ul style="list-style-type: none"> • Read Tennessee Common Core Materials (Link) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be used as an entire unit. <p>Build Vocabulary with Prefixes and Suffixes (Link) - Here's a game to get your child thinking about these beginnings and endings, in between a lot of shouting and laughing.</p> <p>Analyzing words with prefixes and suffixes (Link) - see pages 27 through 28 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Classification of words (Link) - see pages 24 through 25 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Retelling major events/actions (Link) - see pages 15 through 17 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
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prefixes/suffixes

RF.2.3e

Overview Information: This unit is about single phonemes (sounds) that have multiple spellings (grapheme representation). The heart of this unit is to teach students that certain letter combinations or sounds can be spelled in a variety of ways.

Lesson Focus: There is a lot to teach in this unit. Instruction will focus on single letter sounds, doublets, digraphs, trigraphs, consonants in blends, silent letter combinations, single letters, vowel teams, vowel teams, vowel r, and vowel -consonant-e that all have multiple spellings.

Identify rhyming words and sort between same/different rime

Brainstorm Ideas for Culminating Project (“I Can Do It Day”) ([Link](#)) - see pages 12 through 13 for a lesson relating to this standard from the Georgia Department of Education.

Activating Prior Knowledge with Vocabulary/(synonyms and antonyms) ([Link](#)) - see pages 7 through 9 for a lesson relating to this standard from the Georgia Department of Education.

Use table of contents, glossary and index to locate information in non-fiction text ([Link](#)) - see page 6 for a lesson relating to this standard from the Georgia Department of Education.

Preview/predictions of cover of book and chapter 1 vocabulary ([Link](#)) - see pages 2 through 3 for a lesson relating to this standard from the Georgia Department of Education.

T-chart of night and day ([Link](#)) - see pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education.

Analyze and locate words with prefixes/suffixes ([Link](#)) - see page 12 for a lesson relating to this standard from the Georgia Department of Education.

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| | | <p>Readworks Common Core Materials (Link) - Vocabulary in Context 2nd Grade Unit: Prefixes</p> <p>Most Common Prefixes/Suffixes (Link) List of Common Prefixes and Suffixes</p> <p>Online Activities (Link) - This page contains free worksheets, online activities and other educational resources to help with prefixes and suffixes.</p> <p>BBC Skillwise (Link) Prefixes and Suffixes Factsheets, video, games, quizzes and printable activities.</p> <p>Prefixes and Suffixes at pppst.com (Link) - This site has multiple PowerPoint slides to teach and reinforce the understanding of prefixes and suffixes.</p> <p>Free printable picture Prefixes and suffixes worksheets (Link)</p> <p>Song to Teach Prefixes and Suffixes (Link) - Resources that students can use on their own or with the teacher.</p> <p>Prefixes Say Plenty (Link) - This site has a lesson on the computer that can be used with the class and the smart board or projector.</p> <p>Jellyfish Game (Link) - Students break words into the prefix, base</p> | |
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| | | <p>and suffix. Every correct answers adds a jellyfish to the tank.</p> <p>Crystal Castle (Link) - Add the correct prefix to the word. Each correct answer builds a bigger castle.</p> <p>Short Circuit (Link) - Maggie needs help fixing a short circuit in her computer, and she needs your help. By linking the prefixes and suffixes to their meaning, you can really help her out.</p> <p>Prefix and Suffix Printables (Link)</p> <p>Spin-A-Word game (Link) - This site also has links to many other games as well as free blank game boards.</p> <p>Prefix and Suffix cards (Link) - Help children understand and recognize common prefixes and suffixes by cutting out and laminating the above cards. Provide children with opportunities to locate these in words.</p> <p>Read Tennessee Common Core Materials (Link) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be used as an entire unit.</p> | |
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| | | <p>Identify rhyming words and sort between same/different rime (Link) - see pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Assessment preview/rough draft (writers' workshop)/final draft (2 day task) (Link) - see pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Read Tennessee Common Core Materials (Link) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be used as an entire unit.</p> | |
| <p>RF.2.3f</p> <p>Overview Information: Sight word acquisition is an important building block in the construction of a child's ability to read. Once a child is able to read all of the words on the Dolch List's (Resource: Dolch's Second Grade Sight Vocabulary) for example, the child has access to up to 75% of what is printed in almost any piece of children's literature.</p> <p>Lesson Focus: Students need to learn grade appropriate sight words. It is best to teach the word in isolation first and then give the child plenty of practice seeing the word in different contexts.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425158</p> | <p>The Critical Importance of Sight Words (Link) - This site helps parents and teachers understand why sight words are important.</p> <p>How to Teach Sight words (Link) - This link is great for both teacher and parents. It outlines 5 effective steps to teaching sight words.</p> <p>Identify rhyming words and sort between same/different rhyme (Link) - see pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Sight Vocabulary, Fry Words, and More (Link) - This site not only has word list and flashcards and</p> | |

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| | | <p>activity sheets</p> <p>Read Tennessee Common Core Materials (Link) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be used as an entire unit.</p> | |
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CCSS Standard: Fluency - Foundational Skills

RF.2.4a: Read on-level text with purpose and understanding.
RF.2.4b: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c: Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.

- Enduring Understandings:**
- Accuracy, rate and expression enhance meaning.
 - Context affects word meaning.
 - Fluent and accurate reading support comprehension.
 - Readers should be able to read on level text with purpose and understanding.
 - Readers use context to confirm or self correct word recognition and understanding.

New Vocabulary:
 Comprehension, fluency, recognition, support

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RF.2.4a</p> <p>Overview Information: Teachers need to be clear about what level is considered second grade material and where to find appropriate books. See Concepts and Information for clarification. Understanding the author’s purpose for writing is critical for understanding. The three major</p> | <p>n/a</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425159</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425159</p> <p>Practice Author’s Purpose (Link) - Examples of short texts to determine author’s purpose. There are written at a 4th grade level, so use as whole class examples.</p> | <p>1-3 weeks</p> |

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| <p>categories of purpose are to inform, entertain or persuade.</p> <p>Lesson Focus: Determine Author's Purpose</p> <p>Classification of words</p> <p>Context clues</p> <p>Retelling major events/actions</p> <p>Graphic organizer of story elements</p> <p>Compare and Contrast two chapter books</p> <p>Define Vocabulary from chapter books</p> <p>Make connections: text to self, text to world</p> | | <p>iKeepBookmarks (Link) Online lesson and tests for Author's Purpose - This site has a lesson, pre and post tests, partner activity and a United Streaming Lesson all on Author's purpose.</p> <p>Classification of words (Link) - see pages 24 through 25 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Context clues practice (Link) - see page 18 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Retelling major events/actions (Link) - see pages 15 through 17 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Graphic organizer of story elements (Link) - see pages 3 through 4 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Compare and Contrast two chapter books (Link) - see pages 28 through 29 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Define Vocabulary from chapter book (Link) - see pages 27 through 28 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
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| | | <p>Story Element Predictions (Link) - see pages 25 through 26 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Text to Self Connection (Link) - see page 25 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Fluency and Text to Self Connection (Link) - see page 24 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Predictions, Self to Text connections (Link) - see pages 22 through 23 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Discover the beginning/need for maps (Link) - see pages 6 through 7 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Story Elements (Link) - see pages 3 through 4 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Flip book to Identify story characters and characters' relationships/roles (Link) - see pages 3 through 4 for a lesson relating to this standard from the</p> | |
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| | | <p>Georgia Department of Education.</p> <p>Readworks Common Core Materials (Link) - Drawing Conclusions 2nd Grade Unit: Text-to-World Connections</p> <p>Can You Determine the Author's Purpose for Writing? (Link) The ultimate resource for author's purpose! - This site has a powerpoint to explain author's purpose, a video, online practice and much more.</p> <p>Have Fun Teaching: Author's Purpose Song (Link) - Song and lyrics about the author's purpose.</p> | |
| <p>RF.2.4b</p> <p>Overview Information: Fluency is the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to <i>read fluently</i> whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.</p> <p>Lesson Focus: help students develop their speed, accuracy and expression to achieve fluency.</p> <p>Paired Reading</p> <p>Reading Buddies</p> <p>Reader's Theater</p> | <p>N/A</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425159</p> | <p>Reading Fluency (Link) - This PowerPoint gives a very teacher friendly explanation of reading fluency including goal rates for multiple grades and activity suggestions.</p> <p>Paired Reading (Link) - Lesson for paired reading to practice fluency</p> <p>12 Quick and easy Fluency Lessons (Link) - These lessons are directly from the book <u>Building Fluency</u> by Scholastic.</p> <p>Guided Reading Comprehension Strategy (Resource) - An instructional strategy that can help students improve a variety of reading skills, including fluency.</p> | |

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| <p>Compare and Contrast two chapter books</p> <p>Define Vocabulary from chapter books</p> <p>Make connections: text to self, text to world</p> <p>Classification of words</p> <p>Graphic organizer of story elements</p> <p>Making Predictions</p> | | <p>Reading Buddies (Link) printable worksheet to go along with this brief description of how to use Reading buddies in the classroom. Students can receive feedback and guidance reading appropriate text from their peers. One student plays the "reader" and the other is the "listener". The teacher sets a timer for a desired amount of time and after the first trial, the listener provides feedback to the reader. After the second and third trials, the listener is responsible for checking off the reading behaviors that the reader demonstrated.</p> <p>NOTE: This reading fluency activity must be explicitly modeled by the teacher before students can do this independently.</p> <p>Reader's Theater helps students become fluent readers! The repeated readings necessary to prepare for play, both silent and oral, help students gain confidence with the selected play text. Choral readings, rehearsals, and readings at home with family members all create great reading opportunities. (Carson-Dellosa's "Act It Out with Reader's Theater" Series are great because the speaking parts in each play can be acted with students at different reading levels).</p> <p>Sight Word Phrases (Link) - One of children's favorite reading fluency activities are practicing with short</p> | |
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| | | <p>phrases. Repeated reading of phrases gives students practice reading decodable and non-decodable words with fluency. The short phrases may be written on sentence strips for the small group setting or used for a reading center activity.</p> <p>Classification of words (Link) - see pages 24 through 25 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Graphic organizer of story elements (Link) - see pages 3 through 4 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Compare and Contrast two chapter books (Link) - see pages 28 through 29 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Define Vocabulary from chapter book (Link) - see pages 27 through 28 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Story Element Predictions (Link) - see pages 25 through 26 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Text to Self Connection (Link) - see page 25 for a lesson relating to this</p> | |
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| | | <p>standard from the Georgia Department of Education.</p> <p>Fluency and Text to Self Connection (Link) - see page 24 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Fluency with expression and text to character connection (Link) - see pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Predictions, Self to Text connections (Link) - see pages 22 through 23 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Story Elements (Link) - see pages 3 through 4 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Characters' actions/feelings (Link) - see page 7 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Dolch Second Grade Sight Vocabulary (Resource) - This is an assessment for sight words.</p> <p>Reading Fluency (Link) - This PowerPoint gives a very teacher friendly explanation of reading fluency including goal rates for</p> | |
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| | | <p>multiple grades and activity suggestions.</p> <p>Reading Rockets: Target the Problem! Fluency (Link) Defines fluency for parents and teachers and gives strategies to help improve.</p> <p>Read Tennessee Common Core Materials (Link) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be used as an entire unit.</p> | |
| <p>RF.2.4c</p> <p>Overview Information: Re-reading is a reading strategy that gives the reader another chance to make sense out of a challenging text. For practice, have students reread a passage to check for understanding and model when rereading can be helpful.</p> <p>Lesson Focus: Re-reading is a critical part of the reading process. Good readers will reread a piece several times, until they are sure they understand it and really know it. Encourage students to reread several times when looking for information. It is important to teach students that they do not have to reread the whole piece. They can reword a word, phrase, or just a short section.</p> <p>Context clues</p> | <p>N/A</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425159</p> | <p>Teaching Context Clues (Link) - Use the book <i>Baloney</i> (Henry P.) by Jon Scieszka to teach context clues.</p> <p>Context Clues 3rd Grade (Link) - It says it is for 3rd grade but there is no difference between the wording of 2nd and 3rd grade units.</p> <p>Context Clues (Link) - Detailed description of context clues and how to teach them. Includes examples of context clues in a text.</p> <p>Self Check Poster (Link) - By enlarging this template you can help students learn and remember important self-check strategies when reading. We have found that it is beneficial to add objects to each strategy!</p> | |

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| <p>Activating Prior Knowledge with Vocabulary/(synonyms and antonyms)</p> <p>Compare and Contrast two chapter books</p> <p>Define Vocabulary from chapter book</p> <p>Make connections: text to self, text to world</p> <p>Classification of words</p> <p>Graphic organizer of story elements</p> <p>Making Predictions</p> <p>Word Sorts</p> <p>Re-Reading the Text:</p> <p>Overview Information: Monitoring Comprehension</p> <p>Lesson Focus: Context clues are words or phrases that are built into the sentences around to help explain the meaning of a new or difficult word. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues. Use context clues to determine the meaning of homophones, homonyms and homographs. Apply the meaning of the terms synonym and antonym. Apply knowledge of individual words in unknown compound words to</p> | | <p>Guess Who? (Link) Context Clues in Rhymes- Use context clues in rhymes to figure out who (what type of job) the poem is describing.</p> <p>Welcome: Words in Context (Link) Duck Von Fly Game - Some words have several meanings. You must put them into a sentence in order to determine the meaning of the word. If you are right, the duck gets a pie in the face!</p> <p>Multiple Meanings, Homophones and Homonyms (Link) - This is a source for PowerPoints.</p> | |
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| determine their meanings | | | |
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Grade: Second

Subject: Writing

CCSS Standard: Text Types and Purposes Opinion Writing

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

Enduring Understandings

- Good writers clearly state their opinion on a topic.
- Good writers provide a conclusion.
- Good writers use linking words to connect their opinion and reasons.
- Informed writers provide reasons that support their opinion.
- Write opinion pieces using supporting details.
- Writing must include introduction, body, and conclusion.

New Vocabulary:

Conclusion, connect, describe, develop, introduce, linking, words, support

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.2.1</p> <p>Overview Information: In this lesson work through the understanding of the standard by starting with helping students get an understanding of opinion writing.</p> <p>Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their</p> | <p>Reading Rockets: Looking at Writing (Link) This link has five different examples of 2nd grade student writing and an interactive portion that explains each portion of the student's writing progress giving teachers a common understanding of how to judge writing progress.</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425160</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425160</p> <p>Teacher Resource (Link) - This link models for the teacher the structure of a well written essay. It gives suggestions for the opening, the conclusion, and good sentence starters.</p> <p>Useful Linking Words and Phrases for Essays (Link) printable PDF</p> <p>Thematic Web (Link) Graphic Organizer - Use the main idea and details graphic organizer to organize the thoughts from the 2 column notes.</p> <p>Common Core State Standards appendix C (Link) has sample opinion writing.</p> | <p>1-3 weeks</p> |

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| <p>understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K-5, the term “opinion” is used to refer to this developing form of argument.</p> <p>Lesson Focus: Teachers should focus instruction around the opinion writing content focusing on strategies and best practices to help advance the student's writing ability.</p> | | | |
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CCSS Standard: Text Types and Purposes Informative or Explanatory Writing

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

- Enduring Understandings:**
- Informed writers clearly and accurately examine and convey ideas in informative/explanatory texts through effective organization and analysis of content.
 - Write informative texts using key facts and definitions.
 - Writing must include introduction, body, and conclusion.

New Vocabulary:
Conclusion, connect, definitions, describe, develop, introduce, linking words, support

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W2.2</p> <p>Overview Information:</p> <p>In this lesson work through the understanding of the standard by starting with helping students get an understanding of how to group and use information to aid comprehension.</p> <p>Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (<i>What are the different types of poetry?</i>) and components (<i>What are the parts of a motor?</i>); size, function, or behavior (<i>How big is the United States? What is an X-ray used for? How do penguins find food?</i>); how things work (<i>How does the legislative branch of government function?</i>); and why things happen (<i>Why do some authors blend genres?</i>). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining,</p> | <p>Reading Rockets: Looking at Writing (Link) - This link has five different examples of 2nd grade student writing and an interactive portion that explains each proportion of the student's writing progress giving teachers a common understanding of how to judge writing progress.</p> <p>Nonfiction Reading and Informational Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <ul style="list-style-type: none"> • Informational Reading and Writing Rubrics: 2nd Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project. • Student Packet for Writing Component (Link) - Retrieved from Teachers College - The Reading and Writing Project. • Annotated Sample Writing Response: Level 1 (Novice) (Link) - Retrieved from Teachers College - The Reading and Writing Project. • Annotated Sample Writing Response: Level 2 (Intermediate) (Link) - Retrieved from Teachers College - The Reading and Writing Project. • Annotated Sample Writing Response: Level 3 (Proficient) (Link) - Retrieved from Teachers College - The Reading and Writing Project. <p>Annotated Sample Writing Response: Level 4 (Above Proficient) (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425161</p> <p>ReadWriteThink: Creating Question and Answer Books through Guided Research (Link) models a lesson on asking questions about a topic and then doing research through various media to find the answers. They use a KWL chart to organize the thinking.</p> <p>KWL (Link) Before investigating a topic, ask what students Know and what they Want to know. At the end, ask what they Learned. Keep track of it all on this KWL form. This could also be used to interview a partner.</p> <p>Cornell Notes Intro (Link) form with instructions</p> <p>Cornell Notes (Link) The main ideas go on the left and the details go in the larger box on the right.</p> <p>Taking Notes: the learner will take the notetaker form and fill in what they learned from the KWL research chart. Using the information on the notetaker form, the students put their information into the interactive outline form. (Link)</p> <p>Key Facts Note Taking Form (Link)</p> | <p>1-3 weeks</p> |
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| <p>describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point.</p> <p>Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analysis, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.</p> <p>Lesson Focus: Teachers should focus instruction around the informational/explanatory writing content focusing on strategies and best practices to help advance the student's writing ability.</p> <p>Lesson Focus: TLW write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.</p> <p>The learners will learn to do research by asking questions and then searching for answers. They will learn to take notes using Cornell notes or an</p> | | <p>This form has space to organize notes with: main events, important people, key terms, facts, and important quotes.</p> <p>Informational Text Features (Link) - Graphic organizers and descriptions of how to help students explore text features.</p> <p>The Comprehension Toolkit: Strategy Books (Link) Instruction in <i>The Primary Comprehension Toolkit</i> centers on six strategy books organized around research based comprehension strategies. Based on the gradual release of responsibility instructional framework, Toolkit lessons help students use these strategies flexibly across a variety of texts, topics, and subject areas.</p> <p>Teach Text Features and Read Nonfiction (Link) - The Scholastic link has a nonfiction article for the students to work with.</p> <p>Lucy Calkins Unit of Study: Nonfiction Writing (Link) – All About Books sessions 7-10 gives us lessons to model with students.</p> <p>Tips for Writing an Informative Article (Link)</p> <p>Build Mastery: Informative Writing (Teaching Book) (Link) Ideas for struggling and advanced students</p> | |
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| <p>interactive outline form. The learners need to understand the structure of a well written informative/explanatory writing that uses text features.</p> <p><i>Lesson Focus: How to do research?</i></p> <p><i>Lesson Focus: How to take notes?</i></p> <p><i>Lesson Focus: What are text features?</i> Students need to look at many informational texts to understand what text features are and how they help the reader understand the text.</p> <p><i>Lesson Focus: How to write an informative/explanatory writing?</i> The writers will take their notes and organize their thoughts into a writing that has an introduction, facts and definitions that inform us about their topic, and a conclusion.</p> | | <p>Recipes - Informational Text (Link) - Model lesson that can be changed to fit your classroom needs</p> <p>Informational Writing - Recipes (Link) - Model lesson that can be changed to fit your classroom needs</p> <p>Research history of game or activity to be shared in culminating activity (Link) - See pages 26 through 27 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Write instructions to game, hobby or similar activity (revisions and editing will require additional time) (Link) - See pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Prewriting/rough draft/ conferencing/ editing/publishing (Link) - See page 19 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Locate supporting details from chapter (Link) - See pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Shared Writing (Link) - See pages 13 through 14 for a lesson relating to this standard from the Georgia</p> | |
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| | | <p>Department of Education.</p> <p>Introduce Unit/Find facts from a fiction book (Link) - See pages 5 through 6 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Writing an Informational Piece (Link) - See page 18 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Diagramming (Link) - See page 17 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Research/Comparing/Contrasting /Paragraph Writing (Link) - See pages 16 through 17 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Writing an Informational Piece/Research (Link) - See pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Writing an Information Piece (Link) - See pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>TCRWP Non-fiction Reading and Informational Writing (Link) - This packet contains two units designed to support students' journey</p> | |
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| | | <p>towards proficiency in writing and reading of informational texts about a subject which they have studied. The task included in the units asks each student to write an informational text about a subject on which he or she has already developed expertise (but continues to research and read about more in preparation for this writing). <i>From the New York City Department of Education.</i></p> <p>Read Tennessee Common Core Materials (Link) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be used as an entire unit.</p> | |
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CCSS Standard: Text Types and Purposes Narrative Text Types

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

Enduring Understandings:

- Good writers carefully choose details when developing narratives.

New Vocabulary:

Conclusion, connect, describe, develop, introduce, support

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.2.3: Overview Information: Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.</p> | <p>Reading Rockets: Looking at Writing (Link) This link has five different examples of 2nd grade student writing and an interactive portion that explains each portion of the student's writing progress giving teachers a common understanding of how to judge writing progress.</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425162</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425160</p> <p>Assessment preview/rough draft (writers’ workshop)/final draft (2 to 3 day task) (Link) - see pages 10 through 11 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Work in groups to describe how the tree’s life cycle is important to animals (Link) - see page 21 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Make a connection to a character in a book (Link) - see pages 10 through 11 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>(COLLABORATIVE PROJECT): plan presentations in small groups/ share responsibility of work, publish group project/ peer evaluation (Glow/Grow) (Link) - see page 23 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Analyze setting from text; design setting to convey information to</p> | <p>2-4 weeks</p> |

Lesson Focus:

Teachers should focus instruction around narrative writing focusing on strategies and best practices to help advance the student's writing ability.

reader ([Link](#)) - see pages 20 through 21 for a lesson relating to this standard from the Georgia Department of Education.

Preview rubric for assessment/pre-write/rough draft/publish ([Link](#)) - see page 14 for a lesson relating to this standard from the Georgia Department of Education.

Assessment preview/rough draft (writers' workshop)/final draft (2 day task) ([Link](#)) - see pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.

The learners will learn to think of an event and zoom in to include details, actions, thoughts and feelings. They will use words that show not tell: include words that express the senses, use words that tell the internal story (feelings) as well as the outside story (action), and words that signal the sequence of time. The learners need to understand the components that are needed in all quality narrative writing pieces.

Read Tennessee Common Core Materials W.2.3 ([Link](#)) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be used as an entire unit.

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| <p>Lesson Focus: How to decide to write about what event?</p> | | <p>Read Tennessee Common Core Materials W.2.5 (Link) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be used as an entire unit.</p> <p>Read Tennessee Common Core Materials W.2.6 (Link) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be used as an entire unit.</p> <p>It is necessary to model for writers how to make a decision on what event to write about. They need to consider something they know well and to capture the event with words so that it zooms in to create a snapshot for the reader.</p> <p>Lucy Calkins Units of Study for Primary Writing – Nonfiction Writing: Procedures and Reports (Link) children learn how to write two different kinds of non-fiction texts: How-To and All-About books. Also use the following links:</p> <p>Lesson plan: Telling a Story About Me: Young Children Write Autobiographies (Link)</p> <p>Brain Pop Jr.: Writing About Yourself (Link) Video about</p> | |
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| <p>Lesson Focus: How to include details that include actions, thoughts, and feelings?</p> | | <p>diaries, journals, and writing about yourself.</p> <p>Narrative Writing and Language (Link) PowerPoints for use with students and for teacher background knowledge</p> <p>Teacher Guided Activities - An Autobiographical Incident: Personal Narrative Essay (Link) directions and steps for students to write autobiographical incidents.</p> <p>For describing actions the writers need to use words that show not tell.</p> <p>Brain Pop Jr.: Show not Tell (Link) Video about finding out how to use descriptive words and phrases to convey sensory experiences.</p> <p>To describe the thoughts and feelings be sure to include words that describe the senses that are involved:</p> <p>Brain Pop Jr.: Writing with the Senses (Link) Video about sharing what you senses tell you to make your writing more descriptive.</p> <p>Freeology Graphic Organizer: Thematic Web (Link) you can use this graphic organizer for the words that describe the senses and tell the inside story (thoughts and feelings) as well as the outside</p> | |
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| <p>Lesson Focus: How to write a narrative piece of writing?</p> | | <p>story (action)</p> <p>Lucy Calkins Units of Study for Primary Writing – Nonfiction Writing: Procedures and Reports session 12 (Link) children learn how to write two different kinds of non-fiction texts: How-To and All-About books.</p> <p>For teaching narrative writing, here is a good resource to check out: Brain Pop: Writing Process (Link) You'll learn why you should choose a topic you're familiar with, how to come up with ideas about that topic, and how to turn those ideas into a rough draft</p> <p>Lucy Calkins Units of Study for Primary Writing – Nonfiction Writing: Procedures and Reports session 8 (Link) There are several different ways for a writer to plan their writing. In Lucy Calkins they suggest to tell the story 'across one's fingers' to produce stories that have a beginning, middle, and an end</p> <p>Also using the storyboard graphic organizer will help the writer plan their story.</p> <p>Freeology Graphic Organizer: Storyboard with Six Boxes (Link) A simple storyboard form can be used to retell a story's main events, plan before writing a story, plan for a film, and much</p> | |
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| | | <p>more.</p> <p>For the advanced writers, they may want to use an outline form:</p> <p>Brain Pop Outlines (Link) Learn about this important pre-writing step as you find out how to sort, organize, and classify information into distinct categories.</p> <p>While planning the story, the writers need to think about what is the most important part of their story and add details to that part.</p> <p>Brain Pop: Main Idea (Link) Video</p> <p>Lucy Calkins Units of Study for Primary Writing – Nonfiction Writing: Procedures and Reports-session 11 (Link) Making Texts that Teach: nonfiction writers need to include facts that teach in their writing and that they do research by learning from books on their topics.</p> <p>Include in the modeling of writing a narrative, the importance of using linking words and phrases to show sequence and time.</p> <p>Linking Words and Phrases (Link) printable list</p> <p>Finally when writing the conclusion, model guidelines that keeps the end of the story close to</p> | |
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| | | <p>the heart of the story.</p> <p>Appendix C of the core standards has sample narrative writing, p.17.</p> <p>Core Standards appendix C (Link)</p> | |
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CCSS Standard: Production and Distribution of Writing

W.2.4: Begins in grade 3

W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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

Enduring Understandings:

- Produce clear writings on a specific topic.
- Strengthen writing through revising and editing.
- Work collaboratively with peers to produce and publish writing using technology.

New Vocabulary:

Editing, produce, publish, revising

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.2.5</p> <p>Overview Information: With every good piece of writing: revising, editing, and collaborating needs to happen. Separate lessons focusing on these skills can be done, but they need to happen during a writing project to keep the lessons authentic. Many links have been provided to assist with the implementing of these skills. Finally many suggestions are given for different ways to publish in a hard copy or online.</p> <p>Lesson Focus: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> | <p>N/A</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425163</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425163</p> <p>Assessment preview/rough draft (writers’ workshop)/final draft (2 to 3 day task) (Link) - see page 29 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Write instructions to game, hobby or similar activity (revisions and editing will require additional time) (Link) - see pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Prewriting/rough draft/ conferencing/ editing/publishing (Link) - see page 19 for a lesson relating to this standard from the</p> | |

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| | | <p>Georgia Department of Education.</p> <p>Assessment preview/rough draft (writers' workshop)/final draft (2 to 3 day task) (Link) - see pages 10 through 11 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Shared Writing (Link) - see pages 13 through 14 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Writing an Informational Piece/Research (Link) - see pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Opinion/Response to Literature (Link) - see pages 10 through 11 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Writing an Information Piece (Link) - see pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Design a postcard from space (Link) - see pages 22 through 23 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Intro culminating task, preview of rubric (Link) - see page 16 for a</p> | |
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| | | <p>lesson relating to this standard from the Georgia Department of Education.</p> <p>Preview rubric for assessment/pre-write/rough draft/publish (Link) - see page 14 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Assessment preview/rough draft (writers' workshop)/final draft (2 day task) (Link) - see pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Read Tennessee Common Core Materials (Link) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be used as an entire unit.</p> | |
| <p>W.2.6</p> <p>Overview Information: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Lesson Focus: In this lesson, students will practice using a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> | <p>N/A</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425163</p> | <p>Listening and looking for Information in a variety of media (Link) - see pages 22 through 23 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Writing an Informational Piece (Link) - see page 18 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Diagramming (Link) - see page 17 for a lesson relating to this</p> | |

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| | | <p>standard from the Georgia Department of Education.</p> <p>Research/Comparing/Contrasting /Paragraph Writing (Link) - see pages 16 through 17 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Writing an Informational Piece/Research (Link) - see pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Opinion/Response to Literature (Link) - see pages 10 through 11 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Writing an Information Piece (Link) - see pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Intro culminating task, preview of rubric (Link) - see page 16 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Preview rubric for assessment/pre-write/rough draft/publish (Link) - see page 14 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
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CCSS Standard: Research to Build and Present Knowledge

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

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

W.2.9: Begins in grade 4

W.2.10: Begins in grade 3

Enduring Understandings:

- Answer a question through writing by gathering information.
- Show understanding from shared research and writing.
- Use known information and experiences to answer a question in writing.

New Vocabulary:

Information from experience, information sources, report, science observations

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.2.7</p> <p>Overview Information: With research, questions need to be asked, background knowledge activated, and information gathered. Separate lessons focusing on these skills can be done, but they need to happen during a research project to keep the lessons authentic. Many links have been provided to assist with the implementing of these skills.</p> <p>Lesson Focus: TLW participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations). TLW recall information from experience or gather information from provided sources to answer a question.</p> | | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425164</p> <p>Model lesson - can be changed to fit your classroom needs:</p> <p>Informational Writing - Animals (Link)</p> <p>Shared Writing (Link) - See pages 13 through 14 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Groups research one of the seven major rivers of Georgia (Link) - See pages 12 through 13 for a lesson relating to this standard from the Georgia Department of Education.</p> | |

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| | | <p>Research the 5 regions of Georgia (Link) - See pages 9 through 10 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Writing an Informational Piece/Research (Link) - See pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Writing an Information Piece (Link) - See pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>(COLLABORATIVE PROJECT): plan presentations in small groups/ share responsibility of work, publish group project/ peer evaluation (Glow/Grow) (Link) - See page 23 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>ReadWriteThink: Creating Question and Answer Books through Guided Research (Link) - The activity uses KWL charts and interactive writing as key components of organizing information.</p> <p>ReadWriteThink: I Wonder: Writing Scientific Explanations with Students (Link) - This lesson encourages second-grade students to ask questions about a specific</p> | |
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| | | <p>topic, choose a particular question to explore in detail, and research the question using a variety of resources.</p> <p>ReadWriteThink: Investigating Animals: Using Nonfiction for Inquiry-Based Research (Link) - Through the use of nonfiction, students can be encouraged and challenged to learn more about favorite animals and to document their findings with graphic organizers.</p> <p>ReadWriteThink: Listen, Look, and Learn: An Information-Gathering Process (Link) - This lesson models an information-gathering process for primary learners as they listen to and look at resources, seeking information pertinent to the questions on an information wheel.</p> <p>Kids Search Tools (Link) - Search many kid friendly search sites compiled on one page.</p> <p>Hannah's Homework Help Station (Link) - Free Online Reference Services.</p> <p>Read Tennessee Common Core Materials (Link) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be used as an entire unit.</p> | |
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| <p>W.2.8</p> <p>Overview Information: In this lesson, students will practice recalling information from experiences or gather information from provided sources to answer a question.</p> <p>Lesson Focus: Students will practice recalling information from experiences or gather information from provided sources to answer a question.</p> | <p>N/A</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425164</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425164</p> <p>Incorporating literature and reinforcing concepts from informational text/resources (Wilred Gordon McDonald Partridge) (Link) - see pages 28 through 29 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Research history of game or activity to be shared in culminating activity (Link) - see pages 26 through 27 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Relating information from text to real-world (Link) - see page 25 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Reading for Information (Link) - see pages 21 through 22 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Preview/predict Magic School Bus Plays Ball: A book About Forces (Link) - see page 20 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Locate supporting details from chapter (Link) - see pages 17</p> | |
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| | | <p>through 18 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Locate examples of informal English transpose to formal English (Link) - see page 10 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Graphic organizer of story elements (Link) - see pages 3 through 4 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Groups research one of the seven major rivers of Georgia (Link) - see pages 12 through 13 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Make a connection to a character in a book (Link) - see pages 10 through 11 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Research the 5 regions of Georgia (Link) - see pages 9 through 10 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Opinion/Response to Literature (Link) - see pages 10 through 11 for a lesson relating to this standard from the Georgia</p> | |
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| | | <p>Department of Education.</p> <p>Writing an Information Piece (Link) - see pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Synonyms/Antonyms (Link) - see pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Design a postcard from space (Link) - see pages 22 through 23 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Record facts in flipbook (Link) - see pages 21 through 22 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Record facts in flipbook (Link) - see page 21 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Gather facts about moon (Link) - see page 19 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Read Tennessee Common Core Materials (Link) - This link provides teaching strategies, lesson and unit plans, activities and assessments that could be</p> | |
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| | | used as an entire unit. | |
| W.2.9 Begins in 4 th grade | | | |
| W.2.10 Begins in 3 rd grade | | | |

Grade: Second

Subject: Speaking & Listening

CCSS Standard: Comprehension and Collaboration – Speaking & Listening

SL.2.1a: Follow agreed upon rules for discussions.

SL.2.1b: Build on others’ talk in conversations by linking their comments to the remarks of others.

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

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

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

Enduring Understandings

- Active listening promotes the ability to recall ideas or details.
- Asking questions helps clarify understanding of the topic or issue & speaker’s meaning.
- Collective conversations expand understanding.
- Rules enhance listening and discussing.
- Sharing ideas and asking questions build understanding.

New Vocabulary:

Collaborative conversations, comprehension issue, talk

| Instructional Strategies | Assessment | Resources | Time Frame |
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| SL.2.1a Overview Information: Listening is the foundation of reading and writing. Students vary considerably in their ability to listen, retain and organize what they heard, connect to what others have said, and discuss it. This variance may be due to styles of home | N/A https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425165 | https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425165 | 1-3 weeks |

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| <p>communication or the home's native language, cultural habits, or previous teaching and learning.</p> <p>Lesson Focus: The focus of this unit is teaching the student to listen, relate personal experiences to new information (scaffold), ask questions to clarify (vocabulary, information presented, new ideas/feelings/attitudes) or explore how personal experience relates to what the speaker(s) is saying, and be able to recount what was heard and incorporate it into personal background resulting in a new knowledge base. As with any lesson some of these steps may be omitted depending on the knowledge and skills of students being taught. Or there may be a need for repetition of learning at different levels to assure retention and generalization of what it learned.</p> | | | |
| <p>SL.2.1b</p> <p>Overview Information: In this lesson work through the understanding of the standard by starting with helping students get an understanding of main idea and theme.</p> <p>Lesson Focus: In this lesson, students will practice building on others' talk in conversation by linking their comments to the remarks of others.</p> | <p>N/A</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425165</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425165</p> | <p>1-3 weeks</p> |

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| <p>SL.2.1c</p> <p>Overview Information: In this lesson, students will practice asking for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>Lesson Focus: Students will practice asking for clarification and further explanation as needed about the topics and texts under discussion.</p> | <p>N/A</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425165</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425165</p> | <p>1-3 weeks</p> |
| <p>SL.2.2</p> <p>Overview Information: In this lesson work through the understanding of the standard by starting with helping students get an understanding of key ideas and details.</p> <p>Lesson Focus: It is necessary to recount and describe key ideas or details in what is read or said so that we can build on what is said or read or compare what is said or read. First we will learn about what key ideas are and what details are. Then we learn how to recount (remember and say again) and describe (repeat in our words what we heard said).</p> | <p>N/A</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425165</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425165</p> | |

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| <p>SL.2.3</p> <p>Overview Information: In this lesson work through the understanding of the standard by starting with helping students get an understanding of asking and answering questions.</p> | <p>N/A</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425165</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425165</p> | |
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CCSS Standard: Presentation of Knowledge & Ideas – Speaking & Listening

SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate.
SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Enduring Understandings:

- Appropriate facts and details are required to make the story accurate.
- Respond to questions using complete sentences and sufficient details.
- Students will create audio recording to present stories and poems.
- Using drawings and visual displays can clarify ideas, thoughts and feelings in audio recordings.

New Vocabulary:
Appropriate facts, clarifying understanding, complete sentences, relevant descriptive details, audio recordings of stories or poems, coherent sentences, drawings or other visual displays

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>SL.2.4</p> <p>Overview Information: In this lesson work through the understanding of the standard by starting with helping students get an understanding of telling a story.</p> | <p>N/A</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425166</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425166</p> | <p>1-3 weeks</p> |

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| <p>Lesson Focus: Students will practice telling a story or recounting an experience.</p> | | | |
| <p>SL.2.5 Overview Information: In this lesson work through the understanding of the standard by starting with helping students get an understanding of different ways to tell stories or recount experiences.</p> <p>Lesson Focus: Students will practice creating audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> | <p>N/A https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425166</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425166</p> | |
| <p>SL.2.6 Overview Information: In this lesson, students will practice producing complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Lesson Focus: Students will practice producing complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | <p>N/A https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425166</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425166</p> | |

Suggested Reading Lists

Stories

- My Father's Dragon
- The Fire Cat
- Sarah, Plain and Tall
- Henry and Mudge: The First Book of Their Adventures
- Tops and Bottoms
- The Raft
- Poppleton in Winter
- The Lighthouse Family: The Storm
- The One-Eyed Giant
- Cowgirl Kate and Cocoa

Poetry

- "Autumn."
- "Who Has Seen the Wind?"
- "Afternoon on a Hill"
- "A Bat is Born."
- "Knoxville, Tennessee."
- "Eating While Reading."

Read-Aloud Stories

- "How the Camel Got His Hump."
- The Thirteen Clocks
- Charlotte's Web
- The Cricket in Times Square
- The Search for Delicious
- Bud, Not Buddy
- The Sign Painter

Read-Aloud Poetry

- "The Jumblies."
- The Pied Piper of Hamelin
- "Your World."
- "Fireflies"

Suggested Folktales/ Fables to Teach Lessons:

- Aesop Fables by Aesop
- Fables by Arnold Lobel
- Trouble with Trolls By Jan Brett
- The Mitten By Jan Brett
- Miss Rumphius By Barbara Cooney
- The Girl Who Loved Wild horses By Paul Gobel
- The Seven Chinese Brothers By Margaret Mahy
- Goldie Locks and the Three Bears By James Marshall
- Lon Po Po By Ed Young
- Dream Catcher By Ed Young

Suggested Books for Teaching Plot:

- Stellanuna by Janell Cannon
 - The Persian Cinderella by Shirley Climo
 - The Eleventh Hour by Graeme Bose
 - The Three Javelinas by Susan Lowell
 - Knots on a Counting Rope by Bill Martin
- Old Jake's Skirts by C. Anne Scott

Suggested Book List:

- Nana Hannah's Piano by Barbara Batner
- That Pesky Rat by Lauren Child
- Owen by Kevin Henkes
- Come a Tide by George Ella Lyon

Suggested Book List for Alliteration:

- A Pizza the Size of the Sun by Jack Prelutsky
- A Light in the Attic by Shel Silverstein
- The Bug in the Teacher's Coffee by Kalli Dakos
- Knock at a Star by Kennedy and Dorothy Kennedy
- The Twentieth Century Children's Poetry Collection edited by Jack Prelutsky
- Button Up by Alice Schertle
- Sing a Song of Popcorn Scholastic Book

Suggested Books for Teaching Setting:

- Dream Place by George Lyon
- Dandelions by Eve Bunting
- Pink and Say by Patricia Polacco
- So Far From the Sea by Eve Bunting
- Canoe Days by Gary Paulsen
- Train to Somewhere by Eve Bunting
- Uptown by Bryan Collier
- Once Upon a Time by Niki Daly
- The Moon Ring by Randy Duburke
- Water Hole Waiting by Jane and Christopher Kurtz

Suggested picture books:

- The Day Jimmy's Boa Ate the Wash by Tinka Hakes Noble
- The Snowman by Raymond Briggs
- If You Take a Mouse to the Movies by Laura Joffe Numeroff
- Where the Wild Things Are by Maurice Sendak
- Daisy Comes Home by Jan Brett

Suggested Picture Books:

- The True Story of the Three Pigs by Jon Scieszka
- Barefoot by Pamela Duncan Edwards
- George Washington's Socks by Elvira Woodruff

- Two Bad Ants by Chris Van Allsburg
- Many Moons by James Thurber
- Granddad Bill's Song by Jane Yolen

THIRD

Grade: Third

Subject: Reading Literature

CCSS Standard: Key Ideas and Details

R.L.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

R.L.3.2: Recount stories, including fables, folktales, and myths from diverse cultures, determine the central messages, lesson, or moral and explain how it is conveyed through key details in the text.

R.L.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Enduring Understandings:

Comprehension strategies lead to asking and answering questions that reveal deeper meaning of the story.

Each character has a unique set of traits that direct their actions which shape the events of the story.

Key details from the text can be used to answer and ask questions demonstrating understanding.

Key details in the text show the central messages, lessons, or morals found in various forms of stories from diverse cultures

New Vocabulary:

Cause and Effect, Contributions, Cultures, Fables, Feelings, Folktales, Message, Motivations, Myths, Recount, Structures, Traits

Instructional Strategies

Resources

Assessment

Time Frame

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| <p>R. L.3.1</p> <p>Wonder Worms Use the sample “I Wonder Worm” bookmarks that students can place inside a text. Ask “I Wonder” questions as students read. Students should form answers based on the text. For example, “I wonder how the main character’s feelings changed in the story.” Students then find the evidence in the text that supports their answer and places a page number in the section on the worm. As time allows, students may share with everyone.</p> <p>Dialogue Digs Provide time for students to be social about reading. Offer a list of questions useful for general narrative texts and supported by critical thinking models such as Bloom’s Taxonomy. Students then have discussions in an electronic format such as a blog, wiki or as pen pals with another school or student. For a reluctant reader the blog could be posts between the student and an adult, such as the teacher. In all scenarios, students utilize the text to support their ideas. (Allyn, 2012)</p> <p>Questioning Types Students examine texts that have the same theme such as taking a journey. They create their own questions to ask of other students who have examined the same texts. An example chart is provided for use. (Goudvis & Harvey, 2012)</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425170</p> <p>http://www.isbe.net/common_core/htmls/resources.htm</p> | <p>Students read a text on their own or with a partner. They then pair up, taking turns asking questions from what they read. The partner then answers the question, showing where he can find it in the text. Students could also participate in this activity in a small reading group. The teacher walks around the room as the students complete this task, recording questions and responses. Grouping: <i>Small group, pair, individual</i></p> <p>Exit Slip. Students read a text, and then create an exit slip for the information found in the story. They randomly exchange slips, complete the questions with references to the text. The students are evaluated both on the questions they create and the answers, with references supplied. Grouping: <i>Small group, pair, individual</i></p> <p>Foldable Chart. After completing a text, students write four quality questions on the top four flaps of a piece of construction paper, folded lengthwise and cut to the fold to form 4 doors. Under each question door they may write the answer with reference to the text. A variation would be to have students exchange charts and answer on another’s questions. These can be hung in the hall as a challenge for other students to read and answer the questions if they have read the passage. Grouping: <i>Pair, individual</i></p> | <p>2 weeks</p> |
| <p>R.L.3.2</p> <p>Semantic Feature Analysis: This is a</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425174</p> | <p>Groups of students read different cultural versions of a traditional folktale or fable. After reading, they recount the story through a brief</p> | <p>2 weeks</p> |

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| <p>comprehension strategy that helps students identify characteristics associated with related words or concepts. With a Semantic Feature Analysis chart or grid, one can examine related concepts but make distinctions between them according to particular criteria across which the concepts can be compared. It can be used to compare folktales, myths, and fables. A lesson design idea is located here. A list of books is available organized by fairy tales, fables, legends, tall tales, myths and cultures from the Washburn University Mabee Library. A suggested example chart is also attached. (Stahl & Nagy, 2005)</p> <p>Montessori Mystery Bags (adapted): To help teach main idea, place several items that are related in a small brown bag. Discuss with students that the bag is a big idea and each item represents a key idea or detail. As each item is removed from the bag, ask students to use the clues to understand the meaning of the bag's contents. A suggestion is attached. Next, use just one picture with a central theme, like a beach, and ask students to decide what the main idea is and the key details of the picture. What would they put in a bag to describe it? Finally, choose short passages of text and ask students to decide what would go in the bag as key details and then title the bag for the main idea.</p> <p>Picture Perfect: Use old posters from your library, book covers, illustrations, or</p> | <p>http://www.isbe.net/common_core/htmls/resources.htm</p> | <p>oral summary to the group. Next, they work together identify the central message, moral or lesson present in all the stories using key details from their different stories. Finally, they create a graphic organizer where the central message is listed in the center, with spokes coming out for each different story. In those bubbles, students will list the culture of the story through key details. Students will be evaluated on their ability to determine the central message, lesson or moral as well as identify key details. Grouping: Small group</p> <p>After completing the activity above, groups may present their chart to the class, display them in the halls and or travel to other rooms to explain their work.</p> <p>Students read a fable, folktale or myth. They make notes as to the central message and key details. They discuss their notes with a partner or small group. They then create a graphic novel of the story using pictures and word bubbles, demonstrating knowledge of the central message as well as key details. These are then bound and made available for other students to read during independent reading. Students are evaluated on their ability to show the central message and key details. Allow this work to be done either by hand or on a computer. Grouping: Small group, pairs, individual</p> <p>After reading an assigned story, students create a mobile, with the central message at the top and strips coming down with the key ideas supporting the central message. Grouping: Pair, small group</p> | |
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| <p>even jigsaw puzzles that are put together from a variety of cultures. Cover the central idea with a larger sticky note and then 4-6 other sticky notes cover lesser important details of the picture. Peel the detail notes off and describe what is under it explicitly, noting each time if students think the whole picture is about the one detail. Finally, lift the larger note in center up and decide what the whole picture is about. Students then create a sentence in a journal about the main idea and sentences regarding the details (under smaller sticky notes), supporting the main idea.</p> | | | |
| <p>R.L.3.3</p> <p>Character Pyramids: Using the graphic organizer, students identify traits, relationships with other characters, behaviors and the problems those might create for the character and how the character changed in the book. Once those are established, discussion on how those traits explain the characters actions in the book can be fostered. Students should use evidence from the text to support their analysis.</p> <p>Character Dolls. Design paper dolls that are connected at the arms and legs. (There are many free templates online.) The first doll should be dressed or decorated with words to describe the character and their feelings. On the remaining dolls students should note with words or pictures the actions of that same character. After completing the character dolls, have students summarize</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425174</p> <p>http://www.isbe.net/common_core/htmls/resources.htm</p> | <p>Students read a story in a small group. Each student then creates a poster including a drawing of a character described in the story. Around the picture students add words or phrases that describe the characters feelings, traits, and motivations and how their actions contributed to the sequence of events in the story. Allow students to complete this task on a computer. Students collaborate with teammates to ensure each poster has similar attributes.</p> <p>Finally, students make a brief presentation as a group, with each child explaining his character. After the presentation, the class could discuss and evaluate the presentations. Grouping: <i>Small group</i></p> <p>Who am I? Students read various short stories. They create a “Who am I?” paragraph with clues about the characters traits, motivations and actions in the story. Student first write clues on strips of paper, organize them from general to specific, and write them</p> | <p>2 weeks</p> |

the character's actions and how they contributed to the sequence of events by using questions such as:

1. Explain how _____ feels when he/she learns what happened. How does that affect what he/she does next?
2. Explain why the main character changes during the story. How does that influence what happens next in the story?
3. Describe ____ (a character in the story). How did his/her actions contribute to the sequence of events in the story?
4. Explain how the actions of ____ (a character in the story) influence what happens next.

Before and After. Students sketch drawings or write words on the "Before" side of a t-chart to communicate the traits, feelings and motivations of the character near the beginning of the story. The teacher should determine where the student should read to, to complete the "before" section. Once the "before" is completed, the students can begin writing notes and sketching drawings of changes the character goes through. Students can also be assigned to write the page number of where in the text they noted the evidence to support their notes/drawings.

IEPC Imagine, Elaborate, Predict Confirm Students close eyes and imagine the scene of characters and events using their senses. They then elaborate to a

out in that order and read them aloud. Other students listen and guess who is described.
Grouping: *Pair, individual*

Who am I? Variation. After all students have created their list, rather than read them aloud, they crumble them up and on the teacher signal they throw them across the room. The students then grab a paper off the floor and on the teacher's signal toss them again. This is repeated a third time. Then students open the last paper they picked up, read the clues, write who they believe the character is, and check with the author. Then students can participate in a whole group or small group discussion about the traits listed, and students can agree or disagree mentioning evidence from the text. Grouping: *Small group, whole group*

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| <p>partner giving details of what they “see” in their minds. Using these details, partners make predictions or guesses about the next passage to be read. Students read to confirm or change their predictions about the passage. (Wood & Endres, 2004).</p> | | | |
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CCSS Standard: Craft Ideas and Structure

R.L.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

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

R.L.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

Enduring Understandings:

Determining when a word or phrase is meant to be thought of as literal or non-literal enhances the understanding of text.

Readers' points of view may differ from the point of view of the narrator and characters.

Skilled readers create their own point of view based on their experiences which shape the way they think about what is said or done by the narrator and characters.

Skilled readers refer to information in stories, dramas, and poems by their location in chapters, scenes, or stanzas.

Stories, dramas, and poems are separated into different parts called chapters, scenes, or stanzas.

The plot of a work of literature unfolds through the sequence of chapters, scenes, or stanzas.

Words and phrases can have literal or non-literal meaning depending on context.

New Vocabulary:

Chapter, Distinguish, Dramas, Language, Literal, Narrator, Non-Literal, Poems, Refer, Scene, Stanza

| Instructional Strategies | Resources | Assessment | Time Frame | | | | | | | | | | | | |
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| <p>R.L.3.4</p> <p>Four Fold: Students fold their papers into rows of 4 sections each. The number of rows can relate to the number of words to be studied. In the first section, the student writes the word. In the 2nd section, the student writes a definition of the word in their own words. In the 3rd section, the student draws a picture or symbol to represent the word. In the 4th section, the student writes a sentence with the word based on their definition.</p> <table border="1" data-bbox="100 1304 619 1445"> <thead> <tr> <th>Word</th> <th>Definiton</th> <th>Picture</th> <th>Sentence</th> </tr> </thead> <tbody> <tr> <td>retreat</td> <td></td> <td></td> <td></td> </tr> <tr> <td>layer</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Word | Definiton | Picture | Sentence | retreat | | | | layer | | | | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425171</p> <p>http://www.isbe.net/common_core/htmls/resources.htm</p> | <p>Students read from a text where the teacher has underlined vocabulary words. (Using a photo copy is advised). They re-read and highlight where they feel the information is found to determine the meaning of the word, by strategies such as a literal definition, a synonym, antonym, or a less direct, non-literal approach. When complete, students, in small groups, compare where they found the meaning in the text and agree on what the words mean. The teacher evaluates students on what they highlight as well as their discussion. Grouping: <i>Small group, individual</i></p> <p>Students read an assigned text, focusing on targeted vocabulary words. After reading the text, they create note cards for the targeted words with a personal definition. After the</p> | <p>Weekly</p> |
| Word | Definiton | Picture | Sentence | | | | | | | | | | | | |
| retreat | | | | | | | | | | | | | | | |
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| <p>Word Definition Picture Sentence retreat layer</p> <p>After completing the page, the students cut apart the sections and put them in an envelope. The words are review by having student reassemble the word rows. Students can trade rows/envelopes with others.</p> <p>Possible Sentences: The teacher chooses six to eight words from the text that may pose difficulty for students. These words are usually key concepts in the text. The teacher chooses four to six words that students are more likely to know something about. The teacher lists the ten to twelve words on the board and provides brief definitions as needed. Students are challenged to devise sentences that contain two or more words from the list. All sentences that students create, both accurate and inaccurate, are listed and discussed. Students now read the selection. After reading, revisit the Possible Sentences and discuss whether they could be true based on the passage or how they could be modified to be true. (Moore & Moore, 1986)</p> <p>Concept Word Sorts: As students learn different parts of speech, synonyms, antonyms, homonyms, figurative language, etc. teachers and students create word sorts from texts and share with classmates.</p> | | <p>definition, they defend it by noting what words or phrases in the assigned text lead them to this definition. (Allow for prior knowledge and familiar root word recognition.) Students are evaluated on their ability to accurately determine the meaning of the targeted text vocabulary. Grouping: <i>Small group, individual</i></p> <p>In a small group with the teacher, students read a brief segment of text where one word is in another language, such as Spanish, or a made up word. Using the words and phrases surrounding the word, they determine the meaning and defend their answer from the text. Grouping: <i>Small group</i></p> | |
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| <p>R.L.3.5</p> <p>Poems for Voices. After instructing students on the different structures of poems (lines, stanzas, verses, etc.), allow them to choose a poem to practice reading aloud in partners or teams. This can be differentiated by one student reading the part of the poem and the other student stating the terms. Students share with the class how each portion adds significance.</p> <p>Scene Stealer. A familiar series story with several characters is selected by the teacher. Using preselected chapters, students create a script or reader’s theater from these chapters. Students create scenes using the beginning, middle and end of major events in the story. Ideally, this is a whole group or small group activity. Students will need prior exposure to reader’s theater or scripts.</p> <p>Reading Response Journals. Students will need visual aids in the classroom and practice reminding them of the structure of texts. Allow them to write about these structures frequently. Answering questions in their journals or as part of exit slips with regularity will assist them in understanding the terminology. Such questions can be framed as: What scene in the play had the problem? What are the steps to solve the problem? Or the solution? How do you know? How is a poem like a story? Compare stanzas to paragraphs and how they progress like the chapter in a story. Ask students to</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425171</p> <p>http://www.isbe.net/common_core/htmls/resources.htm</p> | <p>Students read from a long, grade appropriate poem, such as a Dr. Seuss poem , with different groups presenting different stanzas. They use theater and presentation to interpret the story, building on information from the previous group. Discussions between groups prior to the presentation will address how each stanza builds on the earlier sections, with both verbal and physical clues. Grouping: <i>Whole group, small group</i></p> <p>Using Reader Theater, students work in groups to read over a story, discuss the structure, demonstrating terminology knowledge such as scene, and how the action builds through each successive scene. They will plan the presentation based on this knowledge. Students are evaluated by observation as they discuss how each successive part builds on the earlier scene and how they apply that in their reader’s theater. Grouping: <i>Whole group, small group</i></p> <p>The teacher reads aloud from a grade appropriate novel to the class or a small group. Students create a doodle (pictures and words) of the chapter as they listen. They do this for each chapter, referring to the key ideas and how they build on information from earlier chapters. At the conclusion of the book, students will write or orally describe how each part (chapter) built on the previous ones to tell the story. Students are evaluated on their ability to describe how each successive chapter builds on earlier chapters. Grouping: <i>Whole group, small group, individual</i></p> | <p>2 Weeks and Weekly for Response Journals</p> |
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| <p>discuss their responses with partners.</p> <p>Cloze activity with rhymes/songs. Create songs or rhymes using familiar tunes about other topics such as a scientific concept. Students become very clear about the parts of a poem when replacing portions with their own words.</p> <p>What's on the Line? Introduce a poem that is missing the last stanza or last couple of lines. Ask students to work in groups to write the missing lines. Each group presents the poem they have work with and then present them with the original. (Gould-Lundy, 2007)</p> | | | |
| <p>R.L.3.6</p> <p>Student Friendly Point of View Instruction. Instruct students on the differences in first and third person point of view at the following link. This interactive site allows practice and offers immediate feedback once students understand the differences.</p> <p>Pick a Part. The teacher types sections of stories that show first or third person point of view specifically looking for parts where a character might react to an event in the story. These can be short paragraphs with just a few lines. Cut the stories apart and place in a hat for students to draw. Students select one and read the part aloud stating if it is first or third person. This task can also be completed using an interactive white board. Students then state how the character may react to a similar event.</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425171</p> <p>http://www.isbe.net/common_core/htmls/resources.htm</p> | <p>In Other Words. Students read a story written in first person. They create a T chart with the main character's name on one side and their name on the other. On the main character's side they list three to five significant events in the story and the way the character responded to them. On the other side of the chart, they list their reactions to those same events. Students are evaluated by their ability to present their own point of view on the events of the story. Grouping: <i>Individual</i></p> <p>In My View. Students read one of the many alternate stories, such as <i>The True Story of the 3 Little Pigs</i>, and then rewrite the story from their point of view. Students are evaluated on their ability to distinguish their point of view from that of the original story teller. Grouping: <i>Small group, individual</i></p> <p>Looking Back, Looking Forward. Students read a historical fictional text. They then</p> | <p>2 weeks and revisit throughout the year</p> |

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| <p>Fairy Tale Tell. Read aloud a popular fairy tale that has two points of view, one from the heroine's side and one from the villain's point of view. Students then write a paragraph choosing which character they believe and support their choice with evidence from the text they read.</p> <p>Three Column Comparison Chart The teacher lists specific main events down the middle of a three column chart from a story the class has read . On the left side of the chart list certain characters. The student fills in how those characters responded to the event that is listed in the center. On the right side of the chart, the student reacts to the text and writes their own thoughts to the event in the middle. This could be how the student would react to the event or what they believe the character's reaction should have been. This will need to be modeled before independence is mastered. (Adapted from Marzano, Pickering, & Pollock, 2001)</p> | | <p>discuss in a small group how their point of view differs from that of the person relating the story. Grouping: <i>Small group</i></p> | |
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CCSS Standard: Standard Integration of Ideas

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

R.L.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Enduring Understandings:

A series is a group of books usually written by the same author that may share common characters, themes, settings, and plot lines. Illustrations add to the understanding of a text by creating mood, or to emphasize aspects of setting or character

New Vocabulary:

Aspects, Character Setting, Compare, Contrast, Create Mood, Plot, Series, Themes

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>R. L. 3.7</p> <p>Setting The Stage. Select a setting in a text that can be read aloud to students but do not share any illustrations with the students when reading aloud. Ask students to visualize the setting and then draw it according to the description that has been given to them using their senses. After the students share their illustrations, reread the text aloud but change the setting in some way such as the time of day, temperature, location, etc. Have students turn and talk about how their illustrations would change. Finally, discuss how illustrations contribute and more fully define the words in a story.</p> <p>Mood Tracker. Discuss the term mood with students and define a few of the moods which the students may have had in the past. As students read books in independent reading, ask them to keep</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425172</p> <p>http://www.isbe.net/common_core/htmls/resources.htm</p> | <p>Without Words. Using wordless Caldecott Award books, such as <i>Tuesday</i> by David Weisner, students tell the story conveyed with respect to mood, character and setting. Discuss how they were able to tell these aspects using illustrations. Grouping: <i>Small group</i></p> <p>Provide students with a familiar story that has colorful illustrations in a foreign language, such as <i>Little Red Riding Hood</i> or <i>Cinderella</i>. Ask them to interpret the story’s mood, setting and characters from just using the illustrations. Students are evaluated on their ability to explain how the illustrations support the story’s mood, setting and characterizations. Grouping: <i>Whole group, small group</i></p> <p>Without Illustrations. Provide students with an illustration free text to a story. After reading the story this way, provide them with the original text that included illustrations. Have students in small groups discuss how the</p> | <p>4 weeks</p> |

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| <p>track of the types of moods they see characters exhibiting in their illustrations. A tip to watch for is that most illustrators will show a highly emotional scene in their illustrations. Students might have a mood chart available to reference in small groups or stations to discuss the types of moods their characters had during the story. Finally, ask students to tell what mood they felt the author was trying to convey to the reader when the story was complete. Discuss that this is the true meaning of the literary term mood.</p> <p>Sensory Connections. Select texts that convey a certain mood such as <i>The Thirteen Clocks</i> by James Thurber. Students choose the specific words or phrases in the text that appeal to the senses. Students then look for the ways the illustrator may have depicted those words. (Owocki, 2003)</p> | | <p>illustrations supported aspects of the characters, setting or mood. They could also write their explanations regarding the illustrations contribution to the story. Grouping: <i>Small group, individual</i></p> <p>NOTE. The Caldecott Award is for outstanding illustrations. It would be an excellent source for books to support this standard. Most libraries have many of these books.</p> | |
| <p>R.L.3.9</p> <p>Character Counts. Choose a character trait or theme that students wish to explore such as curiosity. Find a series that the same set of characters can be compared and contrasted such as <i>The Stories that Julian Tells</i> by Ann Cameron listed in Appendix B of the Common Core State Standards. Using a chart, list the characters across the top and the list of stories along the side. Students find instances in the story where the character trait is exhibited and list a sentence or piece of evidence that supports their thoughts.</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425172</p> <p>http://www.isbe.net/common_core/htmls/resources.htm</p> | <p>Author study. Students read one book, such as a first in a series, in a small group setting. They discuss the characters, themes, setting and plot of the story. This task could be completed as a whole group read aloud as well. Next, they select another book in the series to read. Using a book mark with characters, theme, setting and plot, they record this story's information. Finally, they compare and contrast the 2 books based on those topics, either through small group discussion or with a graphic organizer. Students are evaluated on their ability to compare and contrast the themes, setting, and plot. Grouping: <i>Small group, pair, individual</i></p> | <p>4 weeks and revisit as needed</p> |

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| <p>Plot Plunk. Using a game mat like Twister, mark the columns at the top with the names of elements in a story such as settings, themes, characters, problem, solution, character traits, etc. On the side along the rows, list the names of books in a series or characters from a series that can be compared in the books. Invite students to throw a bean bag on the mat. When they land on a color, they must compare or contrast the story and the element that align.</p> <p>Theme Thinking. Read aloud stories that may have the same theme such as friendship or cooperation. Brainstorm a definition regarding the theme and then have students choose other books from a classroom library or books they have read that may fall into the same category. Create book jackets that can hang under the definitions.</p> <p>Card Pyramid. Students make cards labeled theme, setting, characters, beginning, middle, and end on different colored paper. Each color represents one book from a series. Students fill in the cards for each book read from the series and compare/contrast the different parts of the books. An example is provided. (Adapted from Boulware-Gooden, Carreker, Thornhill, Joshi, 2007).</p> | | <p>Author Study 2. Students read two or more books in a series by the same author. Next they make a poster diagramming the themes, settings, and plots of the multiple texts. They will show how the multiple books compare and contrast using the same characters. Grouping: <i>Small group, pair, individual</i></p> <p>Becoming a Character. Students read two or more books in a series. They then create a dialog as the main character, where they tell the two stories as that character, referring to themes, settings, and plots. They may also address any personal changes in the chosen character or other characters' personalities as the books progress. Finally, they present this dialog to the class and perhaps to other classes to encourage them to read the series. Students are evaluated on their ability to compare and contrast the themes, settings, and plots of the books. Grouping: <i>Pair, individual</i></p> | |
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CCSS Standard: Range of Reading and Level of Text Complexity

R.L.3.10: By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Enduring Understandings:

Reading and thinking skills develop through reading and understanding a variety of complex literature.

New Vocabulary:

Complex Literature, Read, Text Complexity

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>RI.3.10</p> <p>Synthesis Starters. Discuss with students how using background knowledge combined with information learned from the text creates a new idea. Then use sentence starters that synthesize information after reading a piece of literature. Some suggestions are:</p> <ul style="list-style-type: none"> • My opinion on this topic has been changed because..... • From reading this text, I will remember... • The theme in this text was _____ which is like..... <p>(Oczkus, 2004)</p> <p>Summary Frames. Allow students to fill out a template created by Boyles that lists the main elements of a narrative story such as the setting, main characters, supporting characters, problem, steps to solve the problem and solution. Students can also end the summary frame with a reason the author may have written the</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425173</p> <p>http://www.isbe.net/common_core/htmls/resources.htm</p> | <p>Teachers may use this checklist while students are reading to evaluate the strategies they are using. <i>small or individual</i></p> <p>Conference with students several times throughout the school year. This will assist the teacher in assessing student growth as well as make students aware of their learning. This conference form may be used during the conference. <i>individual</i></p> <p>3-2-1. Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one mastered concept. <i>individual</i></p> <p>Annotation Notation Rubric. Have students use the following symbols to show understanding of the text:</p> <ul style="list-style-type: none"> • The main idea (Put a box around the main idea.) • Details (Underline the details.) • Words to remember (Circle key words to remember.) • Write a summary <p>Grouping: partner or individual</p> <p>Have students read a piece of literature at the</p> | <p>Weekly</p> |

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| <p>text and what the intended purpose of the text would be. Throughout the answer to these questions, stress the importance for students to support their answers with evidence from the text. (Boyles, 2004)</p> <p>Discussion Web. Allow students to read a text or a passage from a text and introduce a central question that lends itself to an opposing viewpoint. An example from <i>Tops and Bottoms</i> by Janet Stevens could be, “Was Mr. Rabbit fair in splitting the crops the way he did with Bear?” Divide students into groups of three or four and ask them to generate a list of reasons answering the question in the affirmative and the negative. Bring the class together to discuss the answers. Students then independently choose one side and defend it listing their answers on an index card or the example template provided. (Johns, 2001)</p> | | <p>appropriate grade level aloud to the teacher. Note any miscues. Then have students explain the main idea, supporting details of the piece, and any other thoughts they may have about the text. A checklist may be used for this assessment for each student. <i>individual</i></p> | |
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CCSS Standard: Key Ideas and Details

- RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Enduring Understanding:

Asking and answering questions helps build understanding.
 Connections in text builds meaning.
 Identifying the main topics and key details of an informational text provides meaning.

New Vocabulary:

Basis for Answer, Cause and Effect, Communicate Details, Demonstrate Understanding, Describe Connections, Determine, Language, Main Idea, Pertain, Recount, Referring, Related Information, Sequential Steps, Series

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>RI.3.1 Model student talk by having students exchange ideas and referring to the page number, paragraph, etc. to demonstrate the explicit portion of the text where they found the supporting details for their answers and questions.</p> <p>Model how to respond to a given prompt using specific evidence from a given text.</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425174</p> <p>http://www.isbe.net/common_core/htmls/resources.htm</p> | <p>Reading Informational Texts and Opinion Writing Performance Assessment (Link)</p> | <p>3-4 weeks</p> |
| <p>RI.3.2 Model the main idea and details after reading a poem.</p> <p>Model how to determine the author’s purpose using a t-chart</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425174</p> <p>http://www.isbe.net/common_core/htmls/resources.htm</p> | <p>Reading Informational Texts and Opinion Writing Performance Assessment (Link)</p> | <p>2 weeks</p> |
| <p>RI.3.3</p> | <p>https://curriculumcrafter.org/user/rpt</p> | <p>After reading a historical selection have</p> | <p>2 weeks</p> |

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| <p>Model how to use a graphic organizers to show causes and effects of events in a text and sequence the events in a text (i.e. t-chart, fishbone organizer)</p> | <p>Analysis.aspx?StandardID=1425174 http://www.isbe.net/common_core/htmls/resources.htm</p> | <p>students list three to five key events on separate note cards, referring to the text. A student can then rearrange the cards, exchange with a classmate who will organize the cards in sequential order, and then write a narrative summary using transition vocabulary such as first, next, then and finally. This could also be done with a science experiment.</p> | |
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CCSS Standard: Craft and Structure

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

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

Enduring Understanding:

Skilled readers create their own points of view, which may be similar or different, from those of the author of the text.

Text features and search tools, such as key words, sidebars, hyperlinks on a topic make locating information easier.

Words and phrases may have different meanings relevant to the subject area.

New Vocabulary:

Academic, Distinguish, Domain-Specific, Hyperlinks, Keywords, Phrases, Relevance, Search Tools, Side Bars, Subject Areas

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>RI.3.4 Word Sorts Visual Sorts: Examine word features and compare with another word</p> <p>Blind Sorts: A word is read to the student and the student decides on placement in categories without seeing the word first. The student checks categorization after word is placed.</p> <p>Speed Sorts: The student is asked to work quickly and accurately trying to beat the clock.</p> <p>Write to the Sorts: Students have key words available for reference. The words</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425174</p> <p>http://www.isbe.net/common_core/htmls/resources.htm</p> | <p>Have student create a word web, with a vocabulary word in the center, listing boxes around it with categories such as: draw a picture, example, definition, what it is NOT, use in a sentence, words that mean about the same.</p> <p>Exit slip. List the two or three key terms from the text. Ask students to explain what each word means and where in the reading can they show this to be true. Students will justify their answers.</p> | <p>Weekly</p> |

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| <p>are read for them and they write the words correctly in the appropriate category.</p> <p>Open Sorts: Students choose categories for sorting and then organize items into columns based on categories. Others try to solve the sort by guessing about the features of the categories.</p> <p>Multiple Sorts: A set of items is sorted several times for different purposes in different categories.</p> <p>Four Square Vocabulary Grid. Make a four square grid with the vocabulary word and a picture, if it will assist students, in the upper left, definition or meaning in lower left, “what it makes me think of” ...in the upper right and the opposite of the vocabulary term in the lower right</p> | | | |
| <p>RI.3.5 There are five broad categories of text features found in informational texts. The first step is to explain what text features are. The second step is to show students how to use text features as a strategy (adapted from Hanson & Padua, 2011). Post an anchor chart in the classroom that illustrates the various text features for the teacher and students to view as needed.</p> <p>1. <i>Text divisions</i> identify how the text is organized and presented. Some examples are menus on a web page, sidebars, chapters, sections, introductions, summaries, and author information.</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425174</p> <p>http://www.isbe.net/common_core/htmls/resources.htm</p> | <p>Give students sticky notes. Have them mark in their text what text features are found on the page and how they are useful. Another option would be to list several features and have the students put the sticky note by the feature and explain how it would be helpful. Given a topic, allow students to work in pairs for a pre-determined amount of time to find information using the internet. Have them create a resource page on the topic, complete with websites and hyperlinks. Discuss with the students what they did to create their resource page using the internet. Assess their understanding of technology features and search tools using a rubric. Remove the text from a science or social studies article, leaving</p> | <p>4 weeks</p> |

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| <p>2. <i>Organizational tools and sources of information</i> help readers understand the information. Some print and non-print examples are titles, table of contents, index, headings and subheadings, glossary, pronunciation guide, and references.</p> <p>3. <i>Graphics</i> show information that is easier to understand because of its visual representation, or enhances what was written in the text. Some examples are hyperlinks, diagrams, charts and tables, graphs, maps, labels, photographs, illustrations, paintings, cutaway views, timelines, and captions.</p> <p>4. <i>Font size or formatting style</i>, such as boldface, italic, or a change in font signals the reader that these words are important.</p> <p>5. <i>Layout</i> includes aids such as hyperlinks, insets, bullets, and numbers that point readers to important information.</p> <p>Read the text prior to teaching to decide which text features need explicit teaching. Keep in mind that not all text features need to be taught at same time.</p> <p>Continue to teach the value of text features over time until the students begin automatically integrating the use of text features in their daily reading.</p> <p>Connect text features from reading to writing.</p> | | <p>only the text features, such as keywords, sidebars, pictures and captions. Have the students complete a quick draw with words and illustrations or briefly write a summary about the topic.</p> | |
| <p>RI.3.6 Decision Tree. Choose a text that lends itself to having a problem such as an</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425175</p> | <p>Take a story about a famous person that is told in third person. Have students rewrite the story from the point of view of a different</p> | <p>2 weeks</p> |

endangered animal. Create an organizer that places the problem in a box at the top. Extend two or three boxes from the top and label the boxes as possible solutions. Under each possible solutions box, students create advantages and disadvantages for each solution (Shell Education, 2008).

Cubing. Start with a familiar topic and then move to more complex topics. Create a cube (Readance, Bean & Baldwin, 2004). The six sides of the cube are:

- Describe it: colors, shapes, and sizes
- Compare it: what is it similar to or different from?
- Associate it: what does it make the student think of?
- Analyze it: tell how it is made or what it is composed of
- Apply it: describe how it is used or what can be done with it
- Argue for or against it: Take a stand and list reasons for supporting the idea.

Students then roll the cube and answer the topic by speaking or writing.

Reading Response Journals/Learning Logs. Students read a selection. Next they write about the main concepts, their opinions, connections, and how the concepts might be changed or used for further study. For example, students read a selected text. Then they label a three column chart with the following: main idea, student opinions, and author point of view. Students record thoughts in each

http://www.isbe.net/common_core/htmls/resources.htm

character in the story. It could be another person, a significant animal or object. The student writer must support and defend their choices with facts from the original story. In a small group, plan and perform a historical story from the perspective of a different character, perhaps the villain or an important object. Decisions regarding events and behavior must accurately reflect information from the story. NOTE: There are many examples in literature books to help prepare students for this activity.

Four corners. Have students read an article about animals in a rodeo, zoo or some other controversial topic. Propose a statement that it is good for animals to be in a rodeo. Mark the 4 corners of the room, Strongly Agree, Somewhat Agree, Somewhat Disagree or Strongly Disagree. Have students go to the corner they feel aligns with their point of view. Discuss with the others in their group, and then present a brief argument defending their position to the class. Students can then go to their desks and write a brief defense of their positions. For example, provide the topic of school lunch to allow students to share their perspectives.

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CCSS: Integration of Knowledge and Ideas

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

R.I.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

R.I.3.9: Compare and contrast the most important **points and key details presented in two texts on the same topic.**

Enduring Understanding:

A greater understanding of a subject may be gained by comparing and contrasting key details from two texts on the same topic.

Sentences and paragraphs are connected in ways such as comparison, cause/effect, and sequence.

Visuals and illustrations, in addition to the words in the text, provide important information to the reader, which helps the reader answer who, what, where, when, why and how questions

New Vocabulary:

Compare, Contrast, Important Information, Paragraphs, Sentences, Contrast

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>R.I.3.7</p> <p>Text Aids. Text aids help readers see the details in something and how it provides them with extra visual information in order to comprehend at a deeper level. The words and visuals usually work together to convey messages.</p> <ul style="list-style-type: none"> • Use the think-aloud strategy to model by revisiting a familiar nonfiction text that includes photographs. Think aloud about how these details help you understand what you have read and share examples with students. • To provide guided practice, ask students to flag photos, examine the details that the photo provides and share the information as a whole group. • Engage the students in a discussion | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425176</p> <p>http://www.isbe.net/common_core/htmls/resources.htm</p> | <p>Three facts and a fib. Have students study a map. Then from just the information on the map, write three facts about the area on the map and one fib. Each student then shows his/her map and the four statements with another student. It is the task of the other student to figure out which is the fib. This could be completed with pairs of students working together. Analyzing photographs from a time in history, students create a compare and contrast chart, depicting similarities and differences between the past and present. When speaking or writing, each student will defend his/her thinking. Challenge students to retell the biography of someone well known by just showing artifacts, maps, and illustrations. They may NOT use a photo of the famous person. They must be able to defend their choice of artifacts, maps and illustrations.</p> | <p>2 weeks</p> |

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| <p>about the importance of text aids and how they assist in comprehension.</p> <p>Content Area Stations. Provide several books, content area sections from textbooks, and magazine articles with text features that include photographs and maps that are about the same topic. Ask students to compare and contrast two photos or maps using a 2 column t-chart. For example, provide 2 types of cars and have students compare gasoline usage now and in the past and use information from the articles to support their thoughts.</p> <p>Investigative Reporting. Show maps or photos from different areas of study and ask students what they notice that is common from each. They should be able to respond by answering who, what, when, where, and how.</p> | | | |
| <p>R.I.3.8</p> <p>Types of Informational Texts. Instruct students that there are types of informational texts and that choosing which type of text assists in comprehending the material read. Each of these types can be taught as a strategy along with the Summary Frames listed below.</p> <ul style="list-style-type: none"> • <i>Descriptive:</i> describes what something is. • <i>Sequence:</i> describes how to make or do something. Signal words are first, second, next, then, finally. • <i>Cause/Effect:</i> describes why something happens. Signal words are | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425176</p> <p>http://www.isbe.net/common_core/htmls/resources.htm</p> | <p>Cut apart three to five sentence strips with events from a historical event or steps to make or build an object. Challenge students to arrange the strips in the correct order. After they have selected the sequence, have them explain/defend the sequence. Students create a chart with cause at the top of one column and effect on the other. As they read an informational text on a subject such as a scientific discovery or an historical event, students will point out cause and effect situations.</p> <p>Present students with an invalid cause and effect. They will then explain why it is an invalid effect relating to the cause and create a valid effect.</p> | <p>2 weeks</p> |

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| <p>because, then, so, therefore, for this reason, results, since, effects, in order, consequences, thus.</p> <ul style="list-style-type: none"> • <i>Problem/Solution</i>: describes a problem or offers a solution to a problem. • <i>Compare/Contrast</i>: describes how two items/concepts might be alike or different. Signal words are same, similar, although, however, on the other hand, but, yet, rather than, instead of. • <i>Categorizing</i>: describes a list of things that are related to a topic. Signal words are an example, for instance, another, next, finally. <p>Summary Frames. Utilize samples of the following summary frames after reading to assist students in looking at signal words from a selected text and summarizing/connecting the information (Marzano, Pickering, & Pollock, 2004).</p> <ul style="list-style-type: none"> • Definition/Description: A is a kind of that. • Sequence: First then, and finally. • Cause/Effect: happens because. • Problem/Solution: needs but so. • Compare and Contrast: (a) and (b) are alike in that they both; however, (a) while (b). • Categorizing: is; for instance, is another example. | | | |
| <p>R.I.3.9</p> <p>Compare and Contrast Chart. Compare two texts. Students write how the overall main idea and key items are similar and then describe how each is different.</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425176</p> <p>http://www.isbe.net/common_core/htmls/resources.htm</p> | <p>Students read two texts about the same event from different points of view.</p> <p>They then use a compare and contrast chart to record five or more details that are the same in both texts and at least five details that are</p> | <p>3 weeks</p> |

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| <p>Attached at the link below is a chart that lends itself to these skills.</p> <p>Biographies. Compare two historical figures and use the guiding questions to find similarities and differences. Answers to questions can be posted on a t-chart to compare. Where are they from? How old are they? What is the gender and ethnic background of each? What are they known for? Do they have any relationship to each other? What are their character traits? What did/do they do? What do they believe? Why are they interesting? What stands out most about each of them?</p> <p>Environmental Print Comparison. Allow students to bring in coupons or advertisements for the same products such as pizzas. Decide on the key details or criteria students should focus on for the comparison for example, ingredient costs, delivery costs, dine in or carry out, pricing for a certain size pizza with same ingredients, and whether they have specials or coupons. This can be done with many different types of advertisements and then scaffold to texts. A chart is attached that could be utilized.</p> <p>Concept Comparison. Students compare two concepts such as wars in different time periods or inventions. Create a guiding list of questions to compare the key details of each such as who? what? where? when? why? how? When describing objects, consider properties like size, shape, color, sound, weight,</p> | | <p>different.</p> <p>Students create a diagram of the key details from two texts on the same topic. In the diagram they indicate key ideas in the center, and then along the sides address the details from each text.</p> <p>Students read two texts on the same topic, such as homework from the point of view of a student and a parent without knowledge about the authors.</p> <p>They then predict which was written by the student and the adult, defending their opinion with details from the texts.</p> | |
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| taste, texture, smell, number, duration, and location. | | | |
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CCSS: Range of Reading and Level of Text Complexity

R.I.3.10: By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, at the high end of the grades text complexity band independently and proficiently.

Enduring Understandings:
Reading and thinking skills develop through reading and understanding a variety of complex informational text.

New Vocabulary:
Complex Informational Texts, Read, Text Complexity

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>Collaborative Strategic Reading (CSR). Before reading, brainstorm what is known about a topic and predict what will be learned about a topic when reading the passage. During reading, note any parts or words that are difficult to understand and use a fix up strategy:</p> <ol style="list-style-type: none"> 1. Reread the sentence and look for key ideas to help understand the word 2. Reread the sentences before and after looking for clues. 3. Look for a prefix or suffix in the word. 4. Break the word apart and look for | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425174</p> <p>http://www.isbe.net/common_core/ht/mls/resources.htm</p> | <p>Students are given a challenging grade level text. They read it independently and then create either a piece of writing, graphic organizer, or Wordle explaining the key ideas and details of the piece. Students read multiple texts on a single topic. They then create a written or graphic organizer demonstrating how the two pieces are alike and different. (Compare and Contrast)</p> | <p>Weekly</p> |

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| <p>smaller words.</p> <p>5. Identify the most important person, place or thing and the most important idea about the person, place or thing.</p> <p>After reading ask questions to check understanding of most critical information and review what was learned (Klingner & Vaughn, 1999).</p> <p>Reading for the Gist. Students read an article or selection of text and list the answers to the 5W's and H (who, what, where when, why and how). Using a graphic organizer, students then write a 20 word summary using their notes. A full description of this lesson plan is available here (Gray, 2012). Additional resources can be found here.</p> | | | |
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Grade: Third

Subject: Reading Foundational Skills

CCSS Standard: Phonics and Word Recognition

R.F.3.3a: Identify and know the meaning of the most common prefixes and derivational suffixes.

R.F.3.3b: Decode words with common Latin suffixes.

R.F.3.3c: Decode multisyllable words.

R.F.3.3d: Read grade-appropriate irregularly spelled words.

Enduring Understandings:

Fluent readers figure out unknown and multi-syllable words by knowing the meaning of common prefixes and suffixes, letter sound relationships, and recognizing irregularly spelled words.

New Vocabulary:

Fluent Reader, Grade-Level Phonics, Multi-Syllable Words, Phonic Skills

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>R.F.3.3a-R.F.3.3d</p> <ul style="list-style-type: none"> • Dictionary use (Link) - see pages 20 through 21 for a lesson relating to this standard from the Georgia Department of Education. • Students will use verbs from the story and explain the differences between root words and words with -ed (Link) - see pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education. • Read aloud/silently and participate in class discussions/ apply knowledge of prefixes and suffixes (Link) - see pages 4 through 5 for a lesson relating to this standard from the Georgia Department of Education. • Read Tennessee Common Core Materials (Link) - This link provides teaching strategies, lesson and unit plans, activities and assessments that | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425178</p> | <ol style="list-style-type: none"> 1. A phonics assessment tool: Phonics Inventory 2. Here is a 117 page booklet from the Florida Education Department provides “cool tools” for informal assessment of phonics as well as phonological awareness, fluency, vocabulary and comprehension. 3. Types of Informal Classroom-Based Assessment overviews various types of informal classroom assessments. (Source: readingrockets.org) 4. Classroom Assessments offers suggestions for assessing struggling older elementary level readers. 5. Download the document, Early Reading Assessment: A Guiding Tool for Instruction. 6. Here is a self-study module titled, Classroom Assessment, Part 1, An Introduction to Monitoring Achievement in the Academic Classroom. 7. The Southeast Educational Laboratory has developed a rating of 78 reading | <p>weekly</p> |

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| could be used as an entire unit. | | assessments that can be used in grades pre-K through third. 8. Houghton Mifflin Spelling Assessments | |
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CCSS Standard: Fluency

R.F.3.4a: Read on-level text with purpose and understanding.

R.F.3.4b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading.

R.F.3.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Enduring Understandings:

Comprehension of grade level text improves as readers use their skills for accurate and fluent reading.

New Vocabulary:

Read

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>R.F.3.4a-R.F.3.4d</p> <ol style="list-style-type: none"> Fantastic Adventures with Dragons, Gods, and Giants - This lesson has students record themselves reading fluently. Two of the focus standards for this map are: RF.3.4: Read with sufficient accuracy and fluency to support comprehension and RF.3.4(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (Source: Common Core Curriculum Maps) The People, The Preamble and The Presidents- In this Common Core Standards Curriculum Map, students perform a choral reading of the Preamble to the Constitution. Two of the focus standards for this map are: RF.3.4: Read with sufficient accuracy and fluency to support comprehension. RF.3.4(b): Read on-level prose and poetry orally with | <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/reading_foundational_skills/rf34/rf34_lesson_plans.aspx</p> <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425179</p> | <ol style="list-style-type: none"> DRA reading assessments This Oral Reading Rubric pdf provides an oral reading rubric that helps measure: expression, phrasing, rate, and accuracy. | weekly |

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| <p>accuracy, [at the] appropriate rate, and [with] expression on successive readings. (Source: Common Core Curriculum Maps)</p> <p>3. Poetry: A Feast to Form Fluent Readers - In this 5 session lesson plan, students view a video of a student reading poetry fluently, select a poem to read, practice and recite. The lesson includes an assessment for fluent poetry reading. (Source: Read Write Think, International Reading Association, NCTE)</p> | | | |
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CCSS Standard: Text Types and Purposes Opinion Writing

W.3.1a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b: Provide reasons that support the opinion.

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

W.3.1d: Provide a concluding statement or section.

Enduring Understandings:

Effective writers organize their writing.

Effective writers support an opinion with reasons.

Opinion pieces use an organizational structure that allows the audience to clearly understand the reasons for supporting the author’s opinion.

New Vocabulary:

Concluding Statement, Connect, Organizational Structure, Persuade, Section, State Opinion

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>W.3.1a-W.3.1d</p> <ol style="list-style-type: none"> A Feast of Words a Planet Called Earth and Beyond - In this Common Core Curriculum Map called <i>A Feast of Words on a Planet Called Earth and Beyond</i> has students reading fiction, idioms, and poetry to look at how things are represented. Then they write opinion pieces on laws that dictate what people can and cannot eat. Standard W.3.1 is one of the focus standards. (Source: Common Core Curriculum Maps) Two Thumbs Up! Get Students Writing and Publishing Book Reviews is a lesson plan that takes seven 30-45 minutes to teach student how to write a book review. Students begin by reading book reviews and looking at characteristics of book reviews. | <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w31/w31_lessonplansandunits.aspx</p> <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425180</p> | <ol style="list-style-type: none"> In this strategy guide, Peer Review, from the Read Write Think website teachers can learn how to guide students in using peer review for evaluating and improving writing. There are links to handouts, such as “Peer Edit with Perfection” and tutorials and guides to help teachers. Sentence stems and other adaptation ideas are given. In this free resource from abcteach.com, teachers can use the rubric for grading persuasive writing in five areas: ideas, key points and facts, word choice, structure and voice. The Write Source website offers a sample of a third grader’s opinion writing on using reusable bags at the grocery store. Dear Librarian: Writing a Persuasive Letter- Under the “printout” section of this page, there is a “persuasive letter rubric” that teachers can use to assess student | <p>4-6 weeks</p> |

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| <p>Once they write the review, they explore several ways to publish it. (Source: Read Write Think, International Reading Association, NCTE)</p> <p>3. Dear Librarian: Writing a Persuasive Letter In this lesson students use the anchor text Emily’s Runaway Imagination by Beverly Cleary. Students learn to write a persuasive letter to a librarian asking for a specific book to be added to the library collection. (Source: Read Write Think, International Reading Association, NCTE)</p> <p>4. Writing with Writers: Writing A Book Review - Author Rodman Philbrick leads this interactive lesson plan to guide teachers and students through the writing process for writing and publishing a book review. (Source: Scholastic)</p> <p>5. Persuasive Writing - In this writing workshop, teachers can teach students to write a persuasive essay or students can complete the steps on their own. It is designed as a four week study on persuasive writing, but can be done in more or less time. Much of the time is used for students to do research on a topic so that their writing pieces contain facts. (Source: Scholastic)</p> <p>6. Three-Voice Important Book Passages is a lesson plan that uses the mentor text The Important Book by Margaret Wise Brown to help students look at perspective and opinion. Next students explore topics in which</p> | | writing. | |
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| <p>there are varying opinions and write about those. (Source: Scholastic)</p> <p>7. <i>A Most Nutritious Election</i> is a lesson plan uses the R.A.F.T. model for writing. In it, students take the role of a fruit or vegetable that is in a competition. Students have to use actual facts about the fruit or vegetable in a “campaign” speech. (Source: Writing Fix)</p> <p>8. <i>Persuasive Writing</i> lesson helps students to write opinions on two sides of the same topic. Then they try their arguments in a game called “The Supreme Decision.” This lesson has many uses within a social studies curriculum. (Source: iCivics)</p> | | | |
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CCSS Standard: Text Types and Purposes Informative or Explanatory Writing

W.3.2 a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b: Develop the topic with facts, definitions, and details.

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

W.3.2d: Provide a concluding statement or section.

Enduring Understandings:

Quality informative/explanatory writing uses well-organized, clearly stated facts and details to inform the audience.

New Vocabulary:

Aiding Comprehension, Concluding Statement, Related Information, Section

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>W.3.2a-W.3.2d</p> <ol style="list-style-type: none"> Pros, Cons, and Interesting Hooks - Using a mentor text to promote organization and sentence fluency by examining both sides of a job. (Source: Writing Fix) Creative, Inventive, and Notable People Students read fiction that shows the passion of an artist, poetry that shows a different way of thinking, and biographies of creative people living and working in the same time period. Students also read about conjunctions and use them while composing sentences that describe the inventors. Students create a Power Point presentation and build upon the conjunctions “word work” by writing an opinion piece about a favorite person in the unit. (Source: Common Core Curriculum Maps) | <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w32/w32_lessonplansandunits.aspx</p> <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425181</p> | <ol style="list-style-type: none"> In this strategy guide, Peer Review, from the Read Write Think website, where teachers can learn how to guide students in using peer review for evaluating and improving writing. There are links to handouts, such as “Peer Edit with Perfection” and tutorials and guides to help teachers. Sentence stems and other adaptation ideas are given. Literary Book Club is hosted by Fayette County, Kentucky schools. It is used to promote and post student written book reviews. The rubric is designed for assessing primary book reviews. There is a rubric for fiction and non-fiction. This link provides examples of children’s reports. The age of the child is identified to show expectations for various age groups. Compare and Contrast Rubric - Students and teachers can use this rubric when doing writing that compares and contrasts two things, as well as when assessing the writing. | 4-6 weeks |

CCSS Standard: Text Types and Purposes Narrative Writing

W.3.3a: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3b: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c: Use temporal words and phrases to signal event order.

W.3.3d: Provide a sense of closure.

Enduring Understandings:

Quality narrative writing uses character development, event sequence, dialogue and closure to clearly share an experience with the audience.

New Vocabulary:

Event Order, Response, Signal, Situation, Temporal Words, Unfolds

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>W.3.3a-W.3.3d</p> <ol style="list-style-type: none"> Completing the Circle: The Craft of Circular Plot Structure is a 5 day lesson plan in which students explore circle plot structures in reading and writing. There is a printable and online interactive version of a circle plot graphic organizer, a printable self-assessment, and a printable teacher assessment included. (Source: Read Write Think, International Reading Association, NCTE) There Was an Old Lady is a lesson that includes writing new endings and new versions of the zany tale. Interdisciplinary connections include reading fluency and edible estimation and weight for math. (Source: Scholastic) Squids will be Squids is a lesson that introduces students to reading fables and integrates writing a fractured | <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w33/w33_lessonplansandunits.aspx</p> <p>https://curriculumcrafter.org/user/rptStandardAnalysis.aspx</p> | <ol style="list-style-type: none"> Appendix C: Samples of Student Writing from the Common Core State Standards Initiative. See page 22 for a Grade 3 narrative. If you use 6 + 1 Trait writing, these Rubrics might be helpful. (From EducationNorthwest.org) Here are two links that offer writing prompt documents from Bakersfield City School District in California. These can be used to get ideas for writing prompts, rubrics, and student work samples. TheWriteSource.com from Houghton Mifflin includes student writing samples and comments. It also has a list of writing topics, journaling ideas, and story starters. | <p>4-6 weeks</p> |

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| <p>fable. (Source: Scholastic) See this related Online Activity Guide from Scholastic and John Scieszka with an online publishing tool and student writing samples.</p> <ol style="list-style-type: none">4. I'm a Changed Pig, is a lesson in which students write a personal narrative as a response to the fractured fairy tale, The Three Little Wolves and the Big Bad Pig. (Source: Scholastic)5. The Relatives Came: A Family Read-Along, is a lesson plan that would be great at the beginning of school and includes families. This lesson incorporates letter writing, sequencing, and writing a paragraph that includes details, using the "Rule of Four." (Source: Scholastic)6. Adding Strong Voice to Your Writing is a lesson that incorporates exposing students to mentor texts with strong voice and then working to improve their own writing. This lesson also includes printable Voice Cards and reproducible, "Name that Emotion." (Source: Scholastic)7. Third Grade Writing Lesson/Descriptive Prompt is a lesson where students write to paint a picture in the reader's mind. This page includes exemplar student work. (Source: Utah Education Network)8. Three-Meal Weather is a lesson inspired by Cloudy with a Chance of Meatballs, in which the writer will compose a piece of writing that describes (with great adjectives) an entire day of raining food. (Source: Writing Fix) | | | |
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| <p>9. Stories Worth Telling Again and Again is a first six-week unit for third grade in which students write stories they want to preserve. (From Common Core Curriculum Mapping Project)</p> <p>10. Inspired by the Sea is a second six-week unit for third grade in which students write stories modeled after the haystack scene in Sarah, Plain and Tall, showing action, thoughts, and feelings. (Source: Common Core Curriculum Maps)</p> | | | |
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CCSS Standard: Production and Distribution of Writing

W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

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

Enduring Understandings:

A developing writer needs guidance to create and produce organized, purposeful writing.

An author develops purposeful writing that is organized and appropriate.

An author uses technology to produce and publish writing.

An author uses technology to share and discuss their writing.

Authors develop and strengthen their writings through planning, revising and editing with peers and adults.

New Vocabulary:

(none)

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>W.3.4</p> <ol style="list-style-type: none"> How-To Writing: Motivating Students to Write for a Real Purpose – In this lesson, students will recognize that how-to writing is a genre, identify the characteristics of how-to writing, identify the audience for their how-to essay, and apply the steps of the writing process to their essay. **The lesson was written for 4th graders, but is easily adaptable for 3rd grade. Writer’s Workshop – This site begins with an overview and outline of how to conduct a Writer’s Workshop. To browse through a variety of resources and lesson plans related to writing, click on the “Writer’s Workshop Resources” button near the top of the page. Comics in the Classroom as an | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425183</p> <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w34/w34_lessonplansandunits.aspx</p> | <ol style="list-style-type: none"> Third Grade Persuasive Writing Rubric – This rubric can be used or modified to assess persuasive writing. Writing Assessment – This includes an introduction to 6+1 Trait Writing, customized rubrics, student self-assessment, and peer editing. “Simple Ways to Assess the Writing Skills of Students with Learning Disabilities” – The information in this article can be useful to teachers of students with learning disabilities and students without known learning disabilities. | <p>Every Marking Period</p> |

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| <p>Introduction to Narrative Structure -- This lesson uses comic strip frames to define plot and reinforce the structure that underlies a narrative. Students finish by writing their own original narratives.</p> <p>4. Informational Text Writing - This unit of study is designed to engage 3rd grade students in informational text writing that results in a descriptive, illustrated report based on personal topic selection and mini-research.</p> <p>5. Third Grade English / Language Arts: Writing -- This site includes a list of internet resources for teaching writing. There are sub-topics which can be explored for sample lesson plans and activities.</p> | | | |
| <p>W.3.5</p> <p>1. All About Our Town: Using Brochures to Teach Informational Writing - This lesson, developed for grades 2-4, allows students to explore their own town to write for a specific audience, revise their writing, and work collaboratively to create a brochure for new students.</p> <p>2. Peer Edit with Perfection: Effective Strategies - In this unit, students are introduced to a three-step strategy for peer editing which prepares them to engage in constructive peer editing of classmates' written work on a regular basis.</p> <p>3. Prompting Revision through Modeling and Written Conversations - This lessons helps students</p> | <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w35/w35_lessonplansandunits.aspx</p> <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425183</p> | <p>1. Third Grade Persuasive Writing Rubric - This rubric can be used or modified to assess persuasive writing.</p> <p>2. Grade 3 Writing Rubric - This site includes sample rubrics for several different areas of writing (narrative, real world, informational/expository, response to literature, and response to expository).</p> <p>3. Writing Assessment - This page includes an introduction to 6+1 Trait Writing, customized rubrics, student self-assessment, and peer editing.</p> <p>4. "Simple Ways to Assess the Writing Skills of Students with Learning Disabilities" - The information in this article can be useful to teachers of students with learning disabilities and students without known learning disabilities .</p> | <p>Every Marking Period</p> |

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| <p>become more comfortable with the revision process, both as writers responding to their peers and as writers engaged in revising their own pieces.</p> <ol style="list-style-type: none"> 4. Writer’s Workshop – This site begins with an overview and outline of how to conduct a Writer’s Workshop. To browse through a variety of resources and lesson plans related to writing, click on the “Writer’s Workshop Resources” button near the top of the page. 5. Writing Workshop: Helping Writers Choose and Focus on a Topic – This lesson, conducted in a workshop format, helps young writers bring greater focus to their writing. 6. Third Grade English / Language Arts: Writing -- This site includes a list of internet resources for teaching writing. There are sub-topics which can be explored for sample lesson plans and activities. | | | |
| <p>W.3.6</p> <ol style="list-style-type: none"> 1. Early Learning: Lesson Plans – This site contains links to a variety of digital lesson plans, including several which are focused on developing or strengthening writing skills in the early years. This non-profit site focuses on supporting education through technology and the home site includes many resources for teachers and parents. (Source: Digital Wish) 2. Once Upon a Link: A PowerPoint Adventure with Fractured Fairy Tales - In this lesson, students will read and write fractured fairy tales. In | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425183</p> <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w36/w36_assessments.aspx</p> | <ol style="list-style-type: none"> 1. Third Grade Writing Assessment Rubric – Download this sample rubric which covers five components of third grade writing and assesses at four levels of writing development. 2. Writing Assessment – This site includes an introduction to 6+1 Trait Writing, customized rubrics, student self-assessment, and peer editing. 3. Teacher Helpers: Assessment and Rubric Information - Kathy Schrock’s “Guide for Educators” has several links that allow teachers to create their own rubrics for writing assessment. 4. Grade 3 Writing Rubric – This site | <p>Every Marking Period</p> |

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| <p>composing and editing these tales, students focus on the six traits of writing. (Source: Read Write Think, International Reading Association, NCTE)</p> <p>3. Digital Storytelling Lesson Plans – This site provides a simple outline of lessons in a unit on digital storytelling. A list of storytelling resources and digital art resources and downloadable storyboard forms are included on this page. (Source: Rutherford Elementary School)</p> <p>4. Zines for Kids: Multigenre Texts About Media Icons- Students use ReadWriteThink tools to create magazines about prominent figures using a variety of writing genres and styles. (Source: Read Write Think, International Reading Association, NCTE)</p> <p>5. Stories Worth Telling Again and Again – Although Standard W.3.6 is not a focus standard of this unit, it is addressed in the “Activities and Assessment” section, under “Shared Research”. (Source: Common Core Curriculum Maps)</p> <p>6. The People, The Preamble, and the Presidents – In this unit, students read about the people, the Preamble (to the Constitution), and the presidents of the United States. Although Standard W.3.6 is not a focus standard of this unit, it is addressed in the “Activities and Assessment” section, under “Research/Informational Writing”. (Source: Common Core Curriculum</p> | | <p>includes sample rubrics for several different areas of writing (narrative, real world, informational/expository, response to literature, and response to expository).</p> <p>5. Digital and Traditional Storytelling – Assessing Digital Stories and New Media Narrative – Scroll down this site to explore sample rubrics and issues to consider when assessing digital storytelling (suggestions are adaptable to third grade assessment).</p> | |
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| <p>Maps)</p> <p>7. Fantastic Adventures with Dragons, Gods, and Giants – In this unit, students read fantasies, adventure poetry, mythology, and informational texts about Ancient Greece and Ancient Rome. Although Standard W.3.6 is not a focus standard of this unit, it is addressed in the “Activities and Assessment” section, under “Research/Informational Text/Informational Writing”. (Source: Common Core Curriculum Maps)</p> | | | |
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CCSS Standard: Research to Build Present Knowledge

W.3.7: Conduct short research projects that build knowledge about a topic.

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Enduring Understandings:

Authors gather and organize information from a variety of sources.
Through research authors build in-depth knowledge about topics.

New Vocabulary:

(none)

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>W.3.7</p> <ol style="list-style-type: none"> 1. Stories Worth Telling Again and Again – While Standard W.3.7 is not a focus standard of this unit, it is addressed under the “Sample Activities and Assessments” section in the “Shared Research” category. (Source: Common Core Curriculum Maps) 2. Creative, Inventive, and Notable People – While Standard W.3.7 is not a focus standard of this unit, it is addressed under the “Sample Activities and Assessments” section in the “Research / Information Text / Oral Presentation” category. (Source: Common Core Curriculum Maps) 3. The People, the Preamble, the Presidency - Standard W.3.7 is a focus standard of this unit, where students read about the people, the Preamble (to the Constitution), and the presidents of the United States. (Source: Common Core Curriculum Maps) | <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w37/w37_lessonplansandunits.aspx</p> <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425184</p> | <ol style="list-style-type: none"> 1. Elementary Research Rubric – This rubric allows for assessment of research questions, selection of sources, note-taking and keywords, sharing and presenting information, and listing sources. | <p>Once per marking period</p> |

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| <p>4. A Feast of Words on a Planet Called Earth and Beyond – Although Standard W.3.7 is not a focus standard of this unit, it is addressed under the “Sample Activities and Assessments” section in the “Informational Writing / Informative Text” category. (Source: Common Core Curriculum Maps)</p> <p>5. Fantastic Adventures with Dragons, Gods, and Giants - While Standard W.3.7 is not a focus standard of this unit, it is addressed under the “Sample Activities and Assessments” section in the “research / Informational Text / Informational Writing” category. (Source: Common Core Curriculum Maps)</p> | | | |
| <p>W.3.8</p> <p>1. Research Building Blocks: “Organize This!” – In this mini-lesson identified for grades 3-5, students will create and use graphic organizers, work with others to brainstorm category labels, generate categories and sub-headings, sort note cards into categories, and practice outlining skills. (Source: Read Write Think, International Reading Association, NCTE)</p> <p>2. Stories Worth Telling Again and Again – While Standard W.3.8 is not a focus standard of this unit, it is addressed under the “Sample Activities and Assessments” section in the “Shared Research” category. (Source: Common Core Curriculum Maps)</p> <p>3. Creative, Inventive, and Notable</p> | <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w38/w38_lessonplansandunits.aspx</p> <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425184</p> | <p>1. Elementary Research Rubric – This rubric allows for assessment of research questions, selection of sources, note-taking and keywords, sharing and presenting information, and listing sources.</p> | <p>Weekly</p> |

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| <p>People – While Standard W.3.8 is not a focus standard of this unit, it is addressed under the “Sample Activities and Assessments” section in the “Informational Reading / Note Taking”, “Research / Informative Writing”, and “Research / Information Text / Oral Presentation” category. (Source: Common Core Curriculum Maps)</p> <p>4. A Feast of Words on a Planet Called Earth and Beyond – Although Standard W.3.7 is not a focus standard of this unit, it is addressed under the “Sample Activities and Assessments” section in the “Informational Writing / Informative Text” category. (Source: Common Core Curriculum Maps)</p> <p>5. Take Note: Five Lessons for Note Taking Fun – This page provides five simple lessons to help teachers instruct students and to provide practice in the skills of note taking and the associated skills of summarizing and paraphrasing. (Source: Education World)</p> <p>6. Research Building Blocks: “Cite Those Sources!” – In this lesson identified as grades 3-5, students learn the importance of crediting others for their words and ideas, and then learn the paraphrasing and citation skills necessary to avoid plagiarism. (Source: Read Write Think, International Reading Association, NCTE)</p> <p>7. Graphic Organizer: Research Note-taking Made Easy – In this lesson</p> | | | |
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| <p>adaptable for 3rd grade, students will select a topic for research, develop focus questions for their research, use a graphic organizer to collect and organize information, and use their notes to write a research report. (Source: Education World)</p> <p>8. Third Grade: Informational Text Writing – The unit of study “is designed to engage 3rd grade students in informational text writing that results in a descriptive, illustrated report based on personal topic selection and mini-research”. It includes a number of skills-building activities related to gathering and recalling information, taking notes, and organizing information. (Source: The El Paso Collaborative for Academic Excellence, The University of Texas at El Paso)</p> | | | |
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CCSS Standard: Range of Writing

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

Enduring Understandings:

Authors improve their skills by writing for different lengths of time, purposes, and audiences.

New Vocabulary:

(none)

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>W.3.10</p> <ol style="list-style-type: none"> 1. Creative, Inventive and Notable People - addresses this common core standard (W.3.10) under “research/informational writing” in the “Sample Activities and Assessments” section. (Source: Common Core Curriculum Maps) 2. The People, The Preamble, and The Presidents- addresses this common core standard (W.3.10) under “language activity/acrostic poem” as well as under “research/informational writing” in the “Sample Activities and Assessments” section. (Source: Common Core Curriculum Maps) 3. Fantastic Adventures with Dragons, Gods, and Giants - addresses this common core standard (W.3.10) under “class discussion/ literary/writing” in the “Sample Activities and Assessments” section. | <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/writing/w310/w310_lessonplansandunits.aspx</p> <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425185</p> | <ol style="list-style-type: none"> 1. The Appendix C of the Common Core Standards provides writing samples that have been annotated to illustrate the criteria required to meet the Common Core State Standards for particular types of writing—argument, informative/explanatory text, and narrative—in a given grade. 2. At this link, Education Northwest, provides a two-page five-point rubric for assessing six traits of writing at the third through twelfth grade level. 3. Here is an article, “Simple Ways to Assess the Writing Skills of Students with Learning Disabilities” | <p>Weekly</p> |

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| <p>(Source: Common Core Curriculum Maps)</p> <p>4. A Feast of Words on a Plant Called Earth and Beyond- addresses this common core standard (W.3.10) under “informational writing/information texts” in the “Sample Activities and Assessments” section. Also in this section is an example of opinion writing. (Source: Common Core Curriculum Maps)</p> <p>5. Stories Worth Telling Again and Again- provides an example of narrative writing in the “Sample Activities and Assessments” section. (Source: Common Core Curriculum Maps)</p> <p>6. Inspired by the Sea provides an example of instruction for writing for information in the “Sample Activities and Assessments” section. (Source: Common Core Curriculum Maps)</p> <p>7. Read Write Think - this website sponsored by the National Council of Teachers of English and the International Reading Association for lesson plans about teaching writing. Below is a representative sample of the 44 lesson plans using “lesson plans”, “writing”, and “3rd grade” to refine the search. Not all lesson plans address the range of writing, but</p> | | | |
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| <p>many do. (Source: Read Write Think, International Reading Association, NCTE)</p> <ul style="list-style-type: none"> • “Making A Splash! Using Dramatic Experience to Explode the Moment” (grades 3-5) • All About our Town: Using Brochures to Teach informational Writing (grades 3-5) • I wonder? Writing Scientific Explanations with Students (grades K-2, but could be adapted to grade 3) • Can You Convince me? Developing Persuasive Writing (grades 3-5) • Critical Perspectives: Reading and Writing about Slavery (grades 3-5) • Writing Acrostic Poetry (grades 3-5) <p>8. Better Lesson - This website has several hundred lessons on writing, including narrative writing, expository writing, persuasive writing and the writing process. You must register to use the site, but there is no charge for examining and downloading lessons. (Source: Better Lesson)</p> <p>9. BBC Teachers - This website provides lesson plans and videos on a variety</p> | | | |
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| <p>of instructional topics including writing. Lesson plans are listed by grade level. Here is a direct link to plans for students, ages 7-11. (Source: British Broadcasting Company)</p> <p>10. LearnNC- Although these lesson plans support North Carolina’s standards and curriculum, most can be adapted to or can support Tennessee common core standards requirements. Search by “writing”, “writing conventions”, and “writing process”. Here is an example of what can be found on this site. Here is a strategy for peer conferencing that helps students learn to use "Spider Legs" to answer revision questions, and then insert the revised information into their drafts. (Source: LEARN NC, The University of North Carolina at Chapel Hill School of Education)</p> <p>11. Explore the Alabama Learning Exchange (Alex) which offers more than 500 downloadable integrated lessons plans at multiple grade levels. The term “integrated means that the lesson plan includes more than one content area. For example, lesson plans on journal writing and narrative writing support both language arts and technology. Here is a lesson plan that integrates reading.</p> | | | |
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| <p>writing and mathematics for grades 3-5. (Note: The lessons on this site are aligned to the Alabama standards). (Source: Alabama Learning Exchange, Alabama Department of Education)</p> <p>12. Education Northwest provides a variety of lesson plans related to teaching the six traits of writing method organized by grade level. (Source: Education Northwest)</p> <p>13. LessonPlanet - Over 2000 lesson plans developed and reviewed by teachers on this website (When using any website developed by practitioners, teachers are cautioned to be discerning decision makers when selecting activities. Activities chosen should be doable, yet challenging with sufficient rigor and with relevance to skills/concepts being taught. Activities should also support evidence-based practice. (Source: Lesson Planet)</p> | | | |
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CCSS Standard: Comprehension and Collaboration

- SL3.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL3.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL3.1c:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL3.1d:** Explain their own ideas and understanding in light of the discussion.
- SL3.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Enduring Understandings:
 Active and thoughtful listening and viewing help identify the main idea and supporting details in text or media presented visually, orally and/or quantitatively.
 Comprehension of oral presentation depends on the ability to seek clarification and elaboration by engaging in meaningful discussion with the presenter
 Effective collaboration with peers in a variety of groupings using clear, reciprocal communication encourages deeper comprehension by providing opportunities for building on other’s ideas

New Vocabulary:
 (none)

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>SL.3.1a-SL.3.1d</p> <p>1. Stories Worth Telling Again and Again- lists SL.3.1 as s focus standard and supports students the message, origin, and culture of “trickster tales.” The unit specifically addresses SL.3.1b in the first activity (labeled Shared Research/Writing) under the “Sample Activities and Assessments” section. In this activity, students participate in a collaborative discussion about the novel The Stories Julian Tells by Ann Cameron.</p> | <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/speakinglistening/sl31/sl31_lessonplansandunits.aspx</p> <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425186</p> | <p>1. These two assessments are included in the lesson plan for Talking About Books to Improve Conversation, which can be found under the Lesson Plans tab. Both can be used with any text and could be completed by individuals or groups.</p> <ul style="list-style-type: none"> • Thinking About Thinking • Thinking About Thinking Checklist <p>2. This Group Skills Tracking Sheet is included in the lesson plan series titled Using Children’s Literature to Develop Classroom Community which can be found under the Lesson Plans tab. It can be used</p> | <p>weekly</p> |

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| <p>The eighth activity (labeled “Class Discussion/ Art Appreciation”) under the “Sample Activities and Assessments” section specifically addresses SL.3.1c. In this activity, students have the opportunity to discuss their interpretations of a Paul Goble text and accompanying illustrations. Examples of resources, activities, assessments and ideas for interdisciplinary connections to art, music, geography, and history are also provided. (Source: Common Core Curriculum Maps)</p> <p>2. Inspired by the Sea- students read stories, poetry, and informational texts on the topic of the ocean. This unit lists SL.3.1 as a focus standard and specifically addresses SL.3.1a in the first activity (labeled “Class Discussion/ Literature”), fourth activity (labeled “Class Discussion/Poetry”), and seventh activity (labeled “Writing/ Informational Text”) under the “Sample Activities and Assessments” section. Examples of resources, activities, assessments and ideas for interdisciplinary connections to geography, science and history are also provided. (Source: Common Core Curriculum Maps)</p> <p>3. Creative, Inventive, and Notable People- provides students with opportunities to read biographies about musicians, artists, and inventors of the early twentieth century. Both SL.3.1 and SL.3.1a are listed as focus standards of the unit.</p> | | <p>with any lesson to assess various speaking skills during partner and group work.</p> <p>3. This Shared Discussion Observation Table can be used to record notes about students’ contributions to group discussions.</p> | |
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| <p>In the fourth activity (labeled “Research/Information Writing”) under the “Sample Activities and Assessments” section, students read a biography and then work with partners to create a short PowerPoint presentation. Examples of resources, activities, assessments and ideas for interdisciplinary connections to art, music, history, and science are also provided. (Source: Common Core Curriculum Maps)</p> <p>4. Talking About Books to Improve Comprehension- In this lesson plan for grades 3-5, students learn such conversational strategies as staying on topic, taking the discussion to a higher level, and disagreeing in a constructive manner. The plan includes examples of specific language, called conversation supports, that students can use as scaffolds during their discussions. The book Stephanie’s Ponytail by Robert Musch is the text used for this lesson but it could easily be adapted for any fiction or informational text. (Source: Read Write Think website, the International Reading Association and NCTE)</p> <p>5. Using Children’s Literature to Develop Classroom Community- In this series of four lesson plans for grades 3-6, students learn how to work with each other in groups following rules for discussion (SL.3.1b). During the first two lessons, students listen to each other tell about themselves in small groups.</p> | | | |
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| <p>Then, students are divided into partners and directed to prepare an introduction of their partner to be presented to the whole class (SL.3.1d). During the next two lessons, students discuss literature using the Think-Pair-Share and Think-Pair-Square activities. Group work skills for effective communication are emphasized throughout each lesson. (Source: Read Write Think website, the International Reading Association and NCTE)</p> <p>6. No Teachers Allowed: Student-Led Book Clubs Using QAR- In this series of lesson plans for grades 3-6, students learn how to develop questions to clarify their thinking using the Question-Answer Relationship strategy. Then, they practice this skill in student led discussions (SL.3.1c). (Source: Read Write Think website, the International Reading Association and NCTE)</p> <p>7. Various Social Studies Lessons taken from the MC3 website: http://members.scope.oakland.k12.mi.us/grade.aspx?id=054</p> | | | |
| <p>SL.3.2</p> <p>1. Reading Informational Texts Using the 3-2-1 strategy -In this lesson, students in grades K-2 learn to use the 3-2-1 strategy, which can be adapted to speaking and listening. Instead of writing responses, students could share with a partner one question they have after listening to the story</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425186</p> <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/speakinglistening/sl32/sl32_lessonplansandunits.aspx</p> | <p>1. RCampus is a free online management system. After setting up a free membership account, teachers can edit and adapt rubrics that have already been created or design their own rubrics from scratch. The links below connect to various questioning links. (Source: R</p> | <p>Weekly</p> |

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| <p>(re: question generation to get information or to clarify understanding). (Source: Read Write Think, International Reading Association, NCTE)</p> <p>2. Weather: A Journey in Non-fiction (grades K-2)- In this lesson, questions about weather clear up when students use what they learned from their books to create a presentation to share with the rest of the class. (Source: Read Write Think, International Reading Association, NCTE)</p> <p>3. The People, The Preamble, and the Presidents - This six week unit for third grade builds on knowledge of the notable people in the last unit where students read informational texts about the people who came to America and established a new government in the eighteenth century. They read about the lives of presidents, research one president of interest, and write a “bio-poem” (i.e., a biography in poem form). Finally, students create and perform a cumulative choral reading of the Preamble and memorize it for an oral recitation. Speaking and Listening Standard 3.3 is a Focus Standard of this unit; however, SL.3.2 can be integrated into the plans. (Source: Common Core Curriculum Maps)</p> <p>4. Introducing Questioning, The Mitten - This K-3 lesson uses the story of The Mitten by Jan Brett to teach students that good readers ask questions before, during, and after reading. This</p> | | <p>Campus)</p> <ul style="list-style-type: none"> • Asking and answering questions • Story comprehension <p>2. A rubric for assessing listening skills can be found at The ProTeacher website and at The ReadWriteThink website. (Source: Pro Teacher and Read Write Think website, International Reading Association, NCTE)</p> <p>3. Empowering Teachers - provides a general overview of the assessment process posted in the Empowering Teachers section of the website sponsored by the Florida Center for Reading Research. (Source: Florida Center for Reading Research)</p> <p>4. The Wild West - Assessment Activities for Speaking and Listening 2.2 can be found in the Sample Activities and Assessments section for this six-week unit from Common Core Curriculum Maps. Building on the shared research in the first unit, students research an interesting person from the 1800s’ “Wild West” and write an informational essay. Students read tall tales, and then discuss where the fiction is stretched beyond belief, and why the tale has been told through the years. Students also read their choice of fantasy and chapter books set in different time periods of life in the west. Finally students will</p> | |
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| <p>site includes two other questioning lesson plans to make up a series appropriate for primary students. Five free lessons are available before a membership fee is required. (Source: Teacher Vision)</p> <p>5. Listening and Speaking Strategies - This link is to a K-6 lesson on speaking and listening. (Source: Discovery Education)</p> | | <p>study the art of George Catlin to understand his role in creating historic images of Native Americans. (Source: Common Core Curriculum Maps)</p> | |
| <p>SL.3.3</p> <p>1. ReadWriteThink sponsored by the National Council of Teachers of English and the International Reading Association provides lesson plans that engage students in questioning to get information or clarify something not understood. (Source: Read Write Think, International Reading Association, NCTE)</p> <ul style="list-style-type: none"> • Although Invention Speech is posted in the 6-8 grade range, the questions provided as students prepare to listen to a speaker can be adapted for use in the third grade. • No Teachers Allowed supports students using the QAR (Question and Answer Relationship strategy) to implement book club discussions. • In this lesson, Developing Critical Thinking Skills Through Whole Class Dialogue, after reading | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425186</p> <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/speakinglistening/sl33/sl33_lessonplansandunits.aspx</p> | <p>1. RCampus is a free online management system. After setting up a free membership account, teachers can edit and adapt rubrics that have already been created or design their own rubrics from scratch. The links below connect to various questioning links.</p> <ul style="list-style-type: none"> • asking and answering questions • story comprehension <p>2. A Listening Skills Rubric: A rubric for assessing listening.</p> <p>3. Simple 3-part rubrics for assessing listening and speaking</p> | <p>Weekly</p> |

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| <p>about the Korean War, students will take a position in response to an open-ended question, support their position, and evaluate that support. This lesson could be adapted for use with other topics.</p> <ul style="list-style-type: none"> • Getting to Know You (grade 3-5) students interview fellow students interview a fellow student and based on answers to questions, write a biography of the student interviewed. Link to for an interactive bio-cube that guides students through this activity. • Weather Detectives: Students adopt a skeptical stance and become weather detectives who ask “Why?” and “Why not?” as they investigate the history and validity of some common facts and folklores about weather. Although not directly related to questioning a speaker, this lesson does focus on using analytical thinking when questioning. <p>2. A Long Journey to Freedom- addresses Common Core Standard SL.1.3 in the “class discussion/ informational text” section under the “Sample Activities and Assessments” tab. At this site, you will find a list of</p> | | | |
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| <p>resources (e.g. books) to use, sample activities and assessments, additional resources, and terminology. (Source: Common Core Curriculum Maps)</p> <p>3. Hand-Me-Down Tales from Around the World -of the Common Core Standard SL.1.3 is a focus standard in the lesson. The standard is addressed by inviting a guest speaker to the classroom. Guidance for this activity can be found under “class discussion/ literature” in the “Sample Activities and Assessments” tab in the lesson. (Source: Common Core Curriculum Maps)</p> <p>4. In this National Geographic lesson (K-12) students interview a person who has come from another country. (Source: National Geographic)</p> <p>5. Bears' House Vandalized, Witnesses say Blonde Girl Spotted Fleeing from the Scene!- In this lesson, students act as reporter and get information from people by asking interview questions. (Source: Kid Zone)</p> <p>6. Introducing Questioning - This K-3 lesson uses the story of The Mitten by Jan Brett to teach students that good readers ask questions before, during, and after reading. This site includes two other questioning lesson plans to make up a series appropriate for</p> | | | |
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| <p>primary students. Five free lessons are available before a membership fee is required. (Source: Teacher Vision)</p> <p>7. Healthy Beaches from National Geographic promotes oral discussion through teacher questioning. (Source: Education National Geographic)</p> <p>8. Listening and Speaking Strategies- This link is to a K-6 lesson, teaches students to be a good listener, a good speaker, and practice listening and speaking skills with classmates. (Source: Discovery Education)</p> <p>9. Lesson plans and videos on a variety of instructional topics from BBC. Lesson plans are listed by grade level. (Source: The British Broadcasting Company).</p> <p>10. Integration of content areas such as reading with science and math can help students connect knowledge, see how something learned in one subject fits with another, and often makes reading more appealing and engaging.</p> <ul style="list-style-type: none">• Find grade 3-5 lessons where questioning plays an important role in reading and learning about science. Asking the experts or interviewing science teachers or | | | |
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| <p>scientists addresses Common Core Standard SL 3.3. (Source: Science NetLinks)</p> <ul style="list-style-type: none">• Explore this website for 3-5 mathematics lessons. Think how you might adapt these lesson to address Common Core Standard SL. 3.3, particularly in areas where students can question a student making a math presentation or can question each other in pairs about math problem solving. (Source: Illuminations, NCTM) <p>11. Go to Lesson Planet for more than 2000 lesson plans developed and reviewed by teachers. For example, Lesson Planet offers 705 lessons on using Bloom’s Taxonomy. Lessons can be searched and downloaded this site at no charge. (When using any website developed by practitioners, teachers are cautioned to be discerning decision makers when selecting activities. Activities chosen should be doable, yet challenging with sufficient rigor and with relevance to skills/concepts being taught. Activities should also support evidence-based practice.) (Source: Lesson Planet)</p> | | | |
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CCSS Standard: Presentation of Knowledge and Ideas

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

SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Enduring Understandings:

Appropriate voice volume and speed of presentation contributes to the audience’s ability to comprehend the information presented.

Fluid reading at an understandable pace improves the quality of audio presentations.

Quality presentations include appropriate facts and relevant descriptive details.

Questions about the topic of a presentation require appropriate, complete-sentence responses to help clarify meaning.

Visual displays of key information and concepts enhance the audience’s comprehension of a presentation.

New Vocabulary:

(none)

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>SL.3.4</p> <ol style="list-style-type: none"> 1. Sequence Lesson Plans Check out all the lesson plans found here, but, particularly, the 2nd grade one focusing on retelling in sequence. (Source: Read Works) 2. What Is History? Link to the National Endowment for the Humanities for a K-2 lesson on retelling oral histories. (Source: EDSITEment!, The National Endowment for the Humanities) 3. This “Has the Cat Got Your Tongue?” lesson uses tongue twisters to help students improve their articulation. This “grades 3-5” lesson can be adapted for use in 2nd grade. (Source: Education World) 4. Jazzy Sentences- This lesson is an interesting activity to help students jazz up or make their sentences more | <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/speakinglistening/sl34/sl34_lessonplansandunits.aspx</p> <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425187</p> | <ol style="list-style-type: none"> 1. This rating sheet from the National Council of State Supervisors of Language provides a scale to rate novice and intermediate speakers. The speech starters provide ideas teachers can use to support conversation. (Source: casls.uoregon.edu) 2. Simple 3-part rubrics for assessing listening and speaking. 3. Check out “Types of Informal Reading Assessments”, an article at the readingrockets.org site. 4. RCampus is a free online management system. This particular link connects to a “sequence of events” rubric. After setting up a free membership account, teachers can edit and adapt rubrics that have already been created or design their own rubrics from scratch. 5. A copy of the “Speaking Behavior Checklist” can be found here. | <p>Once per marking period</p> |

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| <p>interesting by adding adjectives, adverbs, more vibrant verbs, and descriptive nouns. Although a grade 3-4 writing lesson, it can be adapted to 2nd grade and to support coherent sentence development when speaking. (Source: LEARN NC, The University of North Carolina at Chapel Hill School of Education)</p> <p>5. Sentence Carousel- This grade 3-4 lesson is designed to help students develop more descriptive sentences in their writing. This lesson can be adapted to speaking and to 2nd grade. (Source: LEARN NC, The University of North Carolina at Chapel Hill School of Education)</p> <p>6. Inspired by the Sea- CCS SL. 3.4.is addressed in this third grade unit 2 map within the section “class discussion/literacy” under the “Sample Activities and assessments” tab. At this site, you also will find a list of resources (e.g. books) to use, other sample activities and assessments, additional resources, and terminology. (Source: Common Core Curriculum Maps)</p> <p>7. Creative, Inventive and Notable People- CCS SL. 3.4.is addressed in this third grade unit 3 map within the section “research/informative writing” under the “Sample Activities and assessments” tab. (Source: Common Core Curriculum Maps)</p> <p>8. Shape Poems- Students develop shape poems about things they know. Their poems can guide an oral description of the subject of their</p> | | <p>6. This Group Skills Tracking Sheet is included in the lesson plan series titled Using Children’s Literature to Develop Classroom Community which can be found under the Lesson Plans tab. It can be used with any lesson to assess various speaking skills during partner and group work. (Source: readwritethink.org)</p> | |
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| <p>poem. (Grades K-5). (Source: Read Write Think, International Reading Association, NCTE)</p> | | | |
| <p>SL.3.5</p> <ol style="list-style-type: none"> 1. Fantastic Adventures with Dragons, Gods, and Giants- In this lesson plan offered as a part of the Common Core Curriculum Map, students will create an audio recording of a dramatic reading of a chapter in a challenging chapter book. (Source: Common Core Curriculum Maps) 2. The Kerpoof website offers lesson plans that will engage students in using listening and speaking as they create audio recordings with appropriate visual displays that emphasize facts and details. (Source: Kerpoof website) | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425187</p> <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/speakinglistening/sl35/sl35_lessonplansandunits.aspx</p> | <ol style="list-style-type: none"> 1. A speaking and listening rubric that teachers can use to monitor student progress can be accessed from this website. 2. Proteacher offers a listening rubric to evaluate students. | <p>Monthly</p> |
| <p>SL.3.6</p> <ol style="list-style-type: none"> 1. Stories Worth Telling Again and Again - integrates Common Core Standard SL.3.6 via an activity labeled “class discussion/literature” under the “Sample Activities and Assessments” section. Examples of resources, activities, assessments and ideas for interdisciplinary connections to art, music, geography, and science are also provided. (Source: Common Core Curriculum Maps) 2. Inspired by the Sea-integrates SL.3.6 into the unit via an activity labeled “language activity” under the “Sample Activities and Assessments” section. (Source: Common Core Curriculum Maps) | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425187</p> <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/speakinglistening/sl36/sl36_lessonplansandunits.aspx</p> | <ol style="list-style-type: none"> 1. Second Grade Rubric for Descriptive Writing-This teacher-made rubric found on an Oklahoma Public School website has a section for word choice and sentence writing that addresses some components of this standard. Reflection question: How does the ability to correctly write sentences that are clear and include details relate to the ability to speak in sentences that are grammatically correct and include details to clarify what is being said? 2. K-2 Literacy Assessment: Second Grade Writing Rubric-This is an example of a second grade writing rubric from the public schools of North Carolina that addresses content and conventions, including varied sentence pattern and length. | <p>Daily</p> |

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| <p>3. Jazzy Sentences- is an interesting activity to help students jazz up or make their sentences more interesting by adding adjectives, adverbs, more vibrant verbs, and descriptive nouns. This 3rd-4th grade lesson can be adapted to instruction in oral presentations. (Source: LEARN NC, The University of North Carolina at Chapel Hill School of Education)</p> <p>4. Sentence Carousel- This grade 3-4 lesson is designed to help students develop more descriptive sentences in their writing. This lesson can be adapted to oral presentations. (Source: LEARN NC, The University of North Carolina at Chapel Hill School of Education)</p> <p>5. “Using Different Kinds of Sentences: The Peacock’s Feathers”- Students in grades K-8 study sentence structure in this Public Broadcasting System’s. (Source: PBS Learning Media, PBS & WGBH Educational Foundation)</p> <p>6. Sentence Quest: Using Parts of Speech to Write Descriptive Sentences-In this series of lessons, students create lists of nouns and verbs from their speaking vocabularies after listening to read-aloud stories about nouns and verbs. Students also learn the function and examples of adjectives. They select words from these lists to write on color-coded index cards based on their function and use the cards to learn about and create complete sentences. Finally, students utilize question words and descriptive words, to expand</p> | | <p>3. Tennessee teachers can complete an online course on formative assessment offered by Battelle For Kids that will help guide the development and implementation of high quality formative assessment across content areas and grade levels. This course offers 9 topics: (1) Introduction to the Formative Assessment Instruction Course, (2) Professional Learning Teams, (3) Overview of Assessment for Learning, (4) An Introduction to the 5 Keys of Quality Assessment, (5) Clear Learning Targets, (6) Sound Assessment Design, (7) Communication for Learning, (8) Student Ownership: A Critical Piece, and (9) Actionable Strategies: Putting it All Together.</p> <p>4. Types of Educational Tests-This review of educational tests contains links to descriptions of formal language assessments. The Oral and Written Language Scales (OWLS) test measures written expression, oral expression, and listening comprehension. The Test of Pragmatic Language (TOPL) measures students’ knowledge of what pragmatic language is rather than a level or ability.</p> <p>5. This rating sheet from the National Council of State Supervisors of Language provides a scale to rate novice and intermediate speakers. The speech starters provide ideas teachers can use to support conversation.</p> <p>6. Simple 3-part rubrics for assessing listening and speaking can be found by following this link.</p> <p>7. “Speaking Behavior Checklist”.</p> | |
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| <p>sentences in collaborative group activities. This sentence expansion activity, may also lead to use of pronouns, conjunctions, and adverbs. Suggestions for assessment and website links are also provided. (Source: Read Write Think, International Reading Association, NCTE)</p> | | | |
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Grade: Third

Subject: Language

CCSS Standard: Conventions of Standard English

- L.3.1a:** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1b:** Form and use regular and irregular plural nouns.
- L.3.1c:** Use abstract nouns (e.g., childhood).
- L.3.1d:** Form and use regular and irregular verbs.
- L.3.1e:** Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- L.3.1f:** Ensure subject-verb and pronoun-antecedent agreement.
- L.3.1g:** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1h:** Use coordinating and subordinating conjunctions.
- L.3.1i:** Produce simple, compound, and complex sentences.
- L.3.2a:** Capitalize appropriate words in titles.
- L.3.2b:** Use commas in addresses.
- L.3.2c:** Use commas and quotation marks in dialogue.
- L.3.2d:** Form and use possessives.
- L.3.2e:** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f:** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2g:** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Enduring Understandings:

A writer creates meaningful sentences by using the specific rules of Standard English for capitalization, punctuation and spelling. Meaningful written or spoken sentences in Standard English follow specific rules for grammar (structure) and usage (form).

New Vocabulary:

Capitalize, English Form, English Structure, Punctuate

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>L.3.1a-L.3.1i</p> <p>1. Stories Worth Telling Again and Again- In this third grade level unit 1 series of lesson plans, students read tales of grandparents, “trickster stories” from different cultures, and poetry. They also participate in shared research, narrative writing, and dramatic interpretation in response to literature. Students use Ruth Heller’s World of Language books to review and distinguish nouns, verbs, and pronouns from each other and understand the role of each type of speech in a sentence. A list of resources (e.g. books, poems, informational texts) to use, sample activities and assessments, additional resources, and interdisciplinary links to art and geography are also provided. (Source: Common Core Curriculum Maps)</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425188</p> <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/language/l31/l31_lessonplansandunits.aspx</p> | <ol style="list-style-type: none"> 1. Third Grade Rubric for Descriptive Writing-This teacher-made rubric found on an Oklahoma Public School website has sections for word choice, sentence variation, and grammar and usage that address some components of this standard. 2. Third Grade Grammar Questions-Teachers can select from a variety of third grade grammar questions to create customized tests or quizzes using this website. 3. Third Grade Language Arts Test-This is an example of a 30 question language arts test from DeKalb County Schools in Georgia. 4. Learning Module on Assessment-This presentation provides an overview of assessments, reviews the purpose and key elements of assessment, and discusses the use of balanced assessments. (from mnpstube.org) https://mnpstube.mnps.org/guides/qualityassessment/ 5. Curriculum-Based Measurements-This website (View the Tools section) provides programs that teachers can use to develop their own informal assessments based on the curriculum they are teaching (CBMs). These assessments should be given in small groups. 6. The CBM Warehouse-This area provides information on commercially produced curriculum-based measurements in reading. (from interventioncentral.org) | <p>Weekly</p> |
| <p>L.3.2a-L.3.2g</p> <p>1. K-5 Integrated Technology Lessons contains a lesson plan for teaching quotation marks and commas in dialogue.</p> | <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/language/l32/l32_lessonplansandunits.aspx</p> | <ol style="list-style-type: none"> 1. At this interactive website, teachers can make their own customized assessment for capitalizing words in titles. 2. Teachers can use this website that includes a variety of short quizzes for | <p>weekly</p> |

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| 2. Comics in the classroom offers an interesting method to teach dialogue through the use of cartoons. | https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425188 | language conventions. | |
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CCSS Standard: Knowledge of Language

L.3.3a: Choose words and phrases for effect.

L.3.3b: Recognize and observe differences between the conventions of spoken and written standard English.

Enduring Understandings:

There are differences between the conventions of spoken and written standard English.

Writers, readers, speakers and listeners use their knowledge of language and its grammar (structure) and usage (form) to show clear meaning.

Writers, readers, speakers, and listeners choose words and phrases to engage the audience.

New Vocabulary:

Compare, English Form, English Structure, Phrase Meaning

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>L.3.3a-L.3.3b</p> <p>1. Using Greeting Cards to Motivate Students and Enhance Literacy Skills- In this series of lessons, students attend to language structure, conventions, and writing styles as they study the crafting techniques of greeting cards. Students then design and write their own greeting cards. When sharing their cards with peers, students must adjust their speaking to appropriately reflect the message they are communicating. Suggestions for assessment and website links are also provided. (addresses L. 3.3 and L. 3.3. b) . (Source: Read Write Think, International Reading Association, NCTE)</p> <p>2. Stories Worth Telling Again and Again- In this third grade level unit 1 series of lesson plans, students read tales of grandparents, “trickster stories” from different cultures, and poetry. They also participate in</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425189</p> <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/language/133/133_lessonplansandunits.aspx</p> | <p>1. Types of Educational Tests-This review of educational tests contains links to descriptions of formal language assessments. The Oral and Written Language Scales (OWLS) test measures written expression, oral expression, and listening comprehension. The Test of Pragmatic Language (TOPL) measures students’ knowledge of what pragmatic language is rather than a level or ability. (from The Concord Special Education Parents Advisory Committee website in Massachusetts)</p> <p>2. Third Grade Rubric for Descriptive Writing-This teacher-made rubric found on an Oklahoma Public School website has sections for word choice, sentence variation, and grammar and usage that address some components of this standard.</p> | <p>Weekly</p> |

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| <p>shared research, narrative writing (during which they must consider word and phrase choices), and dramatic interpretation in response to literature. Students use Ruth Heller’s World of Language books to review and distinguish nouns, verbs, and pronouns from each other and understand the role of each type of speech in a sentence. A list of resources (e.g. books, poems, informational texts) to use, sample activities and assessments, additional resources, and interdisciplinary links to art and geography are also provided. (addresses L. 3. 3). (Source: Common Core Curriculum Maps)</p> <p>3. Inspired by the Sea-In this third grade level unit 2 series of lesson plans, students read informational texts, stories, and poetry in order to understand why the sea inspires writers. They continue to review adjectives and adverbs using Ruth Heller’s World of Language books and by comparing two poems written about oysters. Students use adjectives and to build interesting sentences about the sea and in independent narrative writing, as they use dialogue and description to reveal actions, thoughts, and feelings. A list of resources (e.g. books, poems, informational texts) to use, sample activities and assessments, additional resources, and interdisciplinary links to geography and science are also provided. (addresses L. 3. 3). (Source: Common Core Curriculum Maps)</p> | | <p>3. Speaking and Listening Assessment Guidelines and Rubrics- This guide to oral language assessment from the Michigan Literacy Progress Profile suggests ways for teachers to assess expressive and receptive language. It includes two rubrics, as seen on p. 29 and 31, that are appropriate for third grade students.</p> <p>4. Curriculum-Based Measurements-This website (View the Tools section) provides programs that teachers can use to develop their own informal assessments based on the curriculum they are teaching (CBMs). These assessments should be given in small groups.</p> <p>5. The CBM Warehouse-This area provides information on commercially produced curriculum-based measurements in reading.</p> <p>6. Third Grade Grammar Questions-Teachers can select from a variety of third grade grammar questions to create customized tests or quizzes using this website.</p> | |
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| <p>4. Creating a Feast for the Senses with Mentor Texts- This lesson teaches students to revise their writing to add words and phrases that will create sensory-rich experiences for their readers. Becoming aware of the power and effect of language choices, students begin to read books like writers and form personal connections with various authors. (addresses L. 3. 3.a). (Source: Read Write Think, International Reading Association, NCTE)</p> <p>5. Creative, Inventive, and Notable People-In this third grade level unit 3 series of lesson plans, students read biographies about musicians, artists, and inventors of the early twentieth century and consider how the words “creative” and “inventive” are similar and different. After reading an age-appropriate biography, students work with partners to design and present an informative Power Point presentation. A list of resources (e.g. books, poems, informational texts) to use, sample activities and assessments, additional online resources, and interdisciplinary links to history and science are also provided. (addresses L. 3. 3). (Source: Common Core Curriculum Maps)</p> | | | |
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CCSS Standard: Vocabulary Acquisition and Use

L.3.4a: Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

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

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

L.3.5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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

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

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

Enduring Understandings:

Proficient readers and listeners choose from a variety of strategies to determine and clarify the meaning of unknown and multi-meaning words.

Proficient users of grade-appropriate standard English learn and use conversational, academic and subject-specific words and phrases.

Skillful use and understanding of figurative language, word relationships and word meanings allows readers, writers, speakers and listeners to deepen comprehension and create exact meaning.

New Vocabulary:

Figurative Language, Literal, Non-Literal, Sentence Context

| Instructional Strategies | Resources | Assessment | Time Frame |
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| <p>L.3.4a-L.3.4d</p> <p>1. The People, the Preamble, and the Presidents- lists L.3.4 and L.3.4d as focus standards. Students are provided with opportunities to read informational texts about the founders of America and the establishment of our government in the eighteenth century. The unit also includes sample resources, activities, and assessments as well as ideas for interdisciplinary connections to art, geography, history. (Source: Common</p> | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425190</p> <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/language/l34/l34_lessonplansandunits.aspx</p> | <p>1. This Rooting Out Meaning: Morpheme Match-ups Observation Sheet is included in the lesson plan for Rooting Out Meaning: Morpheme Match-ups in the Primary Grades, which can be found under the Lesson Plans tab. It could be adapted to monitor students' performance on other word analysis activities.</p> | <p>Weekly</p> |

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| <p>Core Curriculum Maps)</p> <p>2. A Feast of Words on a Planet Called Earth and Beyond- lists L.3.4b as a focus standard and provides students with opportunities to work with Latin suffixes (see the first activity under “Sample Activities and Assessments” titled “Word Work/Latin Suffixes”). An additional activity allows students to explore the multiple meanings of words in the context of idioms (see the fifth activity under “Sample Activities and Assessments” titled “Language/Writing”). Sample resources, activities, and assessments as well as ideas for interdisciplinary connections to geography and science are also included. (Source: Common Core Curriculum Maps)</p> <p>3. Rooting Out Meaning: Morpheme Match-ups in the Primary Grades - In this series of three lesson plans for grades 3-5, students learn to use morphemes to define words (L.3.4b and L.3.4c) and to combine morphemes to create new words. They also learn how to use an online dictionary to clarify the meaning and spelling of unknown words (L.3.4d). The plan includes a “Morpheme Matchup” activity as well as online activities using the Merriam-Webster Word Central website. (Source: Read Write Think, International Reading Association, NCTE)</p> <p>4. Determine the Meaning of a Word Using Knowledge of Base Words and Prefixes- This vocabulary instructional routine for third</p> | | | |
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| <p>graders, teaches students how to use what they know about affixes and root words to read new words (L.3.4b and L.3.4c). This lesson focuses on the prefixes pre-, mis-, and re-, the root words trial, measure, fund, and place, and the suffixes -less, -ment, and -able. This same instructional routine could be adapted to teach words composed of other affixes and roots. (Source: Florida Center for Reading Research)</p> <p>5. Multiple Meaning Words in Context- In this vocabulary instructional routine for third graders, students learn to use sentence context to derive alternative, less familiar definitions of words for which they already know the common meaning (L.3.4a). Although this particular lesson focuses on the three meanings of the word shoulder, the same teacher language could be used as a guide to teach alternative definitions of any multiple-meaning word. (Source: Florida Center for Reading Research)</p> <p>6. Vocabulary in Context- This third grade unit is a series of three lessons. The first and third lessons in the unit specifically address subskills of L.3.4. In the first lesson, students learn how to use contrasting statements beginning with the words but, however, and although to determine the meaning of an unknown word (L.3.4a). In the third lesson, students practice looking up unknown words in the dictionary as they read <i>The Life</i></p> | | | |
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| <p>Cycle of the Beetle by Molly Aloian and Bobbie Kalman (L.3.4d). (Source: Read Write Think, International Reading Association, NCTE)</p> | | | |
| <p>L.3.5a-L.3.5c</p> <ol style="list-style-type: none"> 1. Figurative Language: Teaching Idioms - In this lesson the author investigates teaching figurative language and idioms. The lesson focuses on the literal and non-literal meanings. 2. Shades of Black - This is a lesson plan from Scholastic helps students to see the differences and similarities in skin tones and people in general. It uses the book "Shades of Black" and the writing focuses on similes. 3. Shades of Meaning - In this lesson, small groups of students will compete in a "shades of meaning" contest to see which group can use the Visual Thesaurus to help them match words with similar definitions but different connotations in the shortest amount of time. | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425190</p> <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/language/l35/l35_lessonplansandunits.aspx</p> | <ol style="list-style-type: none"> 1. Classroom Vocabulary Assessment for Content Areas- In this article written by Katherine A. Dougherty Stahl and Marco A. Bravo, there are three vocabulary assessments that are described: vocabulary knowledge scale, vocabulary recognition task and vocabulary assessment magazine. 2. Types of Informal Classroom-Based Assessment- This article outlines many informal reading assessments that can be used in all areas of language development including vocabulary. | <p>2 weeks and review periodically</p> |
| <p>L.3.6</p> <ol style="list-style-type: none"> 1. "America the Beautiful": Using Music and Art to Develop Vocabulary- This lesson uses music and art in a vocabulary study of unfamiliar words from the song "America the Beautiful," increasing students' vocabulary while also increasing their knowledge of U.S. geography. A discussion to activate students' prior knowledge about sights and scenery throughout the United States is | <p>https://curriculumcrafter.org/user/rpt/Analysis.aspx?StandardID=1425190</p> <p>http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/language/l36/l36_lessonplansandunits.aspx</p> | <ol style="list-style-type: none"> 1. This website (<i>View the Tools section</i>) provides programs that teachers can use to develop their own informal assessments based on the curriculum they are teaching (CBMs). These assessments should be given in small groups. 2. This area of The CBM Warehouse provides information on commercially produced curriculum-based measurements in reading. | <p>4 weeks and review throughout school year</p> |

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| <p>followed by a read-aloud and introduction to the song "America the Beautiful," which is then sung in each session of the lesson. Students learn the meanings of the song's words through shared reading and the use of context clues and images. (Source: Read Write Think, International Reading Association, NCTE)</p> <p>2. The People, The Preamble, and The President - In this fourth six-week unit of third grade, students read about the people, the Preamble (to the Constitution), and the presidents of the United States. Building on knowledge of the notable people in the last unit, students read informational texts about the people who came to America and established a new government in the eighteenth century. They read about the lives of presidents, research one president of interest, and write a "bio-poem" (i.e., a biography in poem form). Finally, students create and perform a cumulative choral reading of the Preamble and memorize it for an oral recitation. (Source: Common Core Curriculum Maps)</p> <p>3. A Feast of Words on a Planet Called Earth and Beyond - In this fifth six-week unit of third grade, students read stories, poems, and informational text full of rich language, a "feast of words." They read fiction that demonstrates the use of idioms and fiction that exhibits careful diction. They read poems that focus on a simple topic such as corn</p> | | | |
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| <p>or grass to see how the topics are developed line-by-line and stanza-by-stanza. They write to express their own opinions about the need (or not) for laws that legislate what people can and cannot eat. Working with Latin suffixes, they will see the way suffixes transform one part of speech into another. Students illustrate an idiom to express their own interpretation of its meaning and then write a note to Amelia Bedelia about the idiom. Finally, the students will stretch beyond this world to read and research about other planets. (Source: Common Core Curriculum Maps)</p> | | | |
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FOURTH

Grade Level: Fourth

Subject: Reading Literature

CCSS Standard: Key Ideas and Details – Reading Literature

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

Enduring Understandings:
 Discovering the theme helps a reader determine the importance of the literature.
 Good readers can summarize the literature they have read.
 Good readers support their inferences with details from the text.

New Vocabulary:
 Character Trait Examples Resolution Summary
 Conflict Inferences Story Elements

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.4.1</p> <p>Overview Information: In this lesson work through the understanding of the standard by starting with helping students get an understanding of referring to details and examples in a text.</p> <p>Lesson Focus:</p> | <p>The teacher will assess student learning informally through listening to student responses. The teacher will assess student learning more formally by reading their summaries. IF students are able to include all of the information in their summaries, the teacher may assume that they have an understanding of how to do summaries. The teacher would be able to assess whether or not students have an understanding of how to infer and summarize by having them do another lesson where they work in small groups and read and discuss the text and where they must make inferences. Then, after they read the text, the group could write a summary of the text. The</p> | <p>Before reading the teacher will ask the students to recall what a narrative text is. The teacher will then guide students to recalling that narrative texts have characters, a setting, a plot, a theme, a conflict and a resolution.</p> <p>After reviewing the</p> | <p>1 week</p> |

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| <p>The focus of this lesson is to recall specific vocabulary words for lesson(s) taught.</p> | <p>teacher could read their summaries to make sure that they have included all of the components and understand how to summarize.</p> | <p>elements of a narrative text, the teacher will move the discussion onto the concept of summarizing. Students are told that when they summarize, they should try to include all of the elements of the narrative. The teacher should hand students the Summarizing Guide (Resource).</p> <p>Explain to the students that when they read the story, they will look for and discuss these elements so that the students will be able to summarize the story by the end.</p> <p>The teacher introduces another strategy, inferencing. Ask the students if they remember what inferencing is. Record the students' responses. Remind the students that inferencing is the "process of judging, concluding, or reasoning from some given information".</p> <p>The teacher hands out</p> | |
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| | | <p>the Inferring Comprehension Strategy (Resource). The teacher goes over the strategy of using inferencing to understand text by looking for clue in the book, thinking about what they know about the topic, and using the clues and what they know to figure out what the author means.</p> <p>The teacher can give the class an example: <i>"Samantha was very excited. She was running as fast as she could. As she reached the finish line, her whole face glowed with her smile."</i></p> <p>The teacher asks the students what they think is happening. The teacher listens to student responses. The teacher asks the students why they knew that Samantha won the race. The teacher listens to student responses. The teacher tells the class that this is inferencing.</p> <p>The teacher informs the students that they will</p> | |
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| | | <p>use inferencing in this text not only to understand what is happening in the story, but also to make predictions. The teacher tells the students that they will work on this technique while reading the story.</p> <p>The teacher introduces a book that uses inferencing. One suggestion that can be used is the book, <i>Miss Alaineus</i> by Debra Frasier (Frasier, Debra <i>Miss Alaineus: A Vocabulary Disaster</i>. 2000. ISBN-13 978015202`634.)</p> <p>During reading the teacher will conduct a think-aloud with the students to model inferencing and summarizing.</p> | |
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RL.4.2</p> <p>Overview Information: In this lesson work through the</p> | <ul style="list-style-type: none"> Identify and comprehend the elements of a literary test | <p>Play songs, read lyrics, read poems, and picture of a specific theme,</p> | <p>1 week</p> |

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| <p>understanding of the standard by starting with helping students get an understanding of theme.</p> <p>Lesson Focus</p> <p>The students will focus on the theme of literature and how to incorporate that idea with other activities.</p> | <ul style="list-style-type: none"> • Write a short personal narrative essay • Teacher observation • Reflection activities • Evaluate each student’s response to the following question, “How has refraining from teasing, and learning how to treat and compliment others affected or will affect the climate of the room and entire school?” • The teacher will evaluate students on their ability to discuss logically, clearly, and maturely. Teacher will also check to see that students maintain their journals--although journal entries themselves will not be graded. | <p>model interpreting theme, Friendship Discussion Sheet, Use graphic organizers</p> <p style="text-align: center;">Teacher Modeling</p> <p>I</p> <p>will explain that when you read, you can “hear” an author’s voice. Voice is the author’s tone or attitude toward a subject in a text. By looking at the words an author has chosen and how they describe the setting, characters, or plot, you can identify the voice of the author. I will read the poem “Mother to Son” by <i>Langston Hughes in Poetry for Young People: Langston Hughes</i> edited by David Roessel and Arnold Rampersad aloud. I will model identifying the author’s voice in the poem using the words in phrases in the poem. The poem is written by Langston Hughes but the poem is written from the point of view of a mother. The author uses words like “tacks,” “splinters,”</p> | |
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“boards,” and “bare,” and phrases like “life ain’t been no crystal stair.” The mother’s attitude about life is that it is a struggle and that you must continue to keep going and push on. The mother’s voice speaks of hardship and perseverance.

Think Check


Ask: How did I identify the author's voice in the poem? Students should respond that as you read the poem you paid close attention to words and phrases that told you how the author felt about the subject.

Guided

Practice



will read “Aunt Sue’s Stories” by Langston Hughes in *Poetry for Young People: Langston Hughes*. We will identify the author’s voice in the poem using words and phrases from the poem. Words and phrases such as “heart full of stories,” “summer nights on the porch,” “cuddles a brown-faced child,” “singing sorrow songs,”

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| | | <p>“mingle themselves softly,” and “the dark-faced child is quiet” give the reader the feeling of comfort and love for a grandmother. The author’s voice is warm and quietly respectful.</p> <p>Independent Practice</p> <p></p> <p>will read “Youth” by Langston Hughes in <i>Poetry for Young People: Langston Hughes</i>. You will give examples of words and phrases that support the author’s voice of hope. This can be done by underlining words and phrases in the poem or by writing the examples on separate paper. Note:</p> | |
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RL.4.3</p> <p>Overview Information: In this lesson work through the understanding of the standard by starting with helping students get an understanding of describing characters, settings, or events in a story or drama.</p> | <ul style="list-style-type: none"> • At the conclusion of this lesson the students will write a journal entry reflecting on their experience. • The teacher will also evaluate the poetry and pictures that the students created according level of engagement and willingness to participate. | <p>www.georgielaaccgpsk.5.wikispaces.com</p> <p>Learning Goal Use the setting to make predictions about the characters.</p> <p>Duration</p> | 1-2weeks |

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| <p>Lesson Focus:</p> <p>In this lesson the students will learn important listening and speaking skills when talking with elderly adults. The students will also learn how important it is to not pre-judge someone until they truly met them.</p> | | <p>Approximately 50 minutes</p> <p>Necessary Materials <i>Provided:</i> Independent Practice Worksheet <i>Not Provided:</i> <i>Even More Short and Shivery</i> retold by Robert D. San Souci</p> <hr/> <p>Teacher Modeling will explain that the setting of a story affects the characters' actions. For example: If you think about the story of the three little pigs, the setting affects the actions of the first two pigs. They live in a place where hay and sticks are easy materials to get for building homes. If they lived in a desert, it would change the story because they would not be able to find hay or sticks to build their home. They would have to find different material. We can make predictions about characters' actions based on the setting of a story. I will read page 113 of "Forest Ghosts" in <i>Even More Short and Shivery</i> retold by Robert</p> | |
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| | | <p>D. San Souci and model making predictions about characters' actions based on setting. I will predict what Heloise will do (after stopping at the top of page 114), since she does not like the forest. I predict that Heloise will not honor her promise and will not respect the forest because she does not like it.</p> <p>Think Check Ask: How did I make a prediction about the characters in the story? Students should respond that you first identified where and when the story was taking place. Then you thought about how that might affect the characters in the story and made a prediction based on that information.</p> <p>Guided Practice</p> <p>WE</p> <p>will continue reading "Forest Ghosts" in <i>Even More Short and Shivery</i> retold by Robert D. San Souci and make</p> | |
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| | | <p>predictions about characters' actions based on setting. Stopping at the bottom of page 115, we will predict what has happened to Henri, based on the forest setting.</p> <p style="text-align: center;">Independent Practice</p> <p>YOU</p> <p>will read the next page of the story and stop at the bottom of page 116. You will predict what will happen to Henri based on his past experiences with the forest. Will the old woman in green forgive him and return him to his human form? How has the setting affected your prediction? (Student Independent Practice provided below in Teacher and Student Materials.)</p> | |
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CCSS Standard: Craft and Structure – Reading Literature

RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology

RL.4.5: Explain major differences among poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Enduring Understandings:

Good readers determine the meanings of words and phrases to understand what they read.

Literature comes in a variety of forms.

Literature is written from a particular point of view.

Many references in literature come from mythology.

Prerequisite Vocabulary:

Description

Drama

Prose

Settings

Dialogue

Poems

Rhythm

New Vocabulary:

Casts of Characters

Meter

Narration

Third-Person Narration

First-Person Narration

Mythology

Stage Directions

Verse

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.4.4</p> <p>Overview Information: In this lesson work through the understanding of the standard by starting with helping students get an understanding of words and phrases as they are used in a text.</p> <p>Lesson Focus: Students will practice determining the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.</p> | <p>SBAC Assessment- Standards: RI.4.1, RL.4.3 and RL.4.4, L.4.4, L.4.5c</p> <p>Reading Selection: “The Fox and the Goat”</p> | <p>Ideas: Informal observation of student participating in literature circle, student demonstrates that student uses strategies to determine word meaning.</p> <p>Using context clues and a variety of word solving strategies while reading is a continuously developing skill that will</p> | <p>2 weeks</p> |

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| | | <p>be taught and reinforced throughout the school year. Printable Word documents also uploaded into the Resources Folder.</p> <p>A Word Identification Strategy (Link) - Teacher resource for explicit teaching of word identification strategies and steps students can take when they encounter an unknown word in literature.</p> <p>Building Vocabulary: Using Context Clues to Learn Word Meaning (Link) - Study Skills article</p> <p>You may want to create a poster for the classroom illustrating these steps for student reference, and/or a bookmark for portable use.</p> <p>PowerPoints for an alternate method of presenting information to students. You can show a PowerPoint in its entirety, or display</p> | |
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| | | lesson/concept specific frames on your classroom monitor. | |
| <p>RL.4.5</p> <p>Overview Information: In this lesson work through the understanding of the standard by starting with helping students get an understanding of major differences among poems, drama, and prose.</p> <p>Lesson Focus: Students will practice explaining major differences among poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> | <ul style="list-style-type: none"> • Observe student participation in discussions. • Student journals <p>SBAC Assessment- Standards: RL.4.5</p> <p>Reading Selection: “Golden Keys”</p> | | 2 weeks |
| <p>RL.4.6</p> <p>Overview Information: In this lesson work through the understanding of the standard by starting with helping students get an understanding of point of view.</p> <p>Lesson Focus: Students will practice comparing and contrasting the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> | <p>SBAC Assessment- Standards: RL.4.2, RL.4.3, RL.4.6</p> <p>Reading Selection: “The Fox and the Goat” “Rightly Unfair” “The Shepherd’s Boy and the Wolf” by Aesop</p> | <p>Understanding Point of View in Literature Literature provides a lens through which readers look at the world. Point of view is the way the author allows you to “see” and “hear” what’s going on. Skillful authors can fix their readers’ attention on exactly the detail, opinion, or emotion the author wants to emphasize by manipulating the point</p> | 1 week |

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| | | <p>of view of the story. Point of view comes in three varieties, which the English scholars have handily numbered for your convenience: First-person point of view is in use when a character narrates the story with <i>I-me-my-mine</i> in his or her speech. The advantage of this point of view is that you get to hear the thoughts of the narrator and see the world depicted in the story through his or her eyes. However, remember that no narrator, like no human being, has complete self-knowledge or, for that matter, complete knowledge of anything. Therefore, the reader's role is to go beyond what the narrator says.</p> <p>For example, Harper Lee's <i>To Kill a Mockingbird</i> is told from the point of view of Scout, a young child. She doesn't grasp the complex racial and socioeconomic relations of her town — but the reader does, because Scout gives information that the</p> | |
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| | | <p>reader can interpret. Also, Scout's innocence reminds the reader of a simple, "it's-not-fair" attitude that contrasts with the rationalizations of other characters.</p> <p>Second-person point of view, in which the author uses <i>you</i> and <i>your</i>, is rare; authors seldom speak directly to the reader. When you encounter this point of view, pay attention. Why? The author has made a daring choice, probably with a specific purpose in mind. Most times, second-person point of view draws the reader into the story, almost making the reader a participant in the action.</p> <p>Here's an example: Jay McInerney's best-selling <i>Bright Lights, Big City</i> was written in second person to make the experiences and tribulations of the unnamed main character more personal and intimate for the reader.</p> <p>Third-person point of view is that of an</p> | |
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| | | <p>outsider looking at the action. The writer may choose <i>third-person omniscient</i>, in which the thoughts of every character are open to the reader, or <i>third-person limited</i>, in which the reader enters only one character's mind, either throughout the entire work or in a specific section. Third-person limited differs from first-person because the author's voice, not the character's voice, is what you hear in the descriptive passages.</p> <p>In Virginia Woolf's wonderful novel <i>Mrs. Dalloway</i>, you're in one character's mind at a time. You know the title character's thoughts about Peter, the great love of her youth, for example, and then a few pages later, you hear Peter's thoughts about Mrs. Dalloway. Fascinating! When you're reading a third-person selection, either limited or omniscient, you're watching the story unfold as an outsider. Remember that most writers choose this</p> | |
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| | | point of view. | |
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CCSS Standard: Integration of Knowledge and Ideas- Reading Literature

- RL.4.7:** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL.4.8:** (not applicable for literature)
- RL.4.9:** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Enduring Understandings:
 Many different pieces of literature share common themes, topics, and patterns of events.
 There are differences between the text of a story/drama and a visual/oral presentation of the same literature.

New Vocabulary:

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| Patterns of Events | Text of a Story or Drama | Traditional Literature from Different Cultures | Visual or Oral Presentation |
| Specific Descriptions and Directions | | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| RL.4.7 Overview Information: In this lesson, students will practice making connections between the text of a story or drama and a visual | <ul style="list-style-type: none"> • Create diagrams and relevant questions using a diagram • Research • Explain • Interpret information presented visually and explain how the information contributes to an | | 3 weeks |

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| <p>or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>Lesson Focus Students will practice making connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> | <p>understanding of the text</p> <p>SBAC Assessment- Standards: RL.4.6, RL.4.7, RL.4.9</p> <p>Reading Selection: "How the Leaves Came Down" and "The Little Captive"</p> | | |
| <p>RI.4.8 (N/A)</p> <p>RI.4.9</p> <p>Overview Information: In this lesson, students will practice comparing and contrasting the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>Lesson Focus: Students will practice comparing and contrasting the treatment of similar themes and topics and patterns of</p> | <p>(N/A)</p> <p>SBAC Assessment- Standards: RL.4.6, RL.4.7, RL.4.9</p> <p>Reading Selection: "How the Leaves Came Down" and "The Little Captive"</p> | <p>(N/A)</p> <p><u>The Legend of Sleeping Bear</u> Question and Answer Session (Link) - You can read a brief question and answer session with the illustrator, Gijsbert van Frankenhuyzen.</p> <p>The Legend of Sleeping Bear Illustrator Website (Link) - You may also want to visit the website</p> | <p>3 weeks</p> |

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| <p>events in stories, myths, and traditional literature from different cultures.</p> | | <p>of the illustrator.</p> <p>The Legend of Sleeping Bear is a beautifully written book, so be sure to discuss author's craft as well. Points you may wish to include are as follows:</p> <p>Alliteration: <i>sharp shiny axes - pioneers planted colorful gardens of pumpkins, potatoes, and corn - bluebells and buttercups</i> are a few examples</p> <p>Onomatopoeia: <i>the wood thrush softly sang pip-pip-pip, and chickadees called chick-a-dee-dee-dee from the trees</i></p> <p>Descriptive language: helps the reader visualize the story, for example - <i>Afterward, they would sit lazily on the banks, nibbling blueberries and hazelnuts.</i></p> <p>Word choice: the book is packed with</p> | |
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| | | <p>interesting verbs and adjectives! Point them out, have kids record their favorites.</p> <p>Dialogue: note with the kids that the use of dialogue is sparse. Most of the story is told through description with small bits of dialogue that emphasize the emotion of the mother bear. (Kids tend to get going with dialogue in their own writing and do little or no description making the story hard to follow and less interesting!)</p> | |
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CCSS Standard: Range of Reading and Level of Text Complexity- Reading Literature

RL.4.10: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Enduring Understanding:
Good readers comprehend what they read.

New Vocabulary:
Text Complexity

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.4.10</p> <p>Overview Information: In this lesson, work through the standard by developing guided reading groups with students. While</p> | <ul style="list-style-type: none"> Students must learn how to analyze, synthesize, and evaluate informational texts in the world around them. <p>Qualitative Measures of Text Complexity: (For full details see</p> | <p><i>Students demonstrate proficiency in reading texts at the ranges of text complexity to</i></p> | <p>4 weeks</p> |

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| <p>reading texts, or leveled books, have students engage in reading activities that will check for understanding.</p> <p>Lesson Focus: Arrange reading groups based on reading level. Use the following ideas and strategies to work with students in small groups to encourage them to identify what it takes to improve their reading skills. Developing this awareness and confidence in students will encourage them to improve their reading ability by identifying the strategies they need to improve their comprehension and reading ability.</p> | <p>Resource: The Standards Approach to Text Complexity)</p> <p>(1) Levels of Meaning (literary texts) or purpose (informational texts). Literary texts with a single level of meaning tend to be easier to read than literary texts with multiple levels of meaning (such as satires, in which the author’s literal message is intentionally at odds with his or her underlying message). Similarly, informational texts with an explicitly stated purpose are generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.</p> <p>(2) Structure. Texts of low complexity tend to have simple, well-marked, and conventional structures, whereas texts of high complexity tend to have complex, implicit, and (particularly in literary texts) unconventional structures. Simple literary texts tend to relate events in chronological order, while complex literary texts make more frequent use of flashbacks, flash-forwards, and other manipulations of time and sequence. Simple informational texts are likely not to deviate from the conventions of common genres and subgenres, while complex informational texts are more likely to conform to the norms and conventions of a specific discipline. Graphics tend to be simple and either unnecessary or merely supplementary to the meaning of texts of low complexity, whereas texts of high complexity tend to have similarly complex graphics, graphics whose interpretation is essential to understanding the text, and graphics that provide an independent source of information within a text. (Note that many books for the youngest students rely heavily on graphics to convey meaning and are an exception to the above generalization.)</p> <p>(3) Language Conventinality and Clarity. Texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic or otherwise unfamiliar language or on general academic and domain-specific vocabulary.</p> <p>(4) Knowledge Demands. Texts that make few assumptions about the extent of readers’ life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many</p> | <p><i>progress on a path to college and career readiness.</i> To become college and career ready, students must learn how to analyze, synthesize, and evaluate informational texts in the world around them. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Through wide and deep reading of informational text of steadily increasing sophistication, students gain a reservoir of cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.</p> <p><i>Students reading well above and well below grade-band level need additional support.</i> Students for whom texts</p> | |
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assumptions in one or more of those areas.

| Text Complexity Grade | Old Lexile Ranges |
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| Band in the Standards | |
| K - 1 | N/A |
| 2 - 3 | 450 - 725 |
| 4 - 5 | 645 - 845 |
| 6 - 8 | 860 - 1010 |
| 9 - 10 | 960 - 1115 |
| 11 - CCR | 1070 - 1220 |

within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

Even many students on course for college and career readiness are likely to need scaffolding as they master higher levels of text complexity. As they enter each new grade band, many students are likely to need at least some extra help as they work to comprehend texts at the

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| | | <p>high end of the range of difficulty appropriate to the band. For example, many students just entering grade 2 will need some support as they read texts that are advanced for the grades 2–3 text complexity band. Although such support is educationally necessary and desirable, instruction must move generally toward decreasing scaffolding and increasing independence, with the goal of students reading independently and proficiently within a given grade band by the end of the band’s final year (continuing the previous example, the end of grade 3)</p> | |
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Additional Resources

Vocabulary:

Patterns of events:

Specific descriptions and directions:

Text of a story or drama:

Traditional literature from different cultures:

Visual or oral presentation:

Theme is the message the author wishes to share. It might be a lesson about life or a belief about people. The theme is also the central idea; frequently it is a universal theme. Theme is the central idea or message in a piece of writing. Often themes are not stated directly; they are hidden messages. Different readers may discover multiple themes in the same story.

Organizational patterns are structures used by writers to improve the flow and meaning of the selection. Examples include chronological order, order of location or importance, cause and effect, comparisons, problems and solutions, etc.

Myth is a traditional story intended to explain some mystery of nature, religious doctrine, or cultural belief. Myths represent the ways in which cultures, before modern science, explained the origin of the world and man's relationship to it.

Heroes and heroines are mortals with great courage or skill.

Gods and goddesses are immortal beings with special powers.

A mortal is a being subject to death.

Immortality is the condition of being exempt from death.

Cause and effect is an organizational text structure which presents information in a causal sequence that leads to a specific outcome.

A timeline is a sequence used to show order of events.

Stories

- Alice's Adventures in Wonderland
- The Secret Garden
- The Black Stallion
- Tuck Everlasting
- "Zlateh the Goat."
- Higgins, the Great
- The Birchbark House
- Bud, Not Buddy
- Where the Mountain Meets the Moon
- Additional Ideas: Stories

Poetry

- "The Echoing Green."
- "The New Colossus."
- "Casey at the Bat."
- "A Bird Came Down the Walk."
- "Fog."
- "Words Free As Confetti."
- Additional Ideas: Poetry
- Sample Performance Tasks for Stories and Poetry

CCSS Standard: Key Ideas and Details - Informational Text

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Enduring Understandings:

Finding the key details helps the reader determine the main idea of the text.

Good readers can summarize the text they have read.

Good readers support their inferences with details from the text.

Good readers use specific information from the text to explain what happened and why.

New Vocabulary: Examples, Procedures, Key Ideas

| Instructional Strategies | Assessment | Resources | Time Frame | | | | | | | | |
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| <p>RI.4.1</p> <p>Overview Information: In this lesson, students will practice referencing details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Lesson Focus Through a variety of literature, students will develop an understanding and awareness of informational text.</p> | <p>Informal Assessment: Observe students’ teamwork, organizational skills and contributions to the group.</p> <p>Use the following rubric for assessing work:</p> <p>Discussion/Note Taking Rubric</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Needs Improvement</th> <th style="width: 15%;">Satisfactory</th> <th style="width: 15%;">Good</th> <th style="width: 15%;">Excellent</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Irregular notes; incoherent thoughts</td> <td style="padding: 5px;">Irregular notes; attempts to answer at least three of the discussion questions</td> <td style="padding: 5px;">Some organized, coherent thoughts; answers at least three of the</td> <td style="padding: 5px;">Organized, coherent thoughts; answers all of the discussion questions.</td> </tr> </tbody> </table> | Needs Improvement | Satisfactory | Good | Excellent | Irregular notes; incoherent thoughts | Irregular notes; attempts to answer at least three of the discussion questions | Some organized, coherent thoughts; answers at least three of the | Organized, coherent thoughts; answers all of the discussion questions. | <p>Read Aloud, Think Aloud, Mental Modeling Comprehension Strategy,</p> <p>Effective Think Alouds,</p> <p>Literature Group Discussion, Locating evidence,</p> <p>https://curriculumcrater.org/user/rptGistDirectory.aspx?standardid=1425195</p> | <p>2 weeks</p> |
| Needs Improvement | Satisfactory | Good | Excellent | | | | | | | | |
| Irregular notes; incoherent thoughts | Irregular notes; attempts to answer at least three of the discussion questions | Some organized, coherent thoughts; answers at least three of the | Organized, coherent thoughts; answers all of the discussion questions. | | | | | | | | |

| | | discussion questions | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RI.4.2</p> <p>Overview Information: In this lesson, students will practice determining the main idea of a text and explain how it is supported by key details; summarize the text. Students will do this by engaging in a range of collaborative discussions with diverse partner on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Lesson Focus: Students will work in small groups to research an environmental issue—facts and solutions. The research will be conducted using at least three different types of resources (Internet, magazine, book, video or interview). The ultimate goal of the unit is to empower students to share their knowledge (talent) and make others aware of environmental issues for the common good.</p> | <p>Informal Assessment: Observe students' teamwork, organizational skills and contributions to the group.</p> <p>Observe</p> <p>Student journals should include a picture of the main idea of the article and list the five Ws.</p> <p>Rubric for student news reports has six possible points:</p> <ol style="list-style-type: none"> 1. Report includes illustrations that clearly show what the event is. 2. The illustrations include labels. 3. There is an illustration of an event from the past. 4. There is an illustration of an event in the present. 5. There is an illustration of an event in the future. 6. The events are significant to others. | <p>Recall and state details, identify evidence, support ideas with evidence and details, group discussions, read alouds, think alouds, think-pair-share, turn and talk, journal write, reciprocal teaching, prove-it, question quandary</p> <p>http://isbe.net/commo_n_core/pdf/ela-teach-strat-read-text-k-5.pdf</p> <p>https://curriculumcraft er.org/user/rptGistDirectory.aspx?standardid=1425196</p> | <p>2 weeks</p> |
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RI.4.3</p> | <ul style="list-style-type: none"> • Retell: Small group, partner • Critiquing What Do I Think | <p>Start the class with a discussion on the</p> | <p>3 weeks</p> |

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| <p>Overview Information: In this lesson, students will practice explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>Lesson Focus: In this lesson the students will look at animals in the past as well as in the present to see how the animals adapted to living in urban areas.</p> | <ul style="list-style-type: none"> • Interview Questions • KWLP Chart • QAR and QAR Worksheet • cause and effect chart • create a quick draw, Power Point or doodle art | <p>following questions:</p> <p>Who can name a wild animal that coexists with humans in urban areas?</p> <p>What are some reasons why wild animals now live in these urban areas?</p> <p>What are some of the problems both humans and animals encounter living within the same community?</p> <p>Discuss with the students the need to look at the past to help understand how these animals adapted to the environment. Ask the students what information we should look for in the past.</p> <p>Discuss with the students that sometimes looking into the past gives us an idea to the possible changes that may have taken place in the environment which affected both the humans and the</p> | |
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| | | <p>animals.</p> <p>Using the internet have the students do a Web search to compare and contrast the animal habitats.</p> <p>Students will work with a partner to complete the Venn Diagram: Animals and People (Resource) with their findings. Instruct the students to see how people and animals lived in the past first.</p> | |
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CCSS Standard: Craft and Structure - Informational Text

RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, prob/sol) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Enduring Understandings:

Good readers have strategies to determine the meanings of grade level words and phrases.

Good readers identify and describe the similarities and differences between firsthand and secondhand accounts.

Good readers identify the structure of the text.

New Vocabulary:

Academic and Domain-Specific Words or Phrases

Comparison

Firsthand and Secondhand Account

Solution

Chronology

Effect

Problem

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.4.4</p> <p>Overview Information: Teaching vocabulary well is a key</p> | <ul style="list-style-type: none"> • Group participation • Graphic organizers • Teacher observation of learner understanding and participation in group discussion | <p>Ask the students, "What are the three basic needs all living things need to survive?" Have the students recall the basic needs of living things</p> | <p>2 days</p> |

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| <p>aspect of developing engaged and successful readers. The meaning of a word must be expanded beyond a simple definition.</p> <p>Lesson One Focus:</p> <p>The focus of this lesson is to recall specific vocabulary words for a science lesson.</p> <p>Lesson Two Focus:</p> <p>The students will develop an initial understanding of terms and store understanding in permanent memory through many activities.</p> | <ul style="list-style-type: none"> • Observe student participation in discussions. • Student journals should include a picture of the main idea of the article and list the five Ws. • Rubric for student news reports has six possible points: <ol style="list-style-type: none"> 1. Report includes illustrations that clearly show what the event is. 2. The illustrations include labels. 3. There is an illustration of an event from the past. 4. There is an illustration of an event in the present. 5. There is an illustration of an event in the future. 6. The events are significant to others. | <p>(food, water, shelter).</p> <p>Tell the students that these three basic needs are printed on the index cards you show them.</p> <p>Have the students line up to draw three cards from the shuffled pile to determine which needs are available in this competitive environment today. Tell the students, "When you get to the front of the line, draw three cards from the file. If you get one of each card (food, water, and shelter), go to the back of line. If you do not get all three cards (missing some of the three basic needs), you must sit down (out of line) and watch the others continue to play."</p> <p>Keep the game moving quickly. Continue to play until most of the students are sitting down.</p> <p>Have a discussion by asking them, "What happened to the number of players after each round?" Then ask, "What happens to living things if their needs are not met?" Help them make inferences, concluding that without proper food, water, and shelter, living things are 'in danger' of dying.</p> <p>Write the word endangered on the board. Have the students share what they know about the word. Listen to their responses and guide them</p> | |
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| | | <p>to define endangered as "when a species of living things is 'in danger' of dying out." Write the definition next to the word.</p> <p>Write the words extinct, basic needs, and habitat on the board and have the students share what they know about these terms. Following their sharing, write the meanings next to the words (extinct: when a species that has died out and none of its kind is living anywhere on Earth; basic needs: food water, and shelter; habitat: the environment that best suits an animal or plant because it provides their basic needs).</p> <p>Ask the students what could happen if a plant or animal was moved out of its habitat. Discuss the possible outcomes. Lead the students to conclude that in order for plants and animals to survive and flourish, they need to live in a habitat that supplies them with their basic needs. (Note: This may introduce a discussion about the role of zoos or about invasive species that destroy other species when people introduce them into foreign habitats.)</p> <p>Have the students share why they think it is important to protect endangered plants and animals from extinction.</p> | |
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| | | <p>Tell the students that some laws have been enacted to protect endangered plants and animals. Ask them if they think a law is a good way to prevent extinction. Discuss.</p> <p>Challenge the students to come up with the names of any plants or animals that are endangered or extinct. They can do research or ask their families and friends for names of plants and animals. If possible, they can find out what caused the endangerment.</p> <p>Ask the students to share the names of plants and animals that are endangered or extinct.</p> <p>Ask the students to think about what human actions could move a species from endangered to extinct. Brainstorm ideas such as cutting down trees, poaching, depleting nutrients in the soil, building on an animal or plant's habitat, polluting, etc.</p> <p>Tell the students to get out a piece of paper and number it from one to five. Ask them to think for a minute quietly about possible things people can do (including them) to protect endangered species from extinction. Then tell them to move around the room asking others what they propose. As they get ideas, they write them on their list. When they</p> | |
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| | | <p>have five different ideas, they sit down.</p> <p>Discuss with the students to name the different ideas they got from one another.</p> <p>Students <i>determine the meaning of domain-specific words or phrases</i>, such as <i>crust, mantle, magma, and lava</i>, and important <i>general academic words and phrases</i> that appear in Seymour Simon’s <i>Volcanoes</i></p> | |
| <p>RI.4.5</p> <p>Lesson Overview In this lesson, students will practice describing the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>Lesson Focus: Students will practice describing the overall structure of events, ideas, concepts, or information in a text or part of a text. *Current events lesson</p> | <ul style="list-style-type: none"> • Observe student participation in discussions. • Student journals should include a picture of the main idea of the article and list the five Ws. • Rubric for student news reports has six possible points: <ol style="list-style-type: none"> 1. Report includes illustrations that clearly show what the event is. 2. The illustrations include labels. 3. There is an illustration of an event from the past. 4. There is an illustration of an event in the present. 5. There is an illustration of an event in the future. 6. The events are significant to others. | <p>Collect several examples of each kind of text structure (chronology, compare/contrast, cause/effect, problem solution). Allow students time to read the kinds of text structure and determine what makes each one different from the other. Why to writers write in those modes? What is the purpose of each one?</p> <p>Notice about the structure of it - how it is set up? How is it different than other kinds of writing you have read before? Use these same questions for each structure you teach. Put students in partnerships and talk about the questions. Give each partnership sticky notes to record what they notice about each structure. Hand out a book or two with the same structure and give them ample time to talk about and write down what they notice about</p> | <p>2 weeks</p> |

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| | | <p>the books.</p> <p>Teaching Text Structure (Link) - This site will help you with kinds of structure.</p> <p>Reproducible Graphic Organizers (Link) will show graphic organizers for each type of structure.</p> <p>ReadWriteThink: Exploring Compare and Contrast Structure in Expository Texts (Link) - This lesson focuses on identifying and analyzing the compare and contrast text structure within expository texts.</p> <p>Group and independent reading - overall structure of events, explaining historical events (Link)</p> | |
| <p>RI.4.6</p> <p>Overview Information: In this lesson, students will practice comparing and contrasting a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>Lesson Focus: Choosing a topic from either social studies or science to investigate. Once the topic is chosen, begin by collecting different sources with primary and secondary accounts of</p> | <p>Use the following questions to help guide students:</p> <p>Observation: The first step in a material culture analysis is to describe what you see, carefully, thoroughly and without judgment. What do you see in the object? Describe everything you can about it - content, imagery, text, style, and craftsmanship.</p> <p>Analysis: Analyze the object, asking questions that uncover the meaning of the object and what it tells us about the society that produced it.</p> <p>Creator: Who created the object? What can you</p> | <p>www.georgiaelaccgpsk.5.wikispaces.com</p> <ul style="list-style-type: none"> • How does using firsthand and secondhand accounts help understand the topic? • As a class, define firsthand and secondhand accounts. Explain the differences. • Students search the web for firsthand and secondhand accounts on the topic. • Students <i>compare and contrast a firsthand</i> | <p>1 week</p> |

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| <p>the topic. Use newspaper articles, diaries, websites to collect firsthand information.</p> | <p>infer from the object about the purpose for which it was created?</p> <p>Audience: Who was the object intended for? What can you infer from the object about its intended use? What specific information about (the topic) the object convey?</p> <p>Interpretation: For secondhand information, use magazine articles, encyclopedias, journals. Teach the elements of firsthand accounts. Share various texts with students and ask, “What do students notice about <i>how</i> the story is told?” “What types of language does the author use?” “What relationship is the author to the people in the story?” “What is the focus of the piece?” Then teach the elements of secondhand accounts. Use these kinds of questions for BOTH firsthand and secondhand accounts.</p> | <p><i>account of African American ballplayers in the Negro Leagues to a secondhand account of their treatment found in books such as Kadir Nelson’s We Are the Ship: The Story of Negro League Baseball, attending to the focus of each account and the information provided by each.</i></p> | |
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CCSS Standard: Integration of Knowledge and Ideas

RI.4.7: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Enduring Understandings:

Good readers can explain how an author uses reasons and evidence to support particular points in a text.

Good readers can integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.

Good readers use text features to enhance understanding of information presented in the text.

New Vocabulary:

Animations

Evidence

Interactive Elements on Web
Pages

Time lines

Charts

Graphs

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.4.7</p> <p>Overview Information: In this lesson start working through the standard by helping students review/learn various text features such as illustrations and captions, charts and graphs, timelines, bolded text, italics, etc. Then you will take this skill and build on it by adding other more advanced text features such as interactive Web elements, animations, etc., as well as helping the students learn how the text features contribute to an understanding of the text.</p> <p>Lesson Focus Give students a review of text features that should be known to this point. (See prerequisite vocabulary list and new vocabulary words identified on grades K-3 Curriculum Crafter informational</p> | <ul style="list-style-type: none"> • Create diagrams and relevant questions using a diagram • Research • Explain • Interpret information presented visually and explain how the information contributes to an understanding of the text <p>SBAC Assessment-Writing Standards: W.4.1a-d, W.4.2d, W.4.3d, W.4.4, W.4.5, W.4.8, W.4.9, L.4.1, L.4.2, L.4.3b</p> <p>Research Standards: RI.4.9, W.4.1a, W.4.1b, W.4.8, W.4.9</p> | <p>Relate to the environment PBL: charts of info about pollution, clean-up efforts, animals affected, people affected, jobs created/lost, etc.</p> <p>Relate to the environment PBL: timeline of incident (Gulf of Mexico oil spill, Kalamazoo River oil spill, clean-up efforts, river revitalizations, etc.)</p> <p>Relate to the environment PBL: create an interactive chart that allows the user to manipulate aspects of the data (i.e. user manipulates the amount of time a pipeline leaks or the</p> | <p>3 weeks</p> |

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| <p>text pages.) Provide opportunities for the students for the students to identify these text features. Encourage students to identify other text features that are unknown to them. Help the students to gain an understanding of how the text features contribute to an understanding of the text.</p> | | <p>quantity of oil released in a spill and the interactive chart automatically figures other aspects such as financial costs of clean-up, the predicted number of animals affected, the size of affected area, etc.</p> <p>Interpreting Information in Informational Text (Resource) is a lesson plan that emphasizes the fact that focusing on informational text features helps interpret information</p> <p>Text Context, Features, Patterns and Genres (Resource) Use this resource with students to help them see and understand the text context, features and patterns that correlate to specific text.</p> <p>Text Patterns Flip Book (Resource) This resource provides a teaching tool as well as a way to ensure continuity in language used among teachers.</p> | |
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| | | www.georgiaelaccgpsk.5.wikispaces.com | |
| <p>RI.4.8</p> <p>Overview Information: Begin this standard by teaching the vocabulary ensuring that students have a true working understanding of the terms “reasons” and “evidence”. Then provide multiple opportunities for students to practice supporting the author’s points by identifying reasons and evidence in the text.</p> <p>Lesson Focus Help students to gain a true understanding of the terms “reasons” and “evidence”. These terms can be defined using traditional methods then the teacher models how to find the reasons and evidence in text to support the author’s points. Use graphic organizers to help students visualize the possible multiple reasons or pieces of evidence that support the author’s thinking.</p> | <ul style="list-style-type: none"> • Argumentative essay • Fact/Opinion editorials • Identifying themes in biographies • Group/partner participation <p>SBAC Assessment- Standards: RI.4.3, RI.4.8</p> <p>Reading Selection: From Duke Ellington’s Early Years</p> | <p>Students <i>explain how Melvin Berger uses reasons and evidence</i> in his book <i>Discovering Mars: The Amazing Story of the Red Planet</i> to support particular <i>points</i> regarding the topology of the planet. (Resource)</p> <p>Relate to the tutoring PBL: Find specific examples in whatever informational text you are using where the author uses reasons or evidence to support their thinking, writing, etc.</p> <p>Cause and Effect (Link) - A response board that includes multiple posts from classroom teachers and what they do to teach cause and</p> | <p>2 weeks</p> |

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| <p>RI.4.9 Overview Information One: In this lesson, students will practice integrating information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Lesson Focus One: Give students a review and some exploration time to experiment with integrating information from two texts in order to speak about the subject knowledgeably.</p> <p>Overview Information Two: Here students will make text-to-text connections and show their understanding in their writing and/or speaking.</p> <p>Lesson Focus Two: Help students to make text-to-text connections, at first explicitly using two or more obviously related texts such as the familiar fairy tale of the three little pigs and <u>The Real Story of the Three Little Pigs</u> by Jon Scieszka and Lane Smith; <u>The Two of Them</u> by Alikei, <u>One Foot, Now the Other</u> by Tomie dePaola, and <u>The Little Boy and the Old Man</u> a poem by Shel Silverstein; or <u>Good Night, Animals</u> by Lena Arro and <u>The Mitten</u> by Jan Brett. Later on move to more complex text-to-text connections such as <u>The Doorbell</u></p> | <ul style="list-style-type: none"> • Observe students making text-to-text connections • Group/partner participation • Opinion paper • Review student note-taking notes <p>SBAC Assessment- Standards: RI.4.3, RI.4.6, RI.4.8, RI.4.9</p> | <p>effect.</p> <p>Making Text-to-Text Connections (Link) - A full lesson plan. Basic information and teaching strategies about the various types of text connections.</p> <p>Making Connections (Link) - A graphic organizer/hands-on chart to use when making text connections.</p> <p>Titles for Text-to-Text Connections (Link) - A forum with teacher responses, but one of the posts lists a link to a complete booklist of titles organized by the type of connection.</p> <p>25 Great Ideas for Teaching Current Events in your classroom (Link).</p> <p>Take notes from information presented (Link) - See pages 16 through 17 for a lesson relating to this standard from the Georgia Department of</p> | <p>5 weeks</p> |
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| <p><u>Rang</u> by Pat Hutchins and <u>Rainbow Fish</u> by Marcus Pfister (sharing); or <u>Mean, Mean Maureen Green</u> by Judy Cox and <u>The Selfish Crocodile</u> by Faustin Charles and Michael Terry (bullying). Once students have mastered making text-to-text connections, integrate their knowledge of how authors use reasons and evidence to this newly mastered skill. Then get kids to integrate multiple expository texts and use the information to write or speak knowledgeably about a topic.</p> | | <p>Education.</p> <p>Write an opinion paper (Link) - See pages 6 through 7 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>http://www.georgielaecgpsk-5.wikispaces.com</p> | |
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CCSS Standard: Range of Reading and Level of Text Complexity

RI.4.10: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Enduring Understanding:

Good readers comprehend what they read.

New Vocabulary:

Science and Technical Texts

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.4.10</p> <p>Overview Information: In this lesson, work through the standard by developing guided reading groups with students. While reading texts, or leveled books, have students engage in reading activities that will check for understanding.</p> <p>Lesson Focus: Arrange reading groups based on reading level. Use the following ideas and strategies to work with students in small groups to encourage them to identify what it takes to improve their reading skills. Developing this awareness and confidence in</p> | <ul style="list-style-type: none"> • Students must learn how to analyze, synthesize, and evaluate informational texts in the world around them. • Ticket Out the Door (Resource) This formative assessment strategy provides the teacher with formative assessment data and have students sort through and demonstrate what they have learned. • ABC/XYZ Learning (Resource) This resource provides a few different ideas of how to end a lesson and see what your students are grasping from the concept being taught. • ELA teachers can support reading across the curriculum by teaching reading strategies that can be used in multiple content areas. • Reading Informational Texts and Opinion Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project. • TCRWP Informational Reading and Argument | <p>http://www.lexile.com/about-lexile/lexile-codes/</p> <p>http://www.lexile.com/analyzer/</p> <p>http://www.lexile.com/fab/</p> <p>Informational Texts Discovering Mars Hurricanes: Earth's Mightiest Storms About Time: A First Look at Time and Clocks England the Land</p> | <p>3 weeks</p> |

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| <p>students will encourage them to improve their reading ability by identifying the strategies they need to improve their comprehension and reading ability.</p> | <p>Writing Rubric: Fourth Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <ul style="list-style-type: none"> • "Chicago School Bus Bans Lunches Brought From Home" (Link) - Retrieved from Teachers College - The Reading and Writing Project. • "Lunches Provided By Schools May Be Healthier Than Lunches Brought From Home" (Link) - Retrieved from Teachers College - The Reading and Writing Project. | <p>A History of US My Librarian Is a Camel: How Books Are Brought to Children Around the World Horses Quest for the Tree Kangaroo Volcanoes We Are the Ship: The Story of Negro League Baseball "Seeing Eye to Eye" "Telescopes."</p> <p>http://schools.nyc.gov/NR/ronlyres/2DA3D677-ED3C-4B80-B845-B0DF4BE2E295/0/Literacy_ELL_G4_JohnMuir.pdf</p> | |
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Additional Resources

Qualitative Measures of Text Complexity: (For full details see Resource: The Standards Approach to Text Complexity)

(1) **Levels of Meaning (literary texts) or purpose (informational texts).** Literary texts with a single level of meaning tend to be easier to read than literary texts with multiple levels of meaning (such as satires, in which the author’s literal message is intentionally at odds with his or her underlying message). Similarly, informational texts with an explicitly stated purpose are generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.

(2) **Structure.** Texts of low complexity tend to have simple, well-marked, and conventional structures, whereas texts of high complexity tend to have complex, implicit, and (particularly in literary texts) unconventional structures. Simple literary texts tend to relate events in chronological order, while complex literary texts make more frequent use of flashbacks, flash-forwards, and other manipulations of time and sequence. Simple informational texts are likely not to deviate from the conventions of common genres and subgenres, while complex informational texts are more likely to conform to the norms and conventions of a specific discipline. Graphics tend to be simple and either unnecessary or merely supplementary to the meaning of texts of low complexity, whereas texts of high complexity tend to have similarly complex graphics, graphics whose interpretation is essential to understanding the text, and graphics that provide an independent source of information within a text. (Note that many books for the youngest students rely heavily on graphics to convey meaning and are an exception to the above generalization.)

(3) **Language Conventionalality and Clarity.** Texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic or otherwise unfamiliar language or on general academic and domain-specific vocabulary.

(4) **Knowledge Demands.** Texts that make few assumptions about the extent of readers’ life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many assumptions in one or more of those areas.

| Text Complexity Grade Band in the Standards | Old Lexile Ranges | Lexile Ranges Aligned to CCR expectations |
|--|-------------------|--|
| K – 1 | N/A | N/A |
| 2 – 3 | 450 – 725 | 450 – 790 |
| 4 – 5 | 645 – 845 | 770 – 980 |
| 6 – 8 | 860 – 1010 | 955 – 1155 |

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| 9 - 10 | 960 - 1115 | 1080 - 1305 |
| 11 - CCR | 1070 - 1220 | 1215 - 1355 |

Informational Texts

- Discovering Mars
- Hurricanes: Earth's Mightiest Storms
- About Time: A First Look at Time and Clocks
- England the Land
- A History of US
- My Librarian Is a Camel: How Books Are Brought to Children Around the World
- Horses
- Quest for the Tree Kangaroo
- Volcanoes
- We Are the Ship: The Story of Negro League Baseball
- "Seeing Eye to Eye."
- "Telescopes."

Additional Informational Texts to Explore

- Carlisle, Madelyn Wood. Let's Investigate Marvelously Meaningful Maps. Hauppauge, New York: Barrons, 1992. (1992)
- Otfinoski, Steve. The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It. New York: Scholastic, 1996. (1996)
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Grade: Fourth

Subject: Reading Foundational Skills

CCSS Standard: Phonics and Word Recognition – Reading Foundational Skills

RF.4.3: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Enduring Understandings:

Good readers use strategies for reading multisyllabic words.

New Vocabulary:

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| Letter-Sound Correspondence | Multisyllabic Words | Roots | Syllabication Patterns |
| Morphology | | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RF.4.3</p> <p>Overview Information: In this lesson, students will practice using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>Lesson Focus Students will practice using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <p>The teacher will assess student learning informally through listening to student responses.</p> | <p>Group and independent reading/ note-taking (Link) - See pages 5 through 6 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Pre-reading, vocabulary (Link) - See pages 2 through 3 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Re-read for information, main idea and details (Link) - See pages 5 through 6 for a lesson</p> | <p>1 week</p> |

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| | | <p>relating to this standard from the Georgia Department of Education.</p> <p>Recognize and understand the meanings of key vocabulary words from a text (Link) - See pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>www.georgielaaccgpsk.5.wikispaces.com</p> | |
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CCSS Standard: Fluency – Reading Foundations

RF.4.4a: Read on-level text with purpose and understanding.
RF.4.4b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Enduring Understandings:
 Good readers read with accuracy, appropriate rate and expression.

New Vocabulary:
 Appropriate Rate Rereading

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RF.4.4a</p> <p>Overview Information: Students will practice reading on-level text with purpose and understanding.</p> <p>Lesson Focus: This lesson is to help students recognize the importance of punctuation marks and what they are used for, so that their fluency and expression in oral reading will improve.</p> | <p>Assessment: The teacher will be able to assess the students by their improving reading fluency.</p> | <p>www.georgielaaccgpsk.5.wikispaces.com</p> <p>Find any grade level reading text or other book, where each child has access to a copy. A story with lots of dialogue and a variety of sentence and paragraph types is ideal.</p> <p>Choose a passage which you will read aloud to the group. Read once, with proper expression.</p> <p>Next, have students identify all the types of</p> | <p>Ongoing 2 weeks</p> |

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| | | <p>punctuation in the passage and make sure they know the name of each mark.</p> <p>Then have a student read the words, while another student says only the names of the punctuation marks. This forces the reader to attend to where the marks are and wait for the partner to identify them.</p> <p>If there are a large number of quotations, have one student read narrative, one identify punctuation by naming it, and another one read only words inside quotation marks.</p> <p>Discuss proper expression for each mark and have students model together.</p> <p>You may want to let several students practice this before closing the activity.</p> <p>The last reading should be by one student, using proper expression, without having the</p> | |
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| | | <p>punctuation identified. Use a small section of a story occasionally to do this exercise. Then continue with your regular oral reading and evaluate how well the students are learning to attend to the punctuation.</p> <p>One Book One School (Resource) This project focuses on the concept one book + one school = one community. The selected book is written from the point of view of a young girl whose school is going green and teaches many easy-to-achieve ways to conserve, reduce and reuse. The hope is the book would guide our school families to have conversations about how to make deliberate changes to defend our earth. A magician will present an environmental theme program to all the students and staff of our school to begin this project. At school students would have many opportunities to share their Earth</p> | |
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| | | <p>Defender knowledge through research about being green and helping the environment. Students would be given the opportunity to design a grocery bag that would be available for purchase with proceeds going to an environmental cause. Classrooms would create sculptures with objects during art class. Families would be invited to create an invention and write up a display for our school learning celebration. Cross grade level competitions would take place to encourage all to be better stewards of our resources by comparing waste from cold lunches. Garlic mustard would be pulled from our Nature's Place and our entire school would participate in the Kent County Recycle Challenge. The overall goals for students and their families to develop a life long desire to read. Using different genres allows our school families to experience</p> | |
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| | | <p>variety in the types of books. The character traits of responsibility and respect will be enhanced by having students learn about the power of their individual choices in addition to the choices their families can choose to help save our planet. As students gather new ideas and then formulate them into a display or product, they will be reaching a higher level of knowledge to design and create a display or product that engages an audience to share in their newly acquired learning. Access the resource in the resource folder in order to view a complete list of the standards connected to this project.</p> <p>Cross-Grade Study Buddy - Service Learning Project: (Resource) It is important to increase math and reading skills for all students. This project aims to support students strengthening those skills as well as</p> | |
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| | | <p>developing leadership skills in older students. This also supports character education. This service learning project has students meet every other week to work on math and reading skills. Fourth graders will be partnered with a first grader. Each time students meet, there will be a focused skill to work on: fact families, counting money, reading, adding, subtracting, listening skills, etc.</p> | |
| <p>RF.4.4b</p> <p>Overview Information: In this lesson, students will practice reading on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Lesson Focus: Students will practice reading on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> | <p>The teacher will be able to assess the students by their improving reading fluency.</p> <p>Concepts About Print Assessment <i>Purpose:</i> Based on their home and early school experiences with print—bed time stories and read alouds, big book shared reading, shared writing and their very independent adventures with pretend reading and writing—young children come to kindergarten and even first grade with different understandings about the arbitrary conventions that we use to communicate meaning in print. An assessment of each child’s level of understanding, and sometimes misunderstandings of these conventions helps teachers know what their students are attending to in print and what still needs to be learned. This knowledge enables teachers to design and focus teaching points in literacy min lessons and other classroom literacy experiences that move children forward in their understanding</p> | <p>www.georgialaccgpsk.5.wikispaces.com</p> <p>http://readingandwritingproject.com/resource/assessments/reading-assessments.html</p> | <p>3-4 weeks</p> |


of how print works. Where is the front of the book? Where does the story start? Where do I start reading and where do I go after that? What is a letter? What is a word? These are important literacy understandings that can develop through guided hands-on experience with reading and writing in the literacy workshop.


An assessment of emergent literacy print concepts should include:

- Book orientation knowledge
- Understanding of principles involving the directional arrangement of print on the page
- The knowledge that print, not picture, contains the story
- Understanding of important reading terminology such as *word, letter, beginning of sentence, and top of page*
- Understanding of simple punctuation marks (Gillett and Temple, 1994, *Understanding Reading Problems: Assessment and instruction*. Harper Collins: NY. p. 70)

Directions: In assessing concepts of print, the teacher sits with the child, one-on one, and reads an engaging early level text, asking the child to help with the reading. The book used should have distinct layout of print and illustrations, good spacing between words, multiple lines of text on each page, some basic sight words (I, me, and, is, was, etc.) and basic elements of punctuation (periods, quotation marks, question marks, exclamation points). Because the teacher reads the book to the child with the child looking on and responding to prompts, the text we are using is *Honey for Baby Bear* at a level F. This text has varied and sophisticated text layout and punctuation. (Other sample texts, levels C-F might include: *Where is Hannah? Ben's Teddy Bear, A Friend for Little White Rabbit, Nick's Glasses, Dan, the Flying Man, Going to Lucy's House*).

The teacher should be very familiar with the text (story,

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| | <p>layout and features, punctuation, etc.) before reading with the child. Have ready two brightly colored index cards, a pencil and the record sheet. This assessment incorporates prompts that help the teacher observe a student’s behaviors in response to the prompts and note these on the record sheet. (While working with the child, you will want to make small tick marks to note correct responses and keep moving, but later note the child’s specific behaviors and responses.)</p> | | |
| <p>RF.4.4c</p> <p>Overview Information: In this lesson, students will practice using context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Lesson Focus: Students will practice using context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>The teacher will be able to assess the students by their improving reading fluency.</p> | <p>Teacher Modeling</p> <p></p> <p>will explain that when I am reading a text, I can use multiple strategies to understand the meaning of a word that I don’t understand. I will share a chart of strategies previously learned. (Direct Teaching Teacher Example Chart is provided in Teacher and Student Materials.) (Note: Please refer to Vocabulary in Context 3rd Grade lessons if a further review is required.) I will read the first paragraph of “Free Speech at School” aloud (provided in Books and Passages) and use each strategy on my chart to</p> | <p>1 week</p> |

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| | | <p>illustrate how to learn the meaning of a word. (Direct Teaching and Guided Practice Teacher Example Chart is provided below.) For example, “primary” must mean original or first. The author defines the word in the sentence, so I used an appositive to figure out what primary means. Or “Just” must mean fair. I know this by identifying a contrasting statement in the sentence. If there are no clues in the text, I will use a dictionary to find the word’s meaning.</p> <p>Think Check Ask: How did I find the meaning of unknown words in the passage? Students should respond that you used contrasting statements, appositives, prefixes, context clues, and dictionaries to find the meaning of unknown words.</p> <p>Guided Practice</p> <p> will read the remaining paragraphs of “Free</p> | |
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Speech at School” and use prefixes, contrasting statements, context clues, and appositives to determine the meaning of the words in bold. If we cannot figure out a word’s meaning from the text, we will look it up in the dictionary. We will chart the words, their meaning, and the strategy we used together.

Independent Practice



will select an article from a magazine or newspaper, or use your book for Independent Reading to identify the meaning of difficult and unknown words. You will fill out the Word Journal (Student Independent Practice provided below) by recording difficult words in the text, what they mean, and which strategy you used to figure out their meaning.

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| | | http://readingandwritingproject.com/resources/assessments/reading-assessments.html | |
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CCSS Standard: Text Types and Purposes Opinion Writing- Writing

W.4.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
W.4.1b: Provide reasons that are supported by facts and details.
W.4.1c: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
W.5.1b: Provide logically ordered reasons that are supported by facts and details.
W.4.1d: Provide a concluding statement or section related to the opinion presented.
UDL.6.2: Provide a concluding statement or section related to the information or explanation presented.

Enduring Understandings:

- Use transitions within and between paragraphs.
- Well written opinions make a reader think carefully about the topic.
- Word choice matters!

New Vocabulary:
 Formatting Precise Language Quotations Writer’s Purpose
 Organizational Structure

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|---|--|----------------|
| <p>W.4.1a</p> <p>Overview Information: In this lesson, the focus is helping students understand the various types and purposes for writing; especially informative or explanatory writing.</p> <p>Project Based Learning - Engaging Scenario</p> <p>Driving Question: How does a writer</p> | <p>The teacher introduces the four main purposes an author may use. Give plenty of examples of each type, and practice identifying which ones belong under which heading.</p> <p>The teacher places students into cooperative groups of four. Give each group a copy of the daily newspaper. Have students search through and cut out articles, advertisements, etc., and identify the author's purpose. Follow-up with a class discussion where articles are shared and the justification of an author's</p> | <p>Strategy Reference link- https://curriculumcrafter.org/user/rptGistDirectory.aspx?standardsid=1425202</p> <p>Writers organize information representing two (or more) topics using a variety of patterns for comparing or</p> | <p>4 weeks</p> |

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| <p>express an opinion in a way that will inspire a reader to care? Situation: We like to talk about what goes on in our global world and/or personal world. As we talk about current events, we form opinions that shape the way we think. Challenge: How can you write to persuade someone to see your point of view on a current event? Students will be writers who contribute to a news source (newspaper, magazine, internet blog etc). Students will write either an essay, commentary or op. editorial conveying their thoughts regarding an event. Their writing pieces will be published via the teacher's website and/or the school's newsletter. The intended audience will be parents, school board members, students.</p> <p>Lesson Focus:</p> <p>Give students a review and some exploration time to experiment with reading and writing opinion writing.</p> | <p>purpose is explained.</p> <p>Scoring guides information:</p> <ul style="list-style-type: none"> • guiding students in grouping their ideas into categories that match the scoring guide; • having students write their own versions of the Official Scoring Guide (or even the student version); • creating colorful classroom posters with key words, phrases, and pictures or graphics for each dimension of the scoring guide (students may create these); • obtaining samples of student work to share with students, and teaching students to assess these using the scoring guide; applying the same process for peer feedback groups; • comparing and contrasting strong/weak examples to illustrate areas on the scoring guide; • developing mini-lessons on common problem areas; • having students track their own scores and track progress over time. <p>Opinion/Argumentative Writing: Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best</p> | <p>contrasting: The visuals below reflect the plans a writer might develop during prewriting stages of planning the organization of the piece.</p> <p>How to implement: Since CRAFTS writing assignments are often written from the viewpoint of someone else, the strategy entails taking the role of another and simulating that person’s experience. Teachers model the strategy and then have students use the acronym to plan a writing scenario for developing a writing piece: C - stands for the Context for writing. What is the context for the piece to be developed? R - stands for the Role of the writer. Who or what are you? A - stands for the Audience. Who are you addressing? Who is this writing for? F - stands for Format. What form will the writing take: letter,</p> | |
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| | supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K-5, the term “opinion” is used to refer to this developing form of argument. | editorial, diary, memo, etc.? T - stands for Topic . What is the purpose and topic of the piece? Why? S - stands for using Strong Verbs . What verb defines the purpose of the assignment? | |
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W.4.1b</p> <p>Overview Information: In this lesson, students will practice providing reasons that are supported by facts and details.</p> <p>Lesson Focus: Students will practice providing reasons that are supported by facts and details.</p> | <p>Writing Process-Steps in the Process (student uses independently)</p> <ol style="list-style-type: none"> 1.Prewriting(brainstorming, graphic organizer) 2.Drafting (modeling, independent practice) Essay (intro., main ideas, natural transitions, details, conclusion) 3.Revising (specific target skills) 4.Editing (specific target skills) 5.Publishing (share completed pieces with intended audience) <ol style="list-style-type: none"> 1. The teacher introduces the four main purposes an author may use. Give plenty of examples of each type, and practice identifying which ones belong under which heading. 2. The teacher places students into cooperative groups of four. Give each group a copy of the daily newspaper. Have students search through and cut out articles, advertisements, | <p>Writing to Demonstrate Knowledge: Informational Writing (Resource)</p> <p>Writing to Demonstrate Knowledge: Report Writing (Resource)</p> <p>Telling Fact from Opinion (Resource)</p> <p>BrainPOP Jr. (Link) - A great site with writing activities</p> | 2 weeks |

| | <p>etc., and identify the author's purpose. Follow-up with a class discussion where articles are shared and the justification of an author's purpose is explained.</p> <p>QAR is a questioning strategy that helps teach students that a relationship exists between the question given, the text, and the background of the reader. In this strategy, students are taught to use four question/answer relationships (QAR's) to find the information they need in order to answer the question.</p> <ol style="list-style-type: none"> 1. The teacher introduces QAR and explains the four types of question/answer relationships (QAR's) 2. The teacher models the QAR process by using a short story. First read the story and questions to the students. Then identify which QAR's are evidenced through the questions given. Finally, answer questions and discuss. 3. The teacher practices identifying the QAR's with the class. 4. The teacher provides independent practice. 5. The teacher gradually increases the length and complexity of the texts used with QAR. 6. The students continue to use QAR throughout the year, across the curriculum in science, social studies, health, etc. | <p>Strategy Reference link- https://curriculumcrafter.org/user/rptGistDirectory.aspx?standardsid=1425202</p> | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W.4.1c</p> <p>Overview Information:</p> | <p>Reading Informational Texts and Opinion Writing Performance Assessment (Link) - Retrieved from Teachers</p> | <p>Create a strong opinion essay for an audience</p> | <p>1 week</p> |

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| <p>In this lesson, students will practice linking opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>Lesson Focus: Students will practice linking opinion and reasons using words and phrases.</p> <p>W.5.1b</p> <p>Overview Information: In this lesson, students will practice providing logically ordered reasons that are supported by facts and details.</p> <p>Lesson Focus: Students will practice providing logically ordered reasons that are supported by facts and details.</p> <p>W.4.1d:</p> <p>Overview Information: In this lesson, students will practice providing a concluding statement or section related to the opinion presented.</p> <p>Lesson Focus: Students will practice providing a concluding statement or section</p> | <p>College - The Reading and Writing Project.</p> <p>-In their summary statements, students will refer to details and examples in the text when determining the main idea of a text and showing how it is supported by key details.</p> <p>- Students will summarize the main idea of each of two written texts. They will state a main idea, and explain how that idea is supported by key ideas and details.</p> <p>- Students will summarize the main idea of a grade level complex text. They will state a main idea, and explain how that idea is supported by key ideas and details.</p> <p>Scoring guide should include:</p> <ul style="list-style-type: none"> • feedback about student progress toward meeting the standard; • a common vocabulary for discussing the standards in grade level and across grade levels; • a vehicle for meaningful self-evaluation and self-reflection; • a focus for meaningful peer feedback among students. | <p>Describe the main characters using the text</p> <p>Identifying evidence to support author's points</p> <p>Write an opinion paper (support with opinion details)</p> <p>Self-Evaluation Checklist; Writing to Learn: Write Pair Share Write; Writing to Demonstrate Knowledge: Using Rubrics for Backwards Planning</p> <p>Strategy Reference link- https://curriculumcenter.org/user/rptGistDirectory.aspx?standardsid=1425202</p> <p>Writing to Learn: Concept Vocabulary Expansion , Writing to Learn: Predict O Gram Writing</p> <p>Strategy Reference Link:</p> | <p>1 week</p> |
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| related to the opinion presented. | <p>Official scoring guide link: http://www.ode.state.or.us/wma/teachlearn/testing/scoring/guides/2011-12/wriscorguide_eng_no-dates.pdf</p> <p>Generally, endings in writing include such approaches as:</p> <ul style="list-style-type: none"> • a wrap up, • repeating the first sentence (topic sentence) like a circle text • a question • a lesson learne | https://curriculumcenter.org/user/rptGistDirectory.aspx?standardsid=1425202 | |
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CCSS Standard: Text Types and Purposes Narrative Writing- Writing

W.4.2a: Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2c: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.4.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

Enduring Understandings:

- A conclusion is necessary to end the section of information.
- Information is organized into related sections called paragraphs.
- Informed writers alter their approach to writing based on the specific task, purpose and audience.
- Paragraphs include a topic sentence, details, examples, and/or other related information.
- Transition words and phrases are used to describe events in a sequence.
- Use transitions within and between paragraphs.
- Word choice matters!

New Vocabulary:

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| Categories of Information | Domain-specific vocabulary | Organizational Structure | Sections |
| Concluding Statement | Formatting | Precise Language | Writer’s Purpose |
| Concrete Details | Multimedia | Quotations | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.4.2a</p> <p>Overview Information: In this lesson, the focus is helping students understand the various types and purposes for writing; especially informative or explanatory writing.</p> <p>Lesson Focus: Students will practice introducing a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> | <p><i>Assessment:</i> As you confer with students and they show you some drafting, ask them why they made a decision about where paragraphs in their own writing should go?</p> <p>Writer’s Workshop</p> <p>Guided writing</p> <p>Discuss what makes a paragraph clear. What words make a paragraph clear? What words make it flow? Allow students time to go back to the pieces in the beginning and notice paragraphs.</p> <p>Project Based Learning - Engaging Scenario</p> <p>Driving Question: How do writers write to inform? Information is everywhere. Being informed about current events is essential to living globally. What have you heard lately that makes you want to know more? Students will investigate a current event; write information as research and report on the topic. Students will become news reporters, covering a story of their choice and presenting it as a newscaster or radio reporter. Their news story will be broadcast over the school's TV announcements and on the web.</p> <p>Students should structure their writing correctly but there should not be an emphasis on punctuation, grammar or spelling. Students should focus on just writing. Getting their ideas on paper.</p> | <p>http://www.readingquest.org/pdf/cdmap.pdf</p> <p>Here are some links and resources to help with prewriting expository texts:</p> <p>Play the <i>scramble</i> game. Select a new paragraph from an (essay, op ed. or commentary). Make sure it has a clear beginning, middle and end. Make several copies of it. Then, cut it into sentence strips. Give the strips to groups of students, not in order. Ask them to put it together from beginning to end. Be sure to ask the following questions when you conclude: What line begins the piece? How do they know? What line ends the piece? How do they know?</p> <p>It is important to study the decisions writers make when they create</p> | <p>1 week</p> |

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| | | <p>paragraphs. As they are reading the information texts, hold a lesson or two on asking students the following questions: What do you notice about how the author "chunked" the information into paragraphs? What decision(s) do you think the author made?</p> | |
| <p>W.4.2b</p> <p>Overview Information: In this lesson, students will practice determining the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</p> <p>Lesson Focus: Students will practice determining the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> | <p>Teacher Note: The formative assessment information will help you evaluate how the students are understanding the concept of developing a topic AND it will help the student become even clearer with the task.</p> <p>Formative assessment: Ask students to answer the following question: Describe the topic you have chosen for your piece. Explain it in detail and tell why you have chosen it.</p> | <p>https://curriculumcrater.org/user/rptAnalysis.aspx?StandardID=1425202</p> <p>Writing to Demonstrate Knowledge: I-Search Paper; Writing to Learn: Inquiry Chart; Writing to Demonstrate Knowledge: Journalistic Reporting; Writing to Demonstrate Knowledge: Report Writing; Writing to Demonstrate Knowledge: Research Report; Two Column Notes Strategy</p> | <p>1 week</p> |

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| | | <p>Strategy Reference Link: https://curriculumcraft er.org/user/rptGistDirectory.aspx?standardid=1425202</p> | |
| <p>W.4.2c</p> <p>Overview Information: In this lesson, students will practice linking ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>Lesson Focus: Students will practice linking ideas within categories of information using words and phrases.</p> | <p>There is a connection between background knowledge and vocabulary development. This is very powerful since lack of background knowledge is the number one indicator of school success for any at-risk student. Vocabulary enhancement is critical for all students and deserves direct instruction on a daily basis. Both text-critical words needed for text comprehension and general word meanings need to be targeted for direct vocabulary instruction. See resource Considerations for Selecting Vocabulary Words (Resource) when determining which words should be targeted for instruction.</p> <p>New words and phrases are acquired not only through reading and being read to but also through direct vocabulary instruction and (particularly in the earliest grades) through purposeful classroom discussions around rich content.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425202</p> <p>Considerations for Selecting Vocabulary (Resource) Use the resource Considerations for Selecting Vocabulary Words to help select appropriate vocabulary for direct instruction.</p> <p>Strategy Instruction Flip Book (Resource) Use the Concept/Vocabulary Expansion activities to guide students in using the prompted instructional steps for adding specific academic content words to known words. See resource for full lesson details.</p> <p>Vocabulary Builders (Resource)</p> | <p>3 days</p> |

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| | | <p>Find the right type of vocabulary activity to match the given task. This resource has a variety of ideas to choose from to help build and practice vocabulary development with students.</p> <p>Interpret information and explain how it contributes to your life (Link) - See page 17 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
| <p>W.4.2d</p> <p>Overview Information: In this lesson, students will practice using precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Lesson Focus: Students will practice using precise language and domain-specific vocabulary to inform about or explain the topic.</p> | <p>If you choose the example lessons:</p> <p>Students will write an essay answering the discussion questions about need in the homeless community and proposing small solutions upon which they can act.</p> | <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425202</p> <p>Talk about ways to help the homeless in your community. Use the following questions as a guide for the discussion and an outline for the essays below.</p> <ol style="list-style-type: none"> 1. What is the need? Who already helps to fill the need? 2. What talents or | <p>2 weeks</p> |

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| <p>UDL 6.2: (Unit Conclusion)</p> <p>Overview Information: In this lesson, students will practice providing a concluding statement or section related to the information or explanation presented.</p> <p>Lesson Focus: Students will practice providing a concluding statement or section related to the information or explanation presented.</p> | <ul style="list-style-type: none"> • Published writing • Author’s Chair • School/Classroom Newspaper publishing • Participation • Conclusion rubric | <p>treasures are given or shared?</p> <ol style="list-style-type: none"> 3. What goodness does the community experience from that giving or sharing? What is the reward for the one who shared? 4. What happens if the need was not met? 5. What are some ways you can make a difference? <p>Show the video or read the book, “<i>Fly Away Home</i>,” which is a <i>Reading Rainbow</i> episode surrounding the book by Eve Bunting about a homeless boy and his father who live in an airport. Look up the “Reading Rainbow” video collection at your public library. In addition to reading the book, the host interviews homeless families.</p> <p>Give an assignment in which students write or create a podcast about their <i>responsibility</i> toward homeless people in their</p> | <p style="text-align: center;">3 days</p> |
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| | | <p>community or a neighboring community. Their essays should include answers to the questions above and a proposal for what they can do personally for the cause</p> | |
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CCSS Standard: Text Types and Purposes Narrative Writing- Writing

W.4.3a: Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.3b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.3c: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.4.3d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

Enduring Understandings:

- Dialogue and description are used to develop events and characters.
- It is important to introduce the narrator or character(s) to the reader.
- Transitional words and phrases are used to describe events in sequence.
- Word choice matters!

New Vocabulary:

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| Concrete Details | Illustrations | Paragraphs | Topic |
| Details | Multimedia | Precise Language | Writer’s Purpose |
| Formatting | Organizational Structure | Quotations | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.4.3a</p> <p>Overview Information: In this lesson, the focus is helping students understand the various types and purposes for writing; especially narrative writing.</p> <p>Lesson Focus: Begin teaching the writing process by prewriting. Follow that with drafting, then revision.</p> <p>This standard is very closely related to both the one before, as well as the one after, except that those deal with the writing process for opinion pieces and narratives, respectively. Like those, it is important to teach and utilize the writing process moving from prewriting through</p> | <p>Prewriting: Prewriting begins with topic determination (chosen or assigned). Once the topic has been identified, students should begin to brainstorm their ideas keeping in mind the specific requirements of the assignments. Graphic organizers should be used to help the students organize their data, including the generation of ideas, the structure of the text, and the sequence of details. Use graphic organizers resources listed in the Writing Strategies for Narrative Writing.</p> <p>Formative Assessments</p> <p>Anecdotal Notebook: The teacher may wish to keep a notebook of the individual observation forms or a notebook divided into sections for the individual students. With this method, all of the observations on an individual student are together and can furnish a picture of student learning over time.</p> | <p>6 Plus 1 Traits of Writing (Resource)</p> <p>Beginning, Middle, and End (Resource)</p> <p>Character Map Getting to Know the Characters (Resource)</p> <p>Characterization, Dialogue, and Point of View (Resource)</p> <p>Collaborative Character Map Drafting Sheet (Resource)</p> <p>Writing to Learn: CRAFTS (Resource)</p> | <p>3-4 weeks</p> |

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| <p>publishing, but focusing specifically on the unique organization, the various text features, and domain-specific vocabulary of expository text.</p> <p>Begin teaching the writing process by prewriting. Follow that with drafting, then revision. Next, do proofreading. End by publishing.</p> <p>Lesson Ideas:</p> <p>Students will write a narrative. They will develop a character by using materials given to be used to describe their mystery person.</p> <p>Use suitcases, baskets with large lid, briefcases, knapsacks, stuffed with miscellaneous items to be used as clues for a "mystery person" (cosmetics, newspapers, magazines, airline tickets, photographs, music, grooming materials, keys, etc.).</p> <p>Groups of students are given one of the belongings of a mystery person. They go through every item and make a list of their findings. Discussion follows for a theory of who the person might be, what their interests are, what's going on in their life right now, etc.</p> <p>After the "character" is fully developed by the group, each</p> | <p>Anecdotal Note Cards: The teacher can create a file folder with 5" x 7" note cards for each student. See Observation Folder. This folder is handy for middle and high school teachers because it provides a convenient way to record observations on students in a variety of classes.</p> <p>Labels or Sticky Notes: Teachers can carry a clipboard with a sheet of labels or a pad of sticky notes and make observations as they circulate throughout the classroom. After the class, the labels or sticky notes can be placed in the observation notebook in the appropriate student's section.</p> <p>Exit Slips are written responses to questions the teacher poses at the end of a lesson or a class to assess student understanding of key concepts. They should take no more than 5 minutes to complete and are taken up as students leave the classroom. The teacher can quickly determine which students have it, which ones need a little help, and which ones are going to require much more instruction on the concept. By assessing the responses on the Exit Slips the teacher can better adjust the instruction in order to accommodate students' needs for the next class.</p> <p>Admit slips are exactly like Exit Slips, but they are done prior to or at the beginning of the class. Students may be asked to reflect on their understanding of their previous night's homework, or they may reflect on the previous day's lesson if the question required a longer response time. Exit and Admit Slips can be used in all classes to integrate written communication into the content area.</p> <p>http://wvde.state.wv.us/teach21/Observations.html</p> <p>Summative Writing Assessments</p> <p>6 Point Writing Rubric</p> <table border="0"> <tr> <td>Part 2-WORD</td> <td>Part 3-SENTENCE</td> </tr> <tr> <td>CHOICE (Showing!)</td> <td>FLUENCY</td> </tr> <tr> <td>5-Paper - Extremely (FLOW!)</td> <td></td> </tr> </table> | Part 2-WORD | Part 3-SENTENCE | CHOICE (Showing!) | FLUENCY | 5-Paper - Extremely (FLOW!) | | <p>Identifying Character Traits (Resource)</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425203</p> | |
| Part 2-WORD | Part 3-SENTENCE | | | | | | | | |
| CHOICE (Showing!) | FLUENCY | | | | | | | | |
| 5-Paper - Extremely (FLOW!) | | | | | | | | | |

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| <p>student composes a written description of their person.</p> <p>This writing may be extended into a larger project, such as a complete narrative using the mystery as the main character.</p> <p>The students can read their description/narrative to the group and a consensus is reached as to who the "mystery" person is.</p> <p>Explain the meaning of simple similes and metaphors in context.</p> <p>Use concrete words and phrases and sensory details to convey experiences</p> <p>Identify the difference in first- and third- person narrations</p> <p>Writing a poem about courage and space</p> <p>Write an imaginary narrative essay about time travel</p> <p>Reading for differences between prose and poetic writing</p> <p>Analyze the importance of building and maintaining relationships</p> | <p style="text-align: center;">Clear, Visual, and Accurate</p> <p>Part 1--IDEAS AND CONTENT (What's the Point?)</p> <p>5-Paper - Focused and Detailed</p> <ul style="list-style-type: none"> • My paper is clear and rich in details. • My ideas are fresh. • I show knowledge, experience, or insight. • My quality details go beyond the obvious or predictable • My writing has purpose, makes a point, or tells a story. • Every piece adds something to the whole. <p style="text-align: center;">3-Paper - Correct But Not Striking</p> <ul style="list-style-type: none"> • The words in my paper get the message across but | <p style="text-align: center;">5-Paper - Varied and Natural</p> <ul style="list-style-type: none"> • The sentences in my paper are clear and delightful to read aloud. • Some sentences are long and stretchy, while some are short and snappy. • It's easy to read my paper aloud, I love the sound. • Sentence beginnings vary; they show ideas connect. • You can tell that I have good sentence sense because my paper just flows. • All excess baggage | |
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| | <p>still pretty basic.</p> <ul style="list-style-type: none"> • It's easy to see where I'm headed, but there are gaps. • My ideas are clear, but I need to get specific. • I don't go far enough to make my point. • Some of my details are original, but some are predictable. <p>1- Paper - My paper has no clear purpose or central theme.</p> <ul style="list-style-type: none"> • Yikes! What's my topic? • Information is limited or unclear. • I repeat myself! Totally random! • It's hard | <p>don't capture anyone's imagination or attention.</p> <ul style="list-style-type: none"> • I used every day words pretty well but I didn't stretch for a new or better way to say things. • Most of the time the reader will figure out what I mean even if a few words are goofed up. • Occasionally, I may have gone a bit overboard with words that tried to impress the reader. • My words aren't real specific. Instead of saying, "The sun went down." I should have said, "The sun sagged into the treetops." Better, juicer details were | <p>has been cut. I've economized with words.</p> <p>3-Paper - Routine and Functional</p> <ul style="list-style-type: none"> • Some of my sentences are smooth and natural but other are halting. • Sentence beginnings are more alike than different. • I need to add linking words (Therefore ...Later... For this reason... When this happened ...) to show how sentences connect. • Some sentences should merge, | | |
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to figure out what's important here.

- needed.
There are as many tired out clichés ("Bright and early", "Quick as a wink") as there are new, fresh and original phrases: "My mother made me feel more special than all her potted plants."

1-Paper - Confusing, Misused Words, and Phrases Abound

- My reader is often asking, "What did you mean by this?"
- A lot of my words and phrases are vague: " We liked to do things," "We were friends and stuff."
- My words don't make pictures yet. "Something neat happened," ;"It was awesome."

others need to be cut in two.
• I have used more words than necessary
-I still need to trim some deadwood.

1-Paper - Needs Work

- Because there isn't enough sentence sense yet, this paper is difficult to read aloud, even with practice.
- As I read my paper, I have to go back, stop and read over, just to figure out the sentences.
- I'm having a hard time telling where one

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| | | <ul style="list-style-type: none"> • Some of my words are misapplication - Oops, I mean misused. • Over and over I used the same words, over and over, and then over and over again until my paper was over. | <p>sentences stops and another begins.</p> <ul style="list-style-type: none"> • The sentence patterns in my paper are so repetitive they might put my reader to sleep! • I have to do quite a bit of oral editing (leaving some words out, putting some others in) just to help the listener get the meaning. | | |
| | <p>Part 4- Organization 5-paper - Clear and Compelling Direction</p> <ul style="list-style-type: none"> • My beginning gets the readers attention and gives | <p>Part 5-Voice 5-paper - Really Individual and Powerful</p> <ul style="list-style-type: none"> • I have put my personal stamp on this paper; it's really me! • Readers can tell I am | <p>Part 6- PROOFREADING 5-Paper - Mostly Correct</p> <ul style="list-style-type: none"> • There are very few errors in my paper, it wouldn't take long to get this | | |

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| | <p>clues about what is coming.</p> <ul style="list-style-type: none"> • Every detail adds a little more to the main idea or story. • All my details are in the right place; everything fits like a puzzle. • I ended at a good spot and didn't drag on too long. I left my reader with something to think about. <p>3-paper - Some Really Smooth Parts, Others Need Work</p> <ul style="list-style-type: none"> • I have a beginning, but it really doesn't grab you or give clues about what is coming. • Sometimes | <p>talking right to them.</p> <ul style="list-style-type: none"> • I write with confidence and sincerity. • My paper is full of feelings and my reader will feel what I feel. • I'm not afraid to say what I really think. • You can tell that I wrote this. No one else sounds like this! <p>3-paper - Individuality Fades In and Out</p> <ul style="list-style-type: none"> • Although readers will understand what I mean, it won't make them feel like laughing, crying, or pounding on the table. • My writing is right on the edge of being funny, excited, scary, or downright | <p>ready to publish.</p> <ul style="list-style-type: none"> • I have used capitals correctly. • Periods, commas, exclamation marks, and quotation marks are in the right places. • My spelling is accurate. • Every paragraph is indented to show where a new idea begins. • My grammar/usage is consistent and shows control. <p>3-Paper - About Halfway Home</p> <ul style="list-style-type: none"> • A number of bothersome mistakes in my | | |
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| | <p>it is not clear how the details I have used connect to the main idea or story.</p> <ul style="list-style-type: none"> • Some of my details are in the right spot, but some should come earlier or later. • I've lingered too long in the same places, and sped through others. • I have a conclusion, it just isn't the way I want it yet. I may have gone on too long or just tried to sum up in a hum way. <p>1-paper - Not Shaped Yet</p> <ul style="list-style-type: none"> • There isn't | <p>honest - but it's not there yet.</p> <ul style="list-style-type: none"> • My personality pokes through here and there, but then gets covered again. • My writing is pleasant, but a little cautious. • I've done a lot of telling and not enough showing. <p>1-paper - Not Yet Me</p> <ul style="list-style-type: none"> • If you didn't already know, it might be hard to tell who wrote this paper; you can't really hear my voice in there yet. • I'm not comfortable taking a risk by telling you what I really think - I've taken the safest route | <p>paper need to be cleaned up before I am ready to publish.</p> <ul style="list-style-type: none"> • Spelling is correct on simple words. It may not always be right on the harder words. • Most sentences and proper nouns begin with capitals but a few have overlooked. • Paragraphs are present but not all begin in the right spots. • A few problems with grammar and punctuation might make a reader | | |
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| | <p>really a beginning or ending to my paper. It just kinda takes off..</p> <ul style="list-style-type: none"> • I'm confused about how the details fit with the main idea or story. • My ideas seem scrambled, jumbled, and disconnected. It's confusing. • Conclusion ? Oops. I forgot. | <p>by hiding my true feelings.</p> <ul style="list-style-type: none"> • My paper is all telling and no showing at all. • I've held myself back by using general statements like: "It was fun." "She was nice." "I like him a lot." | <p>stumble or pause now and again.</p> <ul style="list-style-type: none"> • My paper reads like a first draft; I was more concerned with getting my ideas down than making sure all the editing was taken care of. <p>1-Paper - Editing Not Under Control Yet</p> <ul style="list-style-type: none"> • It would take a first reading to decode and then a second reading to get the meaning of my paper. • Spelling error our commun, even on simple words. • My paper have | | |
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| | <p>errors in punctuation? and grammar that send the reader back to the beginning of a sentence to sort things out</p> <ul style="list-style-type: none"> • I've got capital letters scattered all over the place or NOT at all. • I haven't got the hang of paragraphs yet. The truth is, I haven't spent much time editing this paper. | | |
| <p>W.4.3b</p> <p>Overview Information: In this lesson, students will practice</p> | <p>(same as 4.3a)</p> | | |

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| <p>using dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>Lesson Focus: Students will practice using dialogue and description to develop experiences and events or show the responses of characters to situations.</p> | | | |
| <p>W.4.3c</p> <p>Overview Information: In this lesson, students will practice using a variety of transitional words and phrases to manage the sequence of events.</p> <p>Lesson Focus: Students will practice using a variety of transitional words and phrases to manage the sequence of events.</p> | <p>Self-evaluation</p> <p>Peer evaluation</p> <p>Writing circle</p> <p>Partner conferencing</p> <p>Feedback</p> | <p>Explain the meaning of simple similes and metaphors in context</p> <p>Use concrete words and phrases and sensory details to convey experiences</p> <p>Reading for differences between prose and poetic writing</p> <p>Analyze the importance of building and maintaining relationships</p> | <p>1 week</p> |
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| <p>W.4.3d</p> <p>Overview Information: In this lesson, students will practice using concrete words and phrases and sensory details to convey experiences and events precisely</p> <p>Lesson Focus: Students will practice using concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.4.3e</p> <p>Overview Information: In this lesson, students will practice providing a conclusion that follows from the narrated experiences or events.</p> <p>Lesson Focus: Students will practice providing a conclusion that follows from the narrated experiences or events.</p> | <p>Formative Assessment Idea:</p> <ul style="list-style-type: none">• Writing to Learn: Write Pair Share Write• Writing to Demonstrate Knowledge: Using Rubrics for Backwards Planning• Narrative Writing Rubric 3-8 <p>Strategy Reference Link: https://curriculumcrafter.org/user/rptGistDirectory.aspx?standardid=1425202</p> | | |
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CCSS Standard: Production and Distribution of Writing- Writing

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Enduring Understandings:

- Writers change their writing continually as they reread it.
- Writers organize their writing.
- Writers write with vision.
- Writing is collaborative.

New Vocabulary:

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| Audience | Keyboarding | Task | Types of Writing |
| Development | Organization | Technology | Writing |
| Internet | Planning | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.4.4</p> <p>Overview Information: In this lesson, students will practice producing clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Lesson Focus: Ongoing writing should be a part of daily writing lessons. See the writing strand text type and purposes for specific tasks of writing. The tasks include an argument, information and narrative.</p> | <p>EFFECTIVE WRITING</p> <p>A well-written piece can be described as incorporating elements of writing in such a way that a reader can experience the writer's intended meaning, understand the writer's premise, and accept or reject the writer's point of view.</p> <p>Effective Writing:</p> <ul style="list-style-type: none"> • is focused on the topic and does not contain extraneous or loosely related information; • has an organizational pattern that enables the reader to follow the flow of ideas because it contains a beginning, middle, and end and uses transitional devices; • contains supporting ideas that are developed through the use of details, examples, vivid language, and mature word choice; and • follows the conventions of standard written English (i.e., punctuation, capitalization, and spelling) and has variation in sentence structure. | <p>Utilize the following strategy documents to help students produce clear and coherent writing:</p> <p>Brainstorming (Resource)</p> <p>Pre-Writing Activities</p> <p>Writing From Knowledge and Experience</p> <p>Strategy Reference Link: https://curriculumcraft er.org/user/rptGistDirector.aspx?standardid=1425202</p> | |
| <p>W.4.5</p> | <p>Teacher evaluates through process while</p> | <p>Strategy Reference</p> | |

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| <p>Students will practice developing and strengthening writing as needed by planning, revising, and editing.</p> <p>Lesson Focus:</p> <p>The students will be able to expand sentences within their writing with the help of peers.</p> | <p>conferencing with students on their writing.</p> <ul style="list-style-type: none"> • Start with a mini-lesson about adding details to sentences. For example, on the overhead you can provide 5-10 subjects for the students and they need to answer the following questions: who, where, when and why. (EX: The girls...) then the students add information to answer the above questions. (Example: The girls met at the library after school to study for an exam.) • After the mini-lesson place students in groups of six. Give students an index card. Each index card will have a sentence and a number. (Example: 1. The first day that I started school was very exciting. 2. Before I left my house I ate a big breakfast. 3. Then I brushed my teeth and got dressed. 4. Next I got into the car and my mother drove me to school. 5. She walked me to my classroom where I met my teacher. 6. Finally, I went inside the classroom and I knew it was going to be a good day! Or any paragraph that you want the students to expand upon. It can also be used as a revision piece of the student's own work.) • Students are to add one sentence after the sentence that they are given. The student who was assigned sentence #6 must add one sentence BEFORE the given sentence. • Each group then stands up in front of the class in the correct order and they read what they wrote. Students can compare and comment about what each group read. • This activity can help students learn to expand sentences which can lead into many other activities such as writing stories. It can also be used for revision purposes. • Group and independent reading - overall structure of events, explaining historical events (Link) | <p>Link: https://curriculumcraft er.org/user/rptGistDirectory.aspx?standardid=1425202</p> | |
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| <p>W.4.6</p> <p>Overview Information: In this lesson, students will receive some guidance and support from adults as they use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>Lesson Focus: Students will practice using technology, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> | <p>PowerPoint presentations</p> <p>Keyboarding</p> <p>Word documents</p> | <p>The Printing Press The interactive Printing Press is designed to assist students in creating newspapers, brochures, and flyers. Teachers and students can choose from several templates to publish class newspapers, informational brochures, and flyers announcing class events. Text added to the templates can be modified using a simple WYSIWYG editor, which allows students to choose text features, such as font size and color. Documentation for the Printing Press includes instructions for using the tool. Customized versions of the tool, which include additional instructions and more focused choices, are included with some lessons. A basic planning sheet is</p> | |

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| | | available to help students gather ideas before working on this interactive tool. http://nadabs.tripod.com/writing/ Strategy Reference Link: https://curriculumcrafter.org/user/rptGistDirectory.aspx?standardid=1425202 | |
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CCSS Standard: Research to Build and Present Knowledge- Writing

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9a: Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
W.4.9b: Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

- Enduring Understandings:**
- Good writers are able to create short research projects that build knowledge through investigations of new topics.
 - Good writers are able to recall, gather, categorize, and create a list of resources from relevant information.
 - Good writers can explain and support their type of writing with specific criteria and characteristics.

New Vocabulary:
List of Sources Print and Digital Sources Relevant Information Short Research Projects
Notes

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.4.7</p> <p>In this lesson work through the understanding of the standard by starting with helping students get an understanding of research writing.</p> <p>Lesson Focus:</p> <p>Students will practice conducting short research projects that build</p> | <ul style="list-style-type: none"> • Writing circles • Teacher observation • Feedback strategies • Graphic organizers • 6 point rubric (teacher adapted if necessary) • Oral/written presentation | <p>Learning Goal Use an outline to create a research report.</p> <p>Duration Approximately 50 minutes</p> <p>Necessary Materials <i>Provided:</i> Direct</p> | |

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| <p>knowledge through investigation of different aspects of a topic.</p> | | <p>Teaching Example Outline, Example Research Report, Independent Practice- Research Checklist <i>Not Provided:</i> Completed Independent Practice from Lesson 2, chart paper, markers, glue</p> <hr/> <p>Teacher Modeling Teacher will model turning the notes from my outline (from Lesson 2) into a research report. I will explain that each Roman numeral topic in the outline will be its own paragraph. I will model writing an introduction paragraph and the second paragraph of the report. (Direct Teaching Teacher Example Report is provided below in Teacher and Student Materials.)</p> <p>Think Check Ask: How did I create my report? Students should respond that you wrote an introduction paragraph about your topic. Then you used your notes in your outline and wrote a</p> | |
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| | | <p>paragraph about for each Roman Numeral topic. Finally, you wrote a concluding paragraph.</p> <p style="text-align: center;">Guided Practice</p> <p>We will finish writing the report from the outline. We will also write a conclusion paragraph. (Direct Teaching Teacher Example Report is provided below.)</p> <p style="text-align: center;">Independent Practice</p> <p>Students will use your outline (Independent Practice for Lesson 2) to write a research report. You will include an introduction, conclusion, and all the information you learned, categorized appropriately in paragraphs. (Checklist for report is provided below; see Student Independent Practice in Teacher and Student Materials.)</p> <p>http://www.readworks.org/lessons/grade4/classify-and-categorize/lesson-3</p> | |
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| <p>W.4.8</p> <p>In this lesson work through the understanding of the standard by starting with helping students get an understanding of topic writing.</p> <p>Lesson Focus:</p> <p>In this lesson, students will practice recalling relevant information from experiences or gathering relevant information from print and digital sources; taking notes and categorizing information, and providing a list of sources.</p> | <ul style="list-style-type: none"> • Create diagrams and relevant questions using a diagram • Write with a purpose • Oral report presented | <p>Resources that show topics can include magazines and newspapers such as: American Girl, Nintendo Power, Time for Kids, National Geographic for Kids, Sports Illustrated for Kids, Life sections of newspaper.</p> <p>Resources for the structure topical/descriptive writing can include: <u>Appalachia: Voices of Sleeping Birds</u> by Cynthia Rylant, <u>Canoe Days</u> by Gary Paulsen, <u>Long Night Moon</u> by Cynthia Rylant, <u>Rock of Ages</u> by Tonya Bolden, <u>Under New York</u> by Linda Oatman High.</p> <p>Students each create a notebook in which they take notes. Allow them time to begin with a question about their topic. What do they specifically want to know about their topic? What question(s) do they have about the topic? How much do they already know</p> | |
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| | | <p>about it?</p> <p>As they research, model with them how to read information and listen for other questions that come up or notice other related searches on the internet.</p> <p>When they finally take notes, they should only do so AFTER they have read the information and the books/magazines/internet should not be open when note-taking. They must use their summarizing skills from reading to help them find the key ideas.</p> <p>See resource folder for examples of structured notetaking and concept mapping of ideas.</p> | |
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| <p>W.4.9a</p> <p>In this lesson, students will practice describing in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].</p> <p>Lesson Focus:</p> <p>Students will practice describing in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> | <p>Task Overview (105 total minutes): Title: Fables Part 1 (35 minutes): Ultimately tasked with writing their own fable, students will read one informational article about fables and three fables, taking notes on these sources. They will then respond to several questions about these sources. Part 2 (70 minutes): Students will work individually to plan, write, and revise their own fable. Scorable Products: Student responses to the selected-response and constructed- response questions and the fable will be scored.</p> <p>Student Directions: Part 1 (35 minutes)</p> <p>Your assignment: You will read an informational article about fables and then read three fables, taking notes on all of these sources. Then, you will answer several questions about these materials and write your own full-length fable.</p> <p>Steps you will be following: In order to plan and write your story, you will do all of the following:</p> <ol style="list-style-type: none"> 1. Read an informational article and three fables. 2. Answer several questions about the sources. 3. Plan, revise, and write a fable. <p>Directions for beginning: You will now read one article and three fables. Take notes because you may want to refer to your notes while writing your fable. You can refer to any of the</p> | <p>Become the Character OVERVIEW</p> <p>By "becoming" a character in a novel they have read and making lists from that character's perspective, students analyze the character while also enriching their vocabulary. Students gain a deeper understanding of a character by creating charts linking the character's actions with the character's traits. They explore adjectives through a variety of resources. They then use their analysis of the character and their knowledge of adjectives to create descriptive lists of their own three other characters from the novel. The worksheet instructions in the lesson use <i>Harry</i></p> | |
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| | <p>sources as often as you like. Your notes and sources will be your basis for writing your final draft.</p> <p>Questions Use the remaining time to answer the questions. Your answers to these questions will be scored. Also, they will help you think about the sources you've read, which should help you write your fable. You may click on the appropriate buttons to refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.</p> | <p><i>Potter and the Sorcerer's Stone</i> as an example, but this activity is effective with any work of literature in which characterization is important.</p> <p>http://www.readwritetink.org/classroom-resources/lesson-plans/action-character-exploring-character-175.html</p> <p>Strategy Reference Link: https://curriculumcraft.org/user/rptGistDirectory.aspx?standardid=1425202</p> | |
| <p>W.4.9b</p> <p>In this lesson, students will practice explaining how an author uses reasons and evidence to support particular points in a text.</p> <p>Lesson Focus: Students will practice explaining how an author uses reasons and</p> | <p>-Author Chair</p> <p>-Author (character) Interviews (students take on the role on the character while other students ask thought-provoking questions</p> <p>-Writer's Workshop</p> | <p>Utilize the following strategy documents to help students apply the reading standards through writing.</p> <p>Question Answer Resource (Resource)</p> <p>Table Writing (Resource)</p> | |

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| evidence to support particular points in a text. | | Strategy Reference Link: https://curriculumcrafter.org/user/rptGistDirectory.aspx?standardid=1425202 | |
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CCSS Standard: Range of Writing- Writing

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

Enduring Understandings:

Writers know how to approach a specific task, purpose and audience.

New Vocabulary:
Audiences Tasks

| Instructional Strategies | Assessment | Resources | Time Frame |
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| W.4.10 Overview Information: The Common Core Standards brings a new level of writing requirements. <i>This unit will provide teachers the background information needed</i> | Three Text Types in Writing: <i>Argument / Opinion</i> Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s | Standard 3 Text Types and Purposes Writing: – Progression of Concepts and Skills | 4 weeks |

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| <p><i>in order to effectively teach the writing standards in fourth grade across the curriculum throughout the entire year. The resources contained in this unit can be used for direct instruction in the other fourth grade units of instruction. This unit will also provide ideas for benchmarking and formative assessments to ensure students progress through the writing requirements outlined in the CCSS.</i></p> <p>Lesson Focus: Students will learn three different types of writing; Opinion, Informational and Narrative</p> | <p>explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.</p> <p>Informational/Explanatory Writing Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (<i>What are the different types of poetry?</i>) and components (<i>What are the parts of a motor?</i>); size, function, or behavior (<i>How big is the United States? What is an X-ray used for? How do penguins find food?</i>); how things work (<i>How does the legislative branch of government function?</i>); and why things happen (<i>Why do some authors blend genres?</i>). To produce</p> | <p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K) - (W)</p> <p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (1) - (W)</p> <p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (2)- (W)</p> | |
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| | <p>this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analysis, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.</p> <p>Although information is provided in both arguments and explanations, the two types of writing have different aims. <i>Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how.</i> Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.</p> <p>Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive</p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (3) - (W)</p> <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=14256</p> | |
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| | <p>evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.</p> <p>Narrative Writing: Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.</p> | | |
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Vocabulary

Formatting: the organization, plan, style, or type of something.

Organizational structure: the way facts and details are arranged in a paragraph or text that help the reader understand the text (i.e., sequential order, time order, location order, cause/effect, comparison/contrast, similarities/differences).

Precise language: means using the right word or phrase to convey the right idea.

Quotations: something that is quoted.

Writer's purpose: is the reason an author decides to write about a specific topic.

Categories of information: a collection of similar facts, definitions, concrete details, quotations, or other information and examples related to one particular topic in a story.

Concluding statement: pulls together or summarizes the main points in the paragraph in a single sentence. It also provides a definite ending point for the paragraph. Sometimes it can act as a transition into the next paragraph.

Concrete details: real or tangible items in a writing, story, or text that get extended treatment or attention.

Domain-specific vocabulary: is vocabulary geared towards on specific subject area.

Formatting: the organization, plan, style, or type of something.

Multimedia: the combining of several media into a single effort, as in the use of slides, film, sound effects, etc., in a travelogue.

Organizational structure: the way facts and details are arranged in a paragraph or text that help the reader understand the text (ie, sequential order, time order, location order, cause/effect, comparison/contrast, similarities/differences).

Precise language: means using the right word or phrase to convey the right idea.

Quotations: something that is quoted.

Sections: distinct parts or subdivisions of a writing, as of a newspaper, legal code, chapter, etc.

Writer's purpose: is the reason an author decides to write about a specific topic.

Writing Process:

Begin teaching the writing process by prewriting. Follow that with drafting, then revision. Next, Overview Information:

This standard is very closely related to both the one before, as well as the one after, except that those deal with the writing process for opinion pieces and narratives, respectively. Like those, it is important to teach and utilize the writing process moving from prewriting through publishing, but focusing specifically on the unique organization, the various text features, and domain-specific vocabulary of expository text.

Begin teaching the writing process by prewriting. Follow that with drafting, then revision. Next, do proofreading. End by publishing.

Prewriting:

Prewriting begins with topic determination (chosen or assigned). Once the topic has been identified, students should begin to brainstorm their ideas, keeping in mind the specific requirements of the assignments. Graphic organizers should be used to help the students organize their data, including the generation of ideas, the structure of the text, and the sequence of details.

Concrete details: real or tangible items in a writing, story, or text that get extended treatment or attention.

Details: individual or minute parts.

Formatting: the organization, plan, style, or type of something.

Illustrations: visual features that support the printed word.

Multimedia: the combining of several media into a single effort, as in the use of slides, film, sound effects, etc., in a travelogue.

Organizational structure: the way facts and details are arranged in a paragraph or text that help the reader understand the text (ie, sequential order, time order, location order, cause/effect, comparison/contrast, similarities/differences).

Paragraphs: groups of sentences about a topic.

Precise language: means using the right word or phrase to convey the right idea.

Quotations: something that is quoted.

Topic: the specific subject of a writing selection.

Writer's purpose: is the reason an author decides to write about a specific topic.

CCSS Standard: Comprehension and Collaboration – Speaking and Listening

SL.4.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

- Enduring Understandings:**
- Good discussion leads to wider understanding and deeper thinking.
 - Speakers provide reasons and evidence to support their comments.

New Vocabulary:

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| Agreed-Upon Rules | Evidence | Preparation | Required Material |
| Assigned Roles | Ideas Under Discussion | Remarks | Specific Questions |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>SL.4.1a</p> <p>Overview Information: Learning is social. Group work is not simply placing students in groups and giving them tasks. Cooperative learning is an instructional arrangement that allows 2-6 students the opportunity to work together on a shared task in order to construct their knowledge and understanding of the content. Five</p> | <p>Informal Assessment: Observe students’ teamwork, organizational skills and contributions to the group.</p> <p>Quick writes, partner discussions and role-playing are instructional routines. Teacher observes progress after showing students how to talk to one another in a group, model ways to instruct, to inquire, to test, to describe, to compare and contrast, to explain, to hypothesize, to deduce, to evaluate.</p> | <p>Show students how to talk to one another in a group. Model ways to instruct, to inquire, to test, to describe, to compare and contrast, to explain, to hypothesize, to deduce, to evaluate.</p> <p>Quick writes, partner discussions and role-</p> | <p>4 weeks</p> |

principles make this successful: 1) Positive interdependence 2) fact-to-face interaction, 3) individual and group accountability 4) interpersonal and small group skills 5) group processing.

Lesson Focus

Teaching face-to-face interaction and accountability is essential to a group's success with understanding the content. It is more than just "telling" a student what to say in a group; it is showing them through modeling. If students are simply told the answer by their peers, they are more likely to believe that having the answer is more important than the process of finding the answer or understanding the concept.

playing are instructional routines.

Quick writes can be done before, during or after a lesson. They provide students a chance to think about the content before they need to share it. Sharing a quick write increases the likelihood that conversations will be productive.

Partner discussions are a great way to gain insight into a student's thinking. When partners discuss content, listen for some great quotes and write them down. Then share them with the class. Partners should also follow a protocol for what it sounds like when they are truly listening to a partner. Allow time for them to practice.

A role playing strategy called "whip it" is used to make the sharing of ideas easier between

| | | <p>partners and the whole class. This can be done at the beginning of a lesson. First, pose a question or a concept. Ask partners to individually think/write about it for one minute. Then, they share their thoughts and combine it to make one statement/list. Next, have partnerships match up with other partnerships for group of 4. They share their collaborative statement, editing as they go along. By the end of this quick 4 minute activity, students have generated an extensive answer to a question or concept.</p> | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>SL.4.1b</p> <p>Overview Information: Building positive interdependence can be done through <i>reciprocal teaching</i>. This is where group members assume specific roles when considering a problem. This routine</p> | <p>Teacher observes progress in group work after modeling group roles:</p> <p>Literature Circles, Books Clubs, Global Book Clubs</p> | <p>When first teaching the roles, give students prompt cards to help focus their thinking.</p> <p>Questioner: Ask a question that can be answered in the text (A right there or think and</p> | <p>4-5 weeks</p> |

is typically found as a focus when teaching reading comprehension.

Lesson Focus:

Students will learn the different strategy roles used in reading comprehension group work. Students will also build their own capacity to sustain a discussion. The roles are: questioner (generates many types of questions), clarifier (clarifies key points), predictor (makes predictions on what the author will discuss next), summarizer (tells main idea of the content).

search question). Ask an opinion question (Do you agree? What do you think?)

Show your teammates where you find answers.

Clarifier: Ask if anyone got stuck on a word or idea. Help your teammates by using resources. Try rereading first. If the person is stuck on a word, try the glossary or dictionary. If these don't work, follow the protocol to ask for help from teacher.

Predictor: Tell your teammates what you think the author will tell you about in the next section. Show your teammates the clues you noticed in the passage.

Summarizer: Tell your teammates the main idea of the passage and the important supporting details. Make sure your summary isn't longer than the reading! Be concise and careful of

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| | | <p>word choice.</p> <p>Take several weeks to work on the different roles of group. First, model to the whole class in your focus lesson a strategy. Then, in your guided lesson with the small groups, monitor their progress.</p> | |
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>SL.4.1c</p> <p>Overview Information: In this lesson work through the understanding of the standard by starting with helping students get an understanding of questioning while reading.</p> <p>Lesson Focus: Students will practice posing and responding to specific questions in order to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> | Teacher observes progress | <p>Establish text context and procedures for journal writing (Link) - See pages 4 through 5 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Group and independent reading - overall structure of events, explaining historical events (Link) - See pages 6 through 7 for a lesson relating to this standard from the Georgia Department of</p> | 3 weeks |

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| <p>SL. 4.1d</p> <p>Overview Information: In this lesson, students will practice reviewing the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Lesson Focus: Students will practice reviewing the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.2</p> | <p>Teacher observes progress</p> | <p>Education.</p> <p>Interpret information presented visually and explain how the information contributes to an understanding of the text (Link)</p> <p>https://curriculumcraft.org/user/rptGistDirectory.aspx?standardid=1425196</p> <p>http://www.georgiaelacgpsk-5.wikispaces.com</p> <p>Prepare and present a PowerPoint presentation (Link) - See page 20 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Re-read for information, main idea and details (Link) - See pages 5 through 6 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>3 weeks</p> |
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| <p>Overview Information: In this lesson, students will practice paraphrasing portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Lesson Focus: Students will practice paraphrasing portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p>Teacher observes progress</p> | <p>Present an oral report or a PowerPoint about the famous painter Vincent van Gogh (Link) - See pages 11 through 12 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Build a butterfly garden (Link) - See pages 19 through 20 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Complete an author study (Link) -</p> | |
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CCSS Standard: Presentation of Knowledge and Ideas – Speaking and Listening

- SL.4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- SL.4.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, prob/sol) of events, ideas, concepts, or information in a text or part of a text.
- SL.4.6:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

- Enduring Understandings:**
- Stories, reports, recounts of experiences, and speeches need to be logically organized.
 - Using audio recordings and visuals displays in presentations will help clarify the knowledge and ideas presented.
 - When speaking, use proper English based on situation.

New Vocabulary:

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| Contexts | Informal Discourse | Main Idea | Presentations |
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| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>SL.4.4</p> <p>Overview Information: In this lesson, students will practice presenting a report on a topic or text, telling a story, or recounting an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>Lesson Focus: Students will practice presenting a report on a topic or text, telling a story, or recounting an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> | <ul style="list-style-type: none"> • Group participation • Power point presentation • oral report | <p>http://www.readingquest.org/pdf/cdmap.pdf</p> <p>http://www.georgiaelacgpsk-5.wikispaces.com</p> | <p>4 weeks</p> |
| <p>SL.4.5</p> <p>Overview Information: In this lesson, students will practice adding audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Lesson Focus: Visual aids include drawings, photos, videotapes, props, dioramas, computer programs such as Power Point, Inspiration, Movie Make,</p> | <ul style="list-style-type: none"> • Group participation • Power point presentation • oral report | <p>Animoto for Education (Link)</p> <p>VoiceThread (Link)</p> <p>Ahead Online Slideshow Application (Link) - Ahead is an online application to make unusual-looking slideshows.</p> <p>Prezi (Link) - Create unique slideshows</p> <p>Zoho Show (Link) - The</p> | <p>3 weeks</p> |

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| iMovie, Photo Story, etc. | | <p>online tool for making powerful presentations. Anyone looking to put together a cool presentation, you have come to the right place. Zoho Show's pre-built themes, clipart and shapes coupled with features like drag-and-drop makes it an easy application to use.</p> <p>Glogster (Link) - Glogster provides an environment to design interactive posters. The user inserts text, images, photos, audio, videos, special effects and other elements into their glogs to generate a multimedia online creation.</p> <p>https://curriculumcraft er.org/user/rptAnalysis .aspx?StandardID=1425 208</p> | |
| <p>SL.4.6</p> <p>Overview Information: In this lesson, students will practice differentiating between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is</p> | <ul style="list-style-type: none"> • Group participation • Power point presentation • oral report | <p>Students should use the key vocabulary of a unit of study when speaking in productive groups. The teacher will check in with groups to monitor that the key vocabulary terms are</p> | 3 weeks |

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| <p>appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation</p> <p>Lesson Focus: Visual aids include drawings, photos, videotapes, props, dioramas, computer programs such as Power Point, Inspiration, Movie Make, iMovie, Photo Story, etc</p> | | <p>being used. See the lesson in the reading standards for informational text under the craft and structure category.</p> <p>Students could also study informal English and formal English by showing some written pieces on the same topic. For example, collect some "tweets" from twitter.com and collect some other pieces of writing from newspapers or a book. Allow the students to read them and discuss the differences they noticed.</p> <p>When teaching the speaking and listening strands - comprehension and collaboration - model how to talk to one another using formal English. Informal English could be defined as the talk you would use on the playground, lunch, recess (any place where there is not a lot of structure). Formal English would be talk a student would use with</p> | |
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| | | adults and even with friends when they are discussing topics at school. | |
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CCSS Standard: Conventions of Standard English- Language

- L.4.1a:** Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- L.4.1b:** Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- L.4.1c:** Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- L.4.1d:** Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- L.4.1e:** Form and use prepositional phrases.
- L.4.1f:** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.1g:** Correctly use frequently confused words (e.g., to, too, two; there, their).
- L.4.2a:** Use correct capitalization.
- L.4.2b:** Use commas and quotation marks to mark direct speech and quotations from a text.
- L.4.2c:** Use a comma before a coordinating conjunction in a compound sentence.
- L.4.2d:** Spell grade-appropriate words correctly, consulting references as needed.

- Enduring Understandings:**
- A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling.
 - Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form).

New Vocabulary:

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| Capitalization | Frequently Confused Words | Progressive Verb Tense | Relative Adverb |
| Coordinating Conjunction | Grade-Appropriate Words | Quotation Marks | Relative Pronoun |
| Direct Speech Quotations | Modal Auxiliaries | References | Run-Ons |
| Fragments | Prepositional Phrases | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L.4.1a</p> <p>Overview Information: In this lesson, students will practice using relative pronouns (who, whose, whom, which, that) and</p> | <p>Informal Assessment: Observe students’ teamwork, organizational skills and contributions to the group. Quick writes, partner discussions and role-playing</p> | <p>Subject-Verb Agreement: Present Tense (Link) - This is an advanced set of activities that would need to be tweaked for</p> | <p>1 week</p> |

| <p>relative adverbs (where, when, why).</p> <p>Lesson Focus</p> <p>Students will practice using relative pronouns and relative adverbs.</p> | | <p>use with fourth graders, but they are good examples of taking relevant, real-life scenarios and changing them into a good grammar lesson. The focus is on subject verb agreement, which might need to be reviewed as students are using the progressive tense.</p> <p>Verb Tense Worksheets: Present Progressive: Exercise 15 (Link) - Fill-in-the-blank worksheet focusing on "play"</p> <p>https://curriculumcrafter.org/user/rptAnalysis.aspx?StandardID=1425209</p> | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.4.1b</p> <p>Overview Information: In this lesson, students will practice forming and using the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>Lesson Focus: Students will practice forming and</p> | <p>Teacher observes progress</p> | <p>Use commas and quotation marks to mark direct speech and quotations from a text (Link) - See pages 17 through 18 for a lesson relating to this standard from the Georgia Department of</p> | <p>1 week</p> |

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| <p>using the progressive verb tenses.</p> | | <p>Education.</p> <p>Write an imaginary narrative essay about time travel (Link) - See pages 22 through 24 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Follow the steps to writing a friendly letter and writing a business letter correctly (Link) - See pages 5 through 7 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Complete an author study (Link) - See pages 20 through 22 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>To write a variety of poems using the proper elements for each (Link) - See pages 22 through 23 for a lesson relating to this standard from the Georgia Department</p> | |
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| Instructional Strategies | Assessment | | Time Frame |
| <p>L.4.1c</p> <p>Overview Information: In this lesson, students will practice using modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>Lesson Focus: This is a fun way to help the students learn helping verbs.</p> | <p>Teacher observes progress</p> | <p>How to Teach Modal Auxiliaries (Link) - How to teach students these complicated rules so they remember them.</p> <p>How to Teach Modal Verbs (Link) - Four simple steps</p> <p>10 Teacher Tested Tricks to Teach Modal Verbs (Link) - These ten tips include a brief explanation of using them in the classroom.</p> | <p>2 days</p> |
| <p>SL. 4.1d</p> <p>Overview Information: In this lesson students will practice ordering adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>Lesson Focus: Students will practice ordering adjectives within sentences</p> | <p>Teacher observes progress</p> <p>http://www.grammar-quizzes.com/adj_order.html</p> | <p>Modal Verbs 1 - Article (Link) - Ways to approach teaching modal verbs</p> <p>http://www.onestopenglish.com/grammar/grammar-reference/verbs-and-tenses/modal-verbs-1-</p> | <p>2 days</p> |

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| <p>according to conventional patterns.</p> <p>L.4.1e</p> <p>Overview Information: In this lesson, students will practice forming and using prepositional phrases.</p> <p>Lesson Focus: This is a fun way to help the students learn helping verbs.</p> <p>L.4.1f</p> <p>Overview Information:</p> | <p>Teacher observes progress</p> <p>http://www.arcademicskillbuilders.com/</p> <p>Teacher observes progress individually and within</p> | <p>article/144870.article</p> <p>Prepositions (Resource) incorporates creativity and motion to help students recall and understand what a preposition is as well as hear examples of its function in a sentence. By the end of the lesson, students should be able to use prepositions to add detail to their own writing.</p> <p>Prepositional Phrase Map Quest (Link) - This lesson plan is geared towards 6th grade ESL students, but could easily be used for 4th graders. The Students will be able to define a prepositional phrase and give you examples of some phrases. They will be able to recognize the form of the phrase and how to use it in a sentence.</p> <p>BrainPOP, Preppy Prepositions, Model writing (poems, sentences, with a purpose) Guide to</p> | <p>2 days</p> <p>2 days</p> |
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| <p>In this lesson, students will practice producing complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>Lesson Focus:</p> <p>This lesson will help the students expand their sentences while writing.</p> <p>L.4.1g</p> <p>Overview Information: In this lesson, students will practice correctly using frequently confused words (e.g., to, too, two; there, their).</p> <p>Lesson Focus: Students will practice correctly using frequently confused words.</p> | <p>group/partner work.</p> <p>Teacher observes progress individually and within group/partner work.</p> <ul style="list-style-type: none"> • Review Quiz: Commonly Confused Words (Link) - Short review quiz • Can You Name the Pairs of Commonly Confused Words (Link) - Play the game to match the definitions • Commonly Confused Words Study Guide (Link) <p>http://grammar.about.com/od/choosingthecorrectword/a/RQcomconfusions.htm</p> | <p>Grammar & Writing (Link) - Great ideas for power points, interactive quizzes, lots of great ideas</p> <p>Fragments and Run-ons (Link) - This handout from the writing center to help you locate and correct sentence fragments and run-ons.</p> <p>http://grammar.ccc.commnet.edu/grammar/notorious.htm</p> | <p>1 day</p> |
| <p>L.4.2a</p> <p>Overview Information: In this lesson, students will practice using correct capitalization.</p> <p>Lesson Focus: In this lesson, students will practice</p> | <p>Teacher observes progress individually and within group/partner work.</p> | <p>Capitalization (Link) - Is a chart of capitalization rules with examples. It could be pared down to focus on your specific grade level focus, or you could highlight the portion you are focused on while giving out the</p> | <p>1 day</p> |

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| <p>using correct capitalization.</p> <p>L.4.2b</p> <p>Overview Information: In this lesson, students will practice using commas and quotation marks to mark direct speech and quotations from a text.</p> <p>Lesson Focus: Students will practice using commas and quotation marks to mark direct speech and quotations from a text.</p> | <p>Teacher observes progress individually and within group/partner work.</p> <p>http://www.oswego.org/ocsd-web/quiz/mquiz.asp?filename=tandersquotes</p> | <p>whole list for those students who need to review previously taught rules or those who are advanced.</p> <p>Purdue Owl: Capitals (Link) - Is another chart with capitalization rules. It is set up a little differently than the previous one.</p> <p>Capitalization (Link) - Brush up on capitalization rules before teaching them to the students by looking at this site that discusses and illustrates the basic conventions of American capitalization.</p> <p>Quotations and Punctuation (Resource) A complete lesson plan incorporating Universal Design for Learning and 21st Century Literacy Skills to guide students to use proper punctuation and capitalization in quotations. It also contains built in formative assessment</p> | <p>1 day</p> |
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| | | <p>points.</p> <p>Quotation Relations (Resource) A complete lesson plan incorporating Universal Design for Learning and 21st Century Literacy Skills to guide students to understand how quotations relate to surrounding sentences, and how to punctuate a quotation with more than one person in the sentence. It also contains built in formative assessment points.</p> <p>Direct Speech Activities (Link) - Direct speech activities are important for students who are studying the English language.</p> <p>Literacy analysis / rubric and prompt study (Link) - See pages 9 through 10 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>A conjunction is a</p> | |
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| <p>L.4.2c</p> <p>Overview Information: In this lesson, students will practice using a comma before a coordinating conjunction in a compound sentence.</p> <p>Lesson Focus: This lesson explains coordinating conjunctions and where to place the comma in a compound sentence.</p> | <p>Teacher observes progress</p> <p>http://www.mesabi.english.project.mnscu.edu/vertical/Sites/%7BE3F3AD62-F321-47E1-9A19-684CC401B914%7D/uploads/%7B97E79B18-5499-4B80-ADC7-2AFD091A1ED3%7D.PDF</p> | <p>joiner, a word that connects (conjoins) parts of a sentence. There seem to be three basic types of conjunctions. They are: coordinating conjunctions used to connect two independent clauses, subordinating conjunctions used to establish the relationship between the dependent clause and the rest of the sentence, and correlative conjunctions which always travel in pairs, joining various sentence elements that should be treated as grammatically equal.</p> <p>1. Use three kinds of experiences for the learner: auditory, visual and kinesthetic. In other other words, allow students to <i>hear</i> the correct spelling of words, <i>see</i> the spellings,</p> | <p>2 days</p> |
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| <p>L.4.2d</p> <p>Overview Information: In this lesson, students will practice spelling grade-appropriate words correctly, consulting references as needed.</p> <p>Lesson Focus: Students will practice spelling grade-appropriate words correctly, consulting references as needed.</p> | <p>Teacher observes group/partner work</p> <p>Spelling activities (choice for students)</p> <p>Spelling tests</p> | <p>and have "hands-on" experiences. (See the side bar.)</p> <p>2. Teach spelling words that make sense to the child. It is a waste of your valuable time (and the student's attention) to teach words -- even if found in a traditional spelling book -- that the student is unlikely to use and have little meaning.</p> <p>On the other hand, you should include words from the student's science and social studies lessons, as well as words related to news events and special calendar days.</p> <p>3. Give students the foundation for spelling successfully. That means making sure students understand the sounds made by consonants, short vowel sounds, long vowel sounds,</p> | <p>Weekly</p> |
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| | | <p>diphthongs, and more. Teach some of the most consistent rules and spelling strategies.</p> <p>4. Simplify spelling whenever possible. Introduce words that have similar patterns at the same time. For example, teach <i>aloud</i>, <i>around</i>, <i>count</i>, <i>ground</i>, and <i>sound</i> during the same week. Group tricky words together. Show students <i>er</i> words in one list: <i>perfect</i>, <i>alert</i>, <i>concern</i>, <i>perfume</i>, <i>expert</i>. Then show them <i>ur</i> words in another list: <i>turkey</i>, <i>return</i>, <i>hurricane</i>, <i>curtain</i>. If students remember the spelling of one word in the group and some of the other words that belong in the same group, it's easier to spell the tricky syllables correctly.</p> <p>5. Provide lots of practice in lots of formats. Oral exercises,</p> | |
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| | | puzzles, worksheets , and games all have their place in successful spelling programs. Spelling homework is important, too. All of these activities, believe it or not, <i>can</i> be fun! | |
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CCSS Standard: Knowledge of Language - Language

L.4.3a: Choose words and phrases to convey ideas precisely.

L.4.3b: Choose punctuation for effect.

L.4.3c: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Enduring Understandings:

The way language is used changes for different contexts and purposes.

New Vocabulary: (N/A)

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L.4.3a</p> <p>Overview Information: In this lesson, students will practice choosing words and phrases to convey ideas precisely.</p> <p>Lesson One Focus: Students will practice choosing words and phrases to convey ideas precisely.</p> | <ul style="list-style-type: none"> • Group participation • Oral/written presentations • Teacher observes progress <p>http://www.speechlanguage-resources.com/support-files/semanticworksheetpdf.pdf</p> | <p>Teach Collocations, Writing Traits: Word Choice, Create a strong opinion essay for an audience, Describe the main characters using the text, Use various reference materials, Differences in formal and informal English; comprehension</p> <p>https://curriculumcraft.org/user/rptAnalysis.aspx?StandardID=1425210</p> <p>http://www.georgiaelacgpsk-5.wikispaces.com</p> | <p>2 weeks</p> |
| <p>L.4.3b</p> <p>Overview Information: In this lesson, students will practice choosing punctuation for effect.</p> | <p>Teacher observes progress</p> | <p>Students will practice choosing punctuation for effect, model, give examples, think-pair-</p> | <p>1 week</p> |

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| <p>Lesson Focus: Students will practice choosing punctuation for effect.</p> | | share | |
| <p>L.4.3c</p> <p>Overview Information: In this lesson, students will practice differentiating between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>Lesson Focus: Students will practice differentiating between contexts that call for formal English and situations where informal discourse is appropriate.</p> | <p>Teacher observes small group participation/discussion</p> | <p>https://curriculumcrater.org/user/rptAnalysis.aspx?StandardID=1425210</p> <p>http://www.georgiaelacgpsk-5.wikispaces.com</p> | <p>2 weeks</p> |

CCSS Standard: Vocabulary Acquisition and Use– Language

L.4.4a: Choose words and phrases to convey ideas precisely.

L.4.4b: Choose punctuation for effect.

L.4.4c: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.5a: Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.4.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.

L.4.5c: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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

Enduring Understandings:

- It's necessary to increase your vocabulary throughout life.
- Multiple strategies may be used to determine the meaning of unknown words and phrases.
- Using figurative language in writing connects the audience; makes writing more interesting.

New Vocabulary:

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| Adages | Grade-Appropriate Vocabulary | Meaning of Key Words and Phrases | Proverbs |
| Antonyms | Greek and Latin Affixes and Roots | Metaphors | Similes |
| Domain-Specific Words and Phrases | Idioms | Pronunciation | Synonyms |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L.4.4a</p> <p>Overview Information: In this lesson, students will practice using context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or</p> | <ul style="list-style-type: none"> • Group participation • Oral/written presentations • Teacher observes progress | <p>https://curriculumcrater.org/user/rptAnalysis.aspx?StandardID=1425210</p> <p>http://www.georgiaelac</p> | <p>1 - 2 weeks</p> |

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| <p>phrase.</p> <p>Lesson Focus:</p> <p>Students will practice using context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> | | <p>cgpsk-5.wikispaces.com</p> | |
| <p>L.4.4b</p> <p>Overview Information: In this lesson, students will practice using common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>Lesson Focus: Students will practice using common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> | <ul style="list-style-type: none"> • Group participation • Oral/written presentations • Teacher observes progress | <p>https://curriculumcraft.org/user/rptAnalysis.aspx?StandardID=1425210</p> | <p>3-4weeks</p> |
| <p>L.4.4c</p> <p>Overview Information: In this lesson, students will practice consulting reference materials (e.g., dictionaries, glossaries,</p> | <ul style="list-style-type: none"> • Group/partner participation • Oral/written presentations • Teacher observes progress | <p>https://curriculumcraft.org/user/rptAnalysis.aspx?StandardID=1425210</p> | <p>1 week</p> |

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| <p>thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>Lesson Focus: Students will practice consulting reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> | <p>http://highland.hitcho.com.au/dictionaryws1.pdf</p> | <p>http://www.georgiaelac.cgpsk-5.wikispaces.com</p> | |
| <p>L.4.5a</p> <p>Lesson One Lesson Focus: Students need to be able to write and interpret similes.</p> <p>Lesson Two Lesson Focus: Students will write similes and metaphors in their descriptive writing.</p> | <p>The teacher can formally assess the students by their stories they created. Also informal assessment can be done by the discussion the students had with one another.</p> <p>Assessment: The poems can be scored on a rubric with the top score indicating the student has used at least three vivid metaphors and/or similes to describe the outside, and three vivid metaphors/and or similes to describe the inside of the fruit.</p> | <p>https://curriculumcraft.org/user/rptAnalysis.aspx?StandardID=1425210</p> <p>http://www.georgiaelac.cgpsk-5.wikispaces.com</p> <p>Model, give examples, Use Figures of Speech in Descriptive Paragraphs, group work, create games, writing workshop, guided reading/writing, Identify, understand, and use figurative language</p> | <p>3 weeks</p> |

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| <p>L.4.5b</p> <p>Overview Information: In this lesson, students will practice recognizing and explaining the meaning of common idioms, adages, and proverbs.</p> <p>Lesson Focus:</p> <p>Teaching adages, proverbs and idioms might a good way to hook the students when launching a unit of study in any content. By teaching figurative language to students, they compare the abstract concept with the concrete. It deepens their thinking and becomes a tool for comprehension rather than a hindrance.</p> | <ul style="list-style-type: none"> • Group participation • Oral/written presentations • Teacher observes progress <p>The teacher can formally assess the students by their stories they created. Also informal assessment can be done by the discussion the students had with one another.</p> | | <p>3 weeks</p> |
| <p>L.4.5c</p> <p>Overview Information: In this lesson, students will practice demonstrating understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>Lesson Focus:</p> <p>Use these links throughout the study</p> | <ul style="list-style-type: none"> • Group participation • Oral/written presentations • Teacher observes progress <p>The teacher can formally assess the students by their stories they created. Also informal assessment can be done by the discussion the students had with one another.</p> | <p>https://curriculumcraft er.org/user/rptAnalysis .aspx?StandardID=1425 211</p> <p>http://www.georgiaelac cgpsk-5.wikispaces.com</p> <p>Teach Ideas for Vocabulary, Strategies for Vocabulary Development, Teach Synonyms Using</p> | <p>3 weeks</p> |

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| <p>for support.</p> | | <p>Concept Mapping, Synonyms/Antonyms - Go Fish, writing workshop, guided reading/writing</p> | |
| <p>L.4.6</p> <p>Overview Information: Throughout the year, students will practice acquiring and using accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>Lesson Focus: Refer to lesson ideas in Informational Reading: Craft & Structure (RI.04.04).</p> <p>L.04.06 Relate to the environmental</p> | <ul style="list-style-type: none"> • Group participation • Oral/written presentations • Teacher observes progress | <p>Create a strong opinion essay for an audience (Link) - See pages 6 through 7 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Identify, understand, and use figurative language (Link) - See pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Identifying evidence to support author's points (Link) - See page 6 for a lesson relating to this standard from the</p> | <p>Ongoing</p> |

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| <p>PBL: Make sure the students are incorporating grade-appropriate general academic and domain-specific words and phrases (such as life forms, food web, ability to support life, positive/negative impact, etc.) into whatever they are working on.</p> <p>L.04.06 Relate to the tutoring PBL: Make sure the students are incorporating grade-appropriate general academic and domain-specific words and phrases (such as point of view, organizational pattern, mood, inference etc.) into whatever they are working on.</p> <p>L.04.06 Relate to the building community PBL: Make sure the students are incorporating grade-appropriate general academic and domain-specific words and phrases (such as individual differences, citizens, language, values, etc.) into whatever they are working on.</p> <p>A Word Identification Strategy (Link) - Using context clues while reading is a continuously developing skill that needs to be taught and reinforced throughout the school year</p> | | <p>Georgia Department of Education.</p> | |
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FIFTH

CCSS Standard: Key Ideas and Details-Literature

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)

Enduring Understandings:

- A summary is the framework of a story. It includes the most important details, events, characters of the text.
- All stories, dramas, or poems have a theme.
- Comparing and contrasting is determining how two or more features are similar and different.
- Evidence from the text may be explicit or inferred.
- Stories have characters, setting, and events.
- The theme of a poem unfolds as the speaker in a poem reflects upon a topic.
- The theme of a story unfolds as characters in a story or drama respond to challenges.

New Vocabulary:

Drama, Explicit, Interact, Quote, Setting, Specific Details, Summarize

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.5.1</p> <p>Overview Information: Students need to use specific quotes from the text to explain what the text says explicitly and to support the inferences they've drawn.</p> <p>Lesson Focus: Students need time to review and practice using quotation marks. Students will also need to practice making inferences. This is a difficult skill for</p> | <p>Write a Letter to a Character. Students write a letter to a main character of the story. In it they ask about their actions, using accurate quotes from the text. They will demonstrate their understanding of the text, both explicitly and through inference by their questioning and quoted text. Grouping: Pairs, individual</p> | <p>Inference Charades Students role-play various feelings to practice making inferences based on actions. To model, the teacher may roll eyes, breathe hard and slump in a chair. The teacher points out that nothing was said about the feeling, but asks what they can infer. Students should support their inferences with specific actions from your role-play. After role-playing several examples, break the class into small groups and allow</p> | <p>1-3 Weeks</p> |

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| <p>many students and should be done whole class before individually.</p> | | <p>the groups to plan their own examples. Allow a few minutes for the groups to plan and practice. During whole-group sharing, record inferences on a large two-column inference-evidence chart. Inference Web A web can be a useful graphic organizer for inferring. Since much inferring is done about the characters in texts, create an inference web that includes an inference about the character as well as evidence to support the inference. (Harvey & Goudvis, 2000)</p> | |
| <p>RL.5.2 Overview Information: In this lesson, students will practice determining a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Lesson Focus: Students need to practice determining the theme of a text. This should be done first as a whole class using read alouds; the class should discuss the theme possibilities and determine which one(s) would fit the text. Then theme should be determined in small groups/with partners and then individually.</p> | <p>Theme Match. Half the class is given cards with samples of poetry, stories and drama excerpts. The rest of the students are given cards with various themes. Students circulate and locate their partner and then explain or write why they believe that their match is the best they could make, including summarizing the example and the reason the theme matches the literary selection, using quotes to substantiate their opinion. Students are evaluated on their ability to find an appropriate sample/theme and to defend the choice through summary of the text and use of details and quotations from the text. Grouping: Whole group, small group, pairs.</p> | <p>Sticky Note Strategy. Have students write the following questions on small sticky notes: 1. What is the theme of ____ (text title)? What details in the story/poem/drama help the reader determine this theme? 2. How does the author use the way ____ (character) responds to his/her situation to develop the theme of the story? While reading, have students place the sticky note where the text answers the question. The student may want to make more than one sticky note per question to note multiple places that references or answers the question. Color-coded sticky notes to represent each question could also be used. Television/Movie Summarizing.</p> | <p>1-3 Weeks</p> |

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| | | <p>One way to introduce summarizing to students is to select a familiar movie or television show and give a one- to two-sentence summary. Model your summary and then say to the students, "Did I tell everything about the movie? No, I told the most important information in my own words." Then have the students think about one of their favorite movies or television shows, and asks them to share the main points in one or two sentences (Cooper, Chard, & Kiger, 2006).</p> <p>Read, Cover, Remember, Retell. Hoyt suggests only reading as much text as a student’s hand can cover, covering the words that a student just read, remembering what was just read, and retelling to a partner. After students become adept at using this strategy to orally retell portions of the text, encourage them to write a summary sentence of each section, then to use these sentences to write an overall summary of the selection. (Hoyt, 1999)</p> | |
| <p>RL.5.3 Overview Information: In this lesson, students will practice comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Lesson Focus:</p> | <p>Happy Birthday. Students select a perfect birthday gift for the main characters of a story, by drawing on the specific details of the story. They defend their choices with details from the text and compare and contrast the characters in this way. They could meet in a small group, tell their gift and see if fellow classmates can predict who the gift is for, using details from the text and their understanding of the characters. Students are evaluated on their ability to defend their choice of gift, based on the specific details of the story.</p> | <p>Different Same Different. Attributes from two different texts are compared and contrasted using three-columns (different-same-different). The students are to compare and contrast the attributes of two stories such as characters, settings, subjects or topics, events, etc. by taking notes</p> | <p>1-3 Weeks</p> |

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| <p>Students will compare and contrast 2 characters, settings, or events using any of a variety of graphic organizers. Comparisons need to draw on specific details in the text.</p> | <p>Small group, pair, individual</p> | <p>underneath the columns. The students share their notes with the class, and may extend the activity by putting their information into paragraph form.</p> <p>Character Comparisons. This strategy provides students with a note-taking device to keep track of the characteristics of characters. Students draw stick figures and as they read, students add props or clothing to their stick people, words in speech bubbles or scenery around the characters to provide clues as to how the characters interacted. Click here for an example.</p> <p>Similar and Different Sentence Stems. The following sentence stems can provide a framework for students to think about the similarities and differences in two or more characters.</p> <p>Examining Plot Conflict: Students explore picture books to identify the characteristics of four types of conflict: character vs. character, character vs. self, character vs. nature, and character vs. society. Next, students write about conflict in their own lives and look for similarities among all the conflicts shared by the class, ultimately classifying each conflict into one of the four types. Finally, after investigating the compare and</p> | |
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| | | <p>contrast format, students conclude with a compare and contrast essay that focuses on two conflicts— one from their own experience and one from a picture book or story that they have read. (Daniels, 2003) Click here for the full lesson idea.</p> | |
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CCSS Standard: Craft and Structure-Literature

- RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

Enduring Understandings:

- Authors use figurative language (similes, metaphors) and phrases to create emotion in the reader.
- Narrative text and poetry has structure (events, stanzas, scenes, chapters).
- Narrators and speakers describe (view) events based on their point of view.

New Vocabulary:

Drama, Speaker

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.5.4</p> <p>Overview Information: Unfamiliar language or figurative language and understanding its use in reading is a challenge to advancing comprehension in older grades and especially at-risk or second language learner populations. To be able to communicate clearly, children need to understand and use accurately various types of words and figurative language, such as similes and metaphors.</p> <p>Lesson Focus: The purpose of this lesson is to have students develop skills for learning unfamiliar words and phrases including figurative language (similes and metaphors) in their reading of literature.</p> | <p>Tongue Twisters. Student locates several tongue twisters, which demonstrate alliteration. They rewrite them to show what the meaning of the phrases are and then try to see how fast they can repeat them. Students are evaluated on their ability to locate and determine the meaning of phrases with alliteration. Small group, pair, individual</p> <p>Clichés Collection. Students gather various clichés to form a personal collection notebook from their reading. On each page, they list the cliché, and then write what it means. Students are evaluated on their ability to determine the meaning of words and phrases as used in clichés. Small group, pairs, individuals</p> | <p>Words Across Contexts. This strategy helps students add depth to a word they may already know. The students are asked to examine how the context influences the meaning of a word. The students may draw pictures, write words, or provide examples and non-examples that assist them as they examine the same word with multiple meanings. The students use a two-column format to analyze a word in several different contexts. For example: What would the word change mean in:</p> <p>PAVE - Prediction-Association-Verification-Evaluation</p> | <p>1-3 Weeks</p> |

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| <p>Included are a variety of resources for you to use in the designing of your instruction. Also, it is important to remember the three-step process for instruction: modeling the learning for students, sharing the instruction/practice, and releasing children to practice in groups/individually as is appropriate.</p> | | <p>Procedure Complete the graphic organizer using the following steps:</p> <ol style="list-style-type: none"> 1. Write the word on the organizer. 2. Write a sentence using the word to show an initial understanding of the word's meaning. 3. Look up the word in the dictionary and write the definition. 4. Compare the dictionary's definition with the sentence that was written. If necessary, write a new sentence. 5. Draw a visual representation of the word. (Bannon, Fisher & Wessel, 1990) <p>Using Context with Vocabulary. This strategy provides students with a process to determine the meaning of unknown words:</p> <ol style="list-style-type: none"> 1. Look – before, after, and at the word 2. Reason – connect what you know with what the author has written. 3. Predict – what could the word possibly mean? 4. Resolve or Re-do – decide whether you know enough, should try again or consult a reference. <p>Discuss each step and provide plenty of opportunities for practice. With time this process will become automatic. (Blachowicz & Zabroske, 1990)</p> | |
| <p>RL.5.5</p> <p>Overview Information: Story structure is important to</p> | <p>Scene Scramble. Students in pairs in a group are given separate scenes from a play. Each pair of students reads their scene. Next, they get back together with their group and discuss the events in their particular scene. Finally they</p> | <p>Window Paning with Critical Questioning. Window paning is a strategy for organizing steps to a process or helping students to</p> | <p>1-3 Weeks</p> |

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| <p>understanding the genre of a particular story. All genres have a general pattern they follow and the various chapters, stanzas, and parts hold this structure together to create the feeling or message of the text.</p> <p>Lesson Focus: Children need to practice identifying various text or story structures in real world reading.</p> | <p>decide the correct order of the scenes and defend their decisions based on their knowledge of overall structure of a drama. Students are evaluated on their ability to fit the scenes together in a logical order and to be able to defend their decision based on their knowledge of drama structure. As a challenge, some scenes could be omitted when giving them to the group. They would then need to try to figure out where these gaps occur and what happened during those scenes. Small groups, pairs</p> | <p>remember important concepts. It basically operates with a few simple rules: (Click here for examples).</p> <ol style="list-style-type: none"> 1. A window pane should have no more than nine cells. (If you need ten cells, then make two five-cell posters.) 2. Each cell should contain a simple picture/icon and only one word. 3. The pane should involve a lot of color. <p>After students have drawn/written a pane for each chapter, scene or stanza, students can write about how the chapters, scenes or stanzas fit together.</p> <p>The teacher may need to provide questions for the students as a springboard for critical thinking. Such questions could be:</p> <ol style="list-style-type: none"> 1. Why are chapters 1-3 important? How do these chapters contribute to the story? 2. Why is scene 2 important in the drama? How does it provide the connection between scenes 1 and 3? 3. How do the stanzas in ____ (text title) fit together so the poem flows from beginning to end? (Pike, 1994) <p>Clothesline Series. This strategy is a cooperative learning strategy to help students explain how a series of chapters, scenes or stanzas fit together to provide a structure. After students have read a story,</p> | |
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| | | <p>drama or poem, assign each small group a chapter, scene or stanza to illustrate and describe. When the groups have completed their task, each group hangs their illustration/description on the clothesline to show the order of the text. Once the text is in order, have each group explain the purpose of their section and how it fits with the one previously shown. After groups share, each student can then be assigned to write about how two or more sections of the clothesline fit together.</p> <p>http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf</p> | |
| <p>RL.5.6</p> <p>Overview Information: A narrator’s point of view is determined by not only understanding who is telling the story, but also by understanding the setting or cultural background surrounding the character(s) or narrator.</p> <p>Lesson Focus: These lessons focus on learning what a point of view is and how a narrator’s point of view determines how he tells his story (feeling, thoughts). Inferring a narrator’s feelings is part of "how" a point of view can be determined.</p> | <p>Opening a Door to the Truth. Students select an event in a story. Using a foldable where they start with a square and fold in the corners to the center point to make 4 triangular flaps. On the back of the organizer they write a clear description of the event. On each of the flaps, the student writes one character’s name. Under their flap, the student describes how their point of view influenced how they described the event. Students are evaluated on their ability to describe how a narrator’s point of view influences how events are described. Grouping: Small group, pairs, individual</p> | <p>What’s Missing? After reading or hearing a story, have students respond to the following questions:</p> <ul style="list-style-type: none"> • What information is unknown to the reader because ____ (text title) is told from ____ (character) point of view? • How does this impact the story? <p>Quick-write. This strategy asks students to write whatever comes to mind about the topic without focus on conventions (brainstorming on paper). Set a specific amount of time that students will quick-write, beginning with 1-2 minutes and answering one question or statement at a time. Have students answer the following questions:</p> <ul style="list-style-type: none"> • How would the story be different | <p>1-3 Weeks</p> |

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| | | <p>if it had been told in the first-person point of view rather than the third-person point of view? · Use examples from the story to support your answer. (adapted from Buehl, 2009)</p> <p>Point of View Voting Read a story to students written from first-person point of view and third person point of view. Have student vote on which story they see as having more impact. Have students give their reasons why they chose to vote the way they did.</p> <p>Narrator/Speaker Portrait After listening to or reading a story with a specific point of view, students create a portrait of the narrator or speaker. This portrait must be labeled with evidence from the text that makes the reader think the narrator/speaker might look or act the way the portrait demonstrates.</p> | |
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CCSS Standard: Integration of Knowledge and Ideas

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Enduring Understandings:

- Multimedia elements of a text include graphics, sound, video, and animation.
- Stories in the same genre often have similar themes and topics.
- Visual and multimedia elements contribute to the meaning, tone, and beauty of a text.
- Visual elements of a text include text font, size, shape, and color, use of space, repetition, illustrations, photographs, charts, and graphs.

New Vocabulary:

Adventure Story, Analyze, Genre, Graphic Novel, Multimedia Presentation, Mystery, Tone (of text)

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.5.7</p> <p>Overview Information: Visual and multimedia elements contribute to the meaning, tone, or beauty of a text. Students need instruction on how to analyze these elements.</p> <p>Lesson Focus: The purpose of this lesson is to teach students how to analyze the visual and multimedia elements of different genres (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem) and discuss how these elements contribute to the meaning, tone, or</p> | <p>Scoring the Scene. Students take a scene from a novel or story and find music that would fit as a score for the scene or event. They write an explanation of why they chose the music present the scene, with the music to the class. This could also be done with a video piece if technology allows, contributing to the tone of the scene. Students are evaluated on their ability to analyze elements of visual multimedia that contribute to the meaning, tone or beauty of a text. Grouping: Small group, pair, individual</p> | <p>Questioning the Illustrator. Which visual elements in ____ (a graphic novel or multimedia presentation of fiction, folktale, myth or poem) contribute to the novel’s meaning, tone or beauty? Use specific examples from the text to support your answer or explanation. How do the multimedia elements (animation, video, audio, still images) in ____ (a multimedia presentation of fiction, folktale, myth or poem) contribute to its meaning, tone, beauty? Use specific examples from the presentation to support your answer.</p> | <p>1-3 Weeks</p> |

beauty of text. Choose a text with several different examples of presentation (e.g. a poem with text only, the same poem with illustrations and then also done as video etc.) As a whole class, analyze how the different visual and multimedia elements contribute to the meaning, tone, or beauty of the text.

Visual Representations. Students read a portion of a text such as a poem or myth, then create and share visuals they would have included had they been the illustrator. Students then discuss whether their initial reactions to the poem would have been different if the visuals were changed, but the text remained the same.

Changing Views. Students can listen to a poem or text, or a portion of a poem or text, without seeing the visuals. Have them write an initial response. Next, students listen to the poem while looking at the visuals. Then, students share how their responses to the two exposures to the text were different, based on the inclusion of visuals. Discuss in pairs how visual and multimedia contributions can change how readers' view the text.

Transforming Fairy Tales. Using traditional fairy tales or folk tales, students create their own version after careful study of a culture in which they are interested. The students can rewrite the tales into a multimedia presentation using online tools to include visual elements of the culture. Once complete, the class can discuss the various versions and analyzes how the cultural additions contributed,

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| | | or changed, the meaning or beauty of the text. (adapted from Young, Tuiaea & Ward, 2010) | |
| <p>RL.5.9</p> <p>Overview Information: Throughout this lesson, students will compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. Students first need to have an understanding of the concept of the theme of a story. (This concept is taught in the key ideas and details strand.)</p> <p>Lesson Focus: The goal of this lesson is to teach students how to compare and contrast stories in the same genre on their approaches to similar themes and topics. Begin by teaching a whole class lesson. Choose two short stories from the same genre to compare and contrast. Discuss and fill in a Venn Diagram on how these two stories approached a similar theme or topic.</p> | <p>I Want to be a Producer. After reading multiple books or stories in the same genre, the student selects one that they believe would make the best movie. They compare and contrast the stories they considered, reflecting on the individual themes and topics, and defend why they chose the book they did to make a film. Students are evaluated on their ability to compare and contrast stories in the same genre with similar themes and topics. Grouping: Small group, pair individual</p> | <p>Double Bubble. In this strategy, teachers model using a Double Bubble graphic organizer to make comparisons between stories in the same genre. Students should identify two items they are going to compare and then record the information in appropriate bubbles.</p> | <p>1-3 Weeks</p> |

CCSS Standard: Range of Reading and Level of Text Complexity-Literature

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Enduring Understandings:

- Informed readers use a variety of tools to read and comprehend text.
- Readers read many types of literature including stories, dramas, and poetry.
- Reading is creating meaning from text.

New Vocabulary:

Text Complexity

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.5.10</p> <p>Overview Information: In this lesson, work through the standard by developing guided reading groups with students. While reading texts, or leveled books, have students engage in reading activities that will check for understanding.</p> <p>Lesson Focus: Arrange reading groups based on reading level. Use the following ideas and strategies to work with students in small groups to encourage them to identify what it takes to improve their reading skills. Developing this awareness and confidence in students will encourage them to improve their reading ability by identifying the strategies they need to improve their comprehension and reading ability.</p> | <p>3-2-1. Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered. Grouping: individual.</p> | <p>DRTA – Directed Reading Thinking Activity This strategy involves three processes: predicting, reading and proving. Click here for sample chart. Have students preview the story by looking at graphics and reading the title and the introductory paragraph.</p> <ol style="list-style-type: none">1. Have the student note their prediction of what the text is going to be about on a graphic organizer.2. After the students have written their predictions on the organizer, ask them to read to a predetermined place in the story where this is a logical break in the action.3. Have students note the accuracy of their predictions on the organizer. <p>Note whether or not the passages</p> | <p>1-3 Weeks</p> |

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| | | <p>prove or disapprove their predictions.</p> <p>4. Have students repeat the process until they have completely finished the story. (Stauffer, 1969)</p> <p>REAP</p> <ol style="list-style-type: none">1. Read the text. Write down the title and the author.2. Encode the text by putting the main ideas in your own words.3. Annotate the text by writing a statement that summarizes the important points.4. Ponder the text by thinking and talking about what you have learned. <p>Ask yourself why the author wrote the text. What do you think the author hopes you'll learn? (Eanet & Manzo, 1976)</p> | |
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CCSS Standard: Key Ideas and Details - Informational Text

RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from a text.
RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in text based on specific information in the text.

- Enduring Understandings:**
- Evidence from the text may be explicit or inferred.
 - Main ideas are the topic of the text with key details providing support.
 - Specific information in a text is used to explain the relationships or interactions between two or more individuals, events, ideas, or concepts.
 - Summary is the framework of the text that includes the most important details or ideas.

New Vocabulary:
 Historical Text, Scientific Text

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.5.1</p> <p>Overview Information: In this lesson, students will practice quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Lesson Focus: Students need to find passages to support their explanations of what the text says, either explicitly or implicitly. This will involve both figuring out what the text means and accurately quoting the text.</p> | <p>Fifth Grade Informational Reading/Argument Writing Performance Assessment Student Booklet (Link) - Retrieved from Teachers College - The Reading and Writing Project</p> <p>Exit Slip. After reading a passage, students complete an exit slip recording the important information in the selection. They will need to provide direct quotations as well as infer additional information.</p> | <p>QAR. In QAR, (Question Answer Relationships) two categories of questions are identified—In the Book and In My Head. These two categories are then broken down into four types of questions: Right There, Think and Search, Author and You and On My Own. QAR is the basis for Location information and determining when an inference would be required or invited. Right there questions help students locate text that is explicitly stated in a text. Author and you questions help students identify inferences (Raphael, 1986).</p> <p>Inference Chart. Create a chart to help students understand the strategy of making inferences based on what is read. The chart should have three columns. Column headings should read: What happened? What does it mean?</p> | <p>2 weeks</p> |

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| | | <p>Why do you think that? In the last column, the student should be able to provide specific details, examples and quotations from the text to support their claims.</p> <p>Five Minute Inference Builder. Each day, read a short passage out loud using the Think-Aloud (See On Target: Reading Strategies to Guide Learning, page 12) to share your inferences. Have students decide what kinds of inferences you are making as you model this process. The selections can be short passages from a literature book, a magazine, or a novel you are reading. Author Kyrene Beers (2003) recommends Two Minute Mysteries by Donald Sobol and Five Minute Mysteries and Even More Five Minute Mysteries by Ken Weber. Make sure the text chosen offers opportunities for students to draw inferences.</p> | |
| <p>RI.5.2</p> <p>Overview Information: In this lesson, students will practice determining two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Lesson Focus: Students will need to practice summarizing informational texts, even if they are already skilled at summarizing literature.</p> | <p>Nonfiction Reading and Research-Based Argument Essay Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <p>Students read a nonfiction text. Without using words they create a picture, illustrating the main ideas and key details for support. They may have the option of using clipart images for their illustrations. Students then meet in small groups to discuss their pictures with classmates.</p> | <p>Underlining for Comprehension. Students can use the following strategy to identifying main ideas and key details. Pauk (1974) suggests the students underline with double lines the main ideas. Details are to be underlined with one line. Key words and terms should be circled. Students can also use colored pencils to link details with the main idea that it describes. Students can jot a brief summary in the side margin.</p> <p>Read-Pair-Share. The Read-Pair-Share strategy is based on research that suggests students summarize more effectively with added peer support. Teachers should assign students a text that is closely aligned to their skill set and ability. Divide the text into portions and mark the places where students will pause to discuss. Distribute the text to the students. Assign students into partners. Assign one student to be</p> | <p>2 weeks</p> |

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| | | <p>the summarizer and the other student to be the clarifier. The summarizer restates the important ideas briefly while the clarifier listens and asks clarifying questions. Then the clarifier asks any important questions that may have been omitted. Have student pairs continue to read, pause, and summarize while reading, in order to clarify important key ideas and details. After several portions have been read and discussed, the students can switch roles. Students should continue until the text has been completed. Students can also draw, chart, diagram or summarize the text with their partner or independently (Dansereau & Larson, 1986).</p> | |
| <p>RI.5.3</p> <p>Overview Information: In this lesson, students will practice explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Lesson Focus: Students <i>explain the relationship between time and clocks</i> using <i>specific information</i> drawn from Bruce Koscielniak’s <i>About Time: A First Look at Time and Clocks</i>.</p> | <p>Students will read an account of historical event, and then they will create a sequence chart with diagrams or pictures to show the sequence of events. Between the events they will explain the connection between them and answer the question: “What happened to cause the next event?” Grouping: Small group, pair, individual.</p> | <p>Tell Me Why. Prerequisite: In order to truly explain relationships at an independent level, students must be able to pull out main ideas, details and make a summarization. In order to help students see the relationship between two or more individuals, events, ideas or concepts, careful questions must be posed. The answers to these questions can be generated while working in small groups, in pairs or as an individual. With any new standard/task, students must have the strategy modeled for them by the teacher. Students feel more comfortable with the task, they can move from completing the work in small groups to completing the work individually. The following examples of Tell Me Why questions that would correspond to RI.5.3:</p> <ol style="list-style-type: none"> 1. “Can you tell me the reasons why your group thinks.....?” 2. “Can you find at least two of the main ideas of this text and key details that support them?” Can you summarize the main points? 3. “Can you tell me how these ideas, people, and events are the same?” | <p>2 weeks</p> |

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| | | <p>“Can you tell me how they are different?” “Show me in the text.” 4. “Think about these events.” “Tell me how they are connected.”</p> <p>Coding the Text. This strategy is used to help students keep track of thinking while they read. Students use a simple coding system to mark the text and record what they are thinking either in the margins or on sticky notes. Codes can be developed for the students or the students can create their own.</p> <p>Double Bubble. A double bubble map documents the similarities and differences that develop among basic story elements. The two large circles label the two individuals, events, ideas or concepts being compared. The four circles down the middle are for common traits/opinions. The circles on the right or left represent the differences between the two individuals, events, ideas or concepts. After the map is completed, students will be able to explain the relationships between them.</p> | |
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CCSS Standard: Craft and Structure - Informational Text

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 5 topic or subject area.

RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Enduring Understandings:

- People's points of view affect their accounts of an event or topic.
- The meaning of unknown words/phrases can be figured out using context clues, a glossary, or a dictionary.
- The structure of a text is the way the events, ideas, concepts, or information are presented. Some structures are chronology, comparison, cause/effect, and problem/solution.

New Vocabulary:

Account, General Academic Words, Topic or Subject Area

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.5.4</p> <p>Overview Information: Being able to understand and use academic vocabulary is an important skill to basic understanding in any content area. Children that are able to retain, understand, and use academic vocabulary are better able to expand their content knowledge. Using a variety of Best Practice strategies for academic development will lead to the most desirable outcome. Also, using real or high quality pictures in vocabulary development is beneficial for ELL children.</p> | <p>Evaluation ladder. Students take a list of eight vocabulary words and will rank them from most to least relevant to the subject or text. They then defend their rank in writing or may do so in a group orally as the teacher listens in. There is no correct rank, but student should be able to demonstrate their knowledge of the words by their explanation of the ranking. Pair, individual.</p> | <p>Tier One, Tier Two and Tier Three Words. Target and categorize words on word walls into Tier one, Tier Two, and Tier Three words. (Beck, McKeown, and Kucan, 2002). Students must have opportunities to have student friendly explanations, instructional talks, and practice activities with multiple exposures vocabulary words. Dictionary practice may offer vague language, or may not represent the most common meanings for a vocabulary word. This may confuse students unnecessarily. Don't pre-teach words that are adequately defined in a selection that students can identify using their knowledge of prefixes, suffixes and base or root words.</p> <p>Word Knowledge Rating Checklist. On a</p> | <p>2 weeks</p> |

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| <p>Lesson Focus: In these materials teachers and children will use various resources and tools to practice using context clues to determine word meaning and learn/apply content vocabulary.</p> | | <p>Chart, list 6-8 vocabulary words on the left, then label the columns with “I can define”, “I have seen/heard”, and “I don’t know” across the top. Allow students to make checkmarks in the columns. This provides the teacher with information that will indicate which words may need more exposure (Reading First, 2004).</p> <p>Vocabulary Anchors. Using a graphic of a boat and an anchor, introduce the idea of how we must anchor new information with known information in our brains. Select a synonym or word closely related in meaning to the original. Think about the similarities between the words and several characteristics that both have in common. Record any unique characteristics of the target word that differentiate it from the anchor word and discuss circumstances that the words would not be interchangeable. Discuss any background knowledge students may have with either word (Reading First, 2004)</p> | |
| <p>RI.5.5</p> <p>Overview Information: Being able to determine a text structure is important because understanding how ideas are organized within a text assists students in keeping track of information and better understand the important relationships between ideas.</p> <p>Lesson Focus: Children will learn and practice reading and identifying the similarities and differences of the most common non-fiction text</p> | <p>Nonfiction Reading and Research-Based Argument Essay Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <p>Students will read two or more informational texts and identify the structure(s) present in the information. They will then defend their choice with information from the text demonstrating their understanding of the structure chosen and why it is not one of the other structures. Pair, individual.</p> | <p>Informational Retells. Assist students in identifying structure of a particular text. In order to retell, the student may need to match the structure of a text. As students plan/execute the retell, discuss in small groups what evidence of text structure apparent (Adapted from Hoyt, 1999).</p> <p>Signal Words. The signal words that describe each type of structure are as follows: <ul style="list-style-type: none"> · Cause and Effect: since, hence, because, made, for this reason, consequently, on that account. · Chronology: first, second, third, before, after, when, later, until, at, last, next. · Compare and contrast: similar, different, on the other hand, but, however, bigger than, smaller than, in the same way. </p> | <p>2 weeks</p> |

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| <p>structures.</p> | | <ul style="list-style-type: none"> · Problem and solution: problem, solution, dilemma, if and then, puzzling. · Teaching students to find these words helps them identify the type of text structure and the reading strategies that will assist them in comprehension. <p>Compare/Contrast. Provide several different text types (i.e. magazine, online, or newspaper article) in which students can find examples of each of the structures listed above. Students should find examples of structures that are similar and note differences within two that are of the same structure.</p> | |
| <p>RI.5.6</p> <p>Overview Information: People view events from their own perspective. This occurs at the family level (siblings often feel the other one causes problems), the peer level (classmates often perceive classroom events differently), or the global level (think about any current conflict). Students need to realize that multiple accounts of the same events or topic will vary based on the point of view represented in the piece.</p> <p>Lesson Focus: These lessons provide the teacher with multiple resource materials to model, share and practice identifying points of view and their supporting evidence.</p> | <p>Students read about a historical event from two or more sources. Students then put themselves in the time of the event and write diary entries about the event as if they are present. They will reference the text in their entries and agree or disagree with those opinions. This could be presented as a reader’s theater in small groups. Pair, individual</p> | <p>Expository (nonfiction) text can be made up of at least six different structures. These structures are: cause and effect; compare and contrast, time sequence, problem/solution, definition/description, and enumeration or steps to accomplish something. The learning of each of the structures can be enhanced through the use of graphic organizers. After reading several texts about the same topic, (such as the text <i>We Are the Ship: The Story of the Negro League Baseball</i> by Kadir Nelson and other informational books on the same topic) compare and contrast the different points of view that are represented in each text, such as the Negro League owner, the Negro League player, and the Major League owner and the Major League player. Other texts are available on www.loc.gov at the Library of Congress. One such site is listed above. Using a graphic organizer such as a compare and contrast map from www.readwritethink.org, allow whole group, small group and finally individuals to note the similarities and differences in the points of view that are represented from a particular time period or concept.</p> | <p>2 weeks</p> |

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| | | <p>Point, Counterpoint strategy This strategy allows students to hold a forum to discuss differing portrayals of a common story, as it is told from multiple points of view in a text. (Rogers, 1988)</p> | |
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CCSS Standard: Integration of Knowledge and Ideas - Informational Text

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Enduring Understandings:

- Information from multiple sources can answer questions or assist in solving a problem.
- Informational text has a pattern or structure.
- Opinions are supported with multiple points of evidence or support.

New Vocabulary:

Points in Text, Print

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|--|---|----------------|
| <p>RI.5.7</p> <p>Overview Information: In this lesson, students will practice drawing on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>Lesson Focus: Students will need access to multiple information sources including online access, books, and magazines. A question should be posed. Students should seek the answer using available resources.</p> | <p>Students or small groups draw a topic from a bag at random. They have a set amount of time to research the topic and to create questions and answers about that topic. They will be evaluated on the accuracy of the questions and answers as well as the depth of knowledge represented. Small group, pair, individual</p> | <p>Descriptive Research. This research method requires students to examine and synthesize information taken from multiple sources, and then use their work to create a research-based report that corresponds to a given topic. Students read articles on the same subject and then utilize a hierarchy graphic organizer to show connections between the sources and answer the main question or problem.</p> <p>Investigations. Instruct students how to find information on a website by looking at the text structure of the site. Allow students to investigate or make a short probe into similar topic based websites or texts by completing a form. Complete one form for each text and then conduct a whole group discussion regarding what features or ideas help locate answers quickly.</p> | <p>2 weeks</p> |

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| | | <p>Reflective Questioning: The purpose of reflective questions is to encourage students to think carefully about material and to process information in new ways. Examples of reflective questions, adapted from King (1992) are provided below.</p> <ul style="list-style-type: none"> · What is the main idea of ____ ? · What is the meaning of ____ ? · What is a new example of ____ ? · Explain why or how ____ ? · What conclusions can be drawn from ____ ? · What is the difference between ____ and ____ ? · How are ____ and ____ similar? · What are the strengths and weaknesses of ____ ? · What is the best ____ and why? · This idea is important because ____. | |
| <p>RI.5.8</p> <p>Overview Information: In this lesson, students will practice explaining how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>Lesson Focus: Students will need to be offered/taught how to organize their thoughts and information. They will need practice matching evidence to the reasons they support.</p> | <p>Give students differing points of view on a single subject. Students will debate a point from an author’s point of view using specific reasons and evidence from the text they were given. Evaluate students on their use of reference points from the text. Small group</p> | <p>Question the Author. Primarily used with nonfiction text, QtA lets students critique the author's writing and in doing so engage with the text to create a deeper meaning. To introduce the strategy, display a short passage that has an author make a claim. Model how you think through the passage for your students, looking for evidence and reasons to support the claim. Ask the following questions after looking for evidence:</p> <ol style="list-style-type: none"> 1. What is the claim(s) the author makes? 2. How many pieces of evidence can you find in the text to support the claim(s)? 3. Is that enough evidence to substantiate the claim(s)? <p>Invite individual students or small groups to read and work through a different passage and follow the same procedure. Remember that your role as the teacher during this strategy is to facilitate the discussion, not lead it. When a student or group asks questions that remain</p> | <p>2 weeks</p> |

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| | | <p>unanswered, try to restate them and encourage students to work to determine the answer (McKeown, Beck, & Worthy, 1993).</p> <p>Key Points Back-Up. Identify the key point(s) that the author is trying to make in the text. Write them on the graphic organizer. For each point the student sees the author make, students must find evidence in the text to support the point. Those pieces of evidence must make the key point.</p> | |
| <p>RI.5.9</p> <p>Overview Information: In this lesson, students will practice integrating information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Lesson Focus: Students need time to research a topic, seeking information from several sources. They will need instruction and a choice of resources for keeping track of the information they find as well as the sources they use.</p> | <p>TCRWP Informational Reading and Writing Rubric: 5th Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <p>Each student selects a famous person and reads about him in books, video clips from the Internet, magazines, and other sources. Each student then creates a list of ten important facts about the person. Each student makes a poster with this information as well as a picture of the person. (This can be drawn or printed from another source.) The posters are lined up in chronological order in the hall so other students can take a history walk, learning about various famous people. Assessment can occur through using the chart as well as during the presentations. Pair, individual</p> | <p>Inquiry Chart. The Inquiry Chart (I-chart) is a strategy that enables students to gather information about a topic from several sources. Teachers design the I-chart around several questions about a topic. Students read or listen to several sources on the topic and record answers to the posed questions within the I-chart. Students generate a summary in the final row. Different answers from various perspectives can be explored as a class (Hoffman, 1992).</p> <p>Jigsaw. Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialize on one aspect of a topic (Slavin, 1995). For example, one group studies habitats of rainforest animals from one text, another group studies habitats of rainforest animals from a different text.</p> <ol style="list-style-type: none"> 1. After reading the material, students meet with members from other groups who are assigned the same text and return to the "home" group and teach the material to their group members. With this strategy, each student in the "home" group serves as a piece of the topic's "puzzle" and when they work together as a whole, they create the complete jigsaw puzzle. 2. At this point, students can jigsaw with a | <p>2 weeks</p> |

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| | | <p>group that specialized in a different text. Students can retrieve information from the other text.</p> <p>3. Students will take information from both text and write or speak about it.</p> | |
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CCSS Standard: Range of Reading and Level of Text Complexity - Informational Text

RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Enduring Understandings:

- Informational texts include history, social studies, science, and technical texts.
- Informed readers use a variety of tools to read and comprehend text.

New Vocabulary:

Independent, Informational Text, Proficient, Text Complexity

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|---|---|----------------|
| <p>RI.5.10</p> <p>Overview Information: In this lesson, work through the standard by developing guided reading groups with student s. While reading texts, or leveled books, have students engage in reading activities that will check for understanding.</p> <p>Lesson Focus: Arrange reading groups based on reading level. Use the following ideas and strategies to work with students in small groups to encourage them to identify what it takes to improve their reading skills. Developing this awareness and confidence in students will encourage them to improve their reading ability by identifying the strategies they need to improve their comprehension and reading ability.</p> | <p>Ticket Out the Door (Resource) This formative assessment strategy provides the teacher with formative assessment data and have students sort through and demonstrate what they have learned.</p> <p>Hold a Learning Fair where each student researches an aspect of a topic. Each student or pair of students read and learn about their topic and present information at the fair. They will also have written information on what they have learned and where they got the information. Students are evaluated on the information in their written document as well as their oral information during the fair, where other classes visit and learn about the information. Those students could also evaluate the presentations. Pairs, small group, individual</p> | <p>Collaborative Strategic Reading. Collaborative Strategic Reading (CSR) is a technique that teaches students to work cooperatively on a reading assignment to promote better comprehension. CSR learning logs are used to help students keep track of learning during the collaboration process. Students think about what they are reading and write down questions/reflections about their learning. The completed logs then provide a guide for follow-up activities and evaluation methods. The instructor should introduce students to the selected text and discuss the specific CSR assignment. Prior to reading, students should be:</p> <ol style="list-style-type: none"> 1. grouped according to varying reading levels 2. provided a set of guidelines for writing their logs (planned activities for logs might include impromptu writing; note taking; or diagram drawing) <p>The instructor should introduce students to the selected text and discuss the specific CSR assignment. Recordings may be written in a notebook, handout, or class-made journal. Students then enter their reaction after reading</p> | <p>2 weeks</p> |

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| | | <p>a text. Teachers should monitor entries, respond to questions, and clarify confusions.</p> <p>Drawing Connections. Read a section of informational text and think aloud about a connection that can be made. Model the process of creating a visual representation. Then conduct a think aloud, writing a sentence or paragraph explaining the connection you made. Read another section of the same text to students and ask them to create visual representations of their connections to the text. Next, have them write a sentence or paragraph explaining their connections in detail. Have students share their drawings and explain their work in small groups. (Adapted from Into the Book Wisconsin Educational Communications Board.)</p> | |
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CCSS Standard: Phonic and Word Recognition

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Enduring Understandings:

- Combining different word and word parts creates new words.
- Letters and their patterns create sound combinations.
- Phonics and word analysis skills help to decode words.
- Words and word parts have different sounds.
- Words have different sounds.

New Vocabulary:

Decoding, Morphology (roots and affixes), Multisyllabic sounds, Syllabication Patterns, Word Analysis

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RF.5.3 and RF.5.3a</p> <p>Overview Information: Unfamiliar, multisyllabic words can be decoded using letter-sound correspondence, syllabication patterns, and/or morphology (roots and affixes). Learning how to use these phonics tools both out of context and within context is ongoing throughout the year.</p> <p>Lesson Focus: The purpose of this lesson is to have students use letter -sound correspondence, syllabication patterns, and morphology (roots and affixes) as clues to understanding words they</p> | | <p>Inflection-Reflection (Resource) - Students make new words by combining words and inflections.</p> <p>Prefix and Suffix Response Cards (Resource) - Students will cut out the cards from the attached resource. Have students punch a hole in and loop each response card onto a key ring. When asked a specific question, students will identify the answer by holding up or flipping to the correct prefix or suffix response card.</p> | <p>1-3 Weeks</p> |

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| <p>encounter in reading. Direct instruction and daily practice are important for all learners. The following activities can provide the direct instruction resources as well as the resources for ongoing practice.</p> | | | |
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CCSS Standard: Fluency

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

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

Enduring Understandings:

- Readers use the context to confirm or self-correct their recognition and understanding of words/phrases in a text.
- Readers work to accurately identify and understand the words.
- Reading is done at an appropriate rate for the text.
- Reading is done with purpose and understanding.
- Reading is expressive.
- Rereading is sometimes necessary for understanding.
- Rereading is sometimes necessary to confirm or self-correct words/phrases in a text.
- Rereading is sometimes necessary to improve expression and/or pace.

New Vocabulary:

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RF.5.4a</p> <p>Overview Information: In this lesson, students will practice reading on-level text with purpose and understanding.</p> <p>Lesson Focus: Non-fiction reading requires some preparation before, during, and after reading to facilitate understanding. These techniques can help students learn to read for purpose and understanding.</p> | | <p>Scan & Run -Before reading the chapter - SCAN: S - Survey the headings and turn them into questions (the questions will be answered during the reading - questioning is the best way to get the most out of reading non-fiction books). C - Capture the captions and visuals (read</p> | <p>1-3 Weeks</p> |

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| | | <p>captions and look at the pictures to try and understand what they mean).</p> <p>A - Attack boldface words (reading boldface words help students understand the vocabulary, which will make the reading more meaningful. Too many students keep reading even though they don't understand the vocabulary, so we will begin each section by reviewing the keywords which will be encountered there).</p> <p>N - Note and read the chapter questions (read the end of chapter questions first helps focus the reader. This is a great test-taking strategy too!)</p> <ul style="list-style-type: none">• While reading the chapter, use the RUN strategy. <p>R - Read and adjust speed (read slower through difficult sections).</p> <p>U - Use word identification skills</p> | |
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| | | <p>such as sounding it out, looking for other word clues in the sentence, or breaking words into parts for unknown words.</p> <p>N - Notice and check parts you don't understand (This is where we will ask if the section clicked or clunked).</p> | |
| <p>RF.5.4b</p> <p>Overview Information: In this lesson, students will practice reading on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Lesson Focus: There are many ways to have students practice reading fluently.</p> | | <p>Buddy/Mentor Reading - Buddy/Mentor Reading is reading with a mentor that provides support, or scaffolding, for the reader. The mentor can be a teacher, parent at home, parent volunteer, older student, or a classmate. Because of the mentor support, students read text challenging to them because of the mentor support. Mentor reading takes place in a private setting so that the partner is the only audience.</p> <p>5th grade Poetry (Link) - This has extensive links to poetry websites. It offers sites for teachers with lesson plans, for parents, and for students.</p> | <p>1-3 Weeks</p> |
| <p>RF.5.4c</p> <p>Overview Information: In this lesson, students will practice using context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | | <p>I Have...Who Has? Game (Link) - See pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Read aloud Chapter 9, review</p> | <p>1-3 Weeks</p> |

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| <p>Lesson Focus: Students need to practice using context in reading to confirm or self-correct word recognition and understanding. Rereading is often necessary to regain momentum and confirm meaning.</p> | | <p>comma usage, write a continuation paper (Link) - See pages 11 through 12 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
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Grade Level: Fifth

Subject: Writing

CCSS Standard: Text Types and Purposes Opinion Writing

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
- d. Provide a concluding statement or section related to the opinion presented.

Enduring Understandings:

- Knowledgeable writers support their opinions with logical reasoning and relevant facts and details.

New Vocabulary:

Clauses, Link, Logically, Organizational Structure

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.5.1a</p> <p>Lesson Focus:</p> <p>In this lesson, the focus is helping students understand the various types and purposes for writing; especially opinion/argument writing.</p> | <p>Life Span of Female Elephants in Zoos and the Wild Chart (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <p>Annotated Writing and Reading Summary Samples: Level 4 Writing, Level 2 Reading (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> | <p>Fact and Opinion Online Tutorial (Link) - Brief tutorial for individual students to assist with review/reteaching of fact and opinion and identifying the words of facts and opinions.</p> <p>Sentence Starters or Sentence Strips (Resource) - Used to scaffold the argumentative structure for students.</p> <p>Headline News (Resource) - Hand</p> | <p>1-3 Weeks</p> |

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| | | <p>out copies of short articles (newspaper, Time for Kids articles, etc.) in which the title of the article has been removed. Groups will collaboratively read the article together. As a group the students will write a headline on a lightning bolt and record a few “striking points” from the text.</p> | |
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| <p>W.5.1b</p> <p>Overview Information: In this lesson, students will practice providing logically ordered reasons that are supported by facts and details.</p> <p>Lesson Focus: Students will practice providing logically ordered reasons that are supported by facts and details.</p> | <p>TCRWP Informational Reading and Writing Rubric: 5th Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <p>Fifth Grade Informational Reading/Argument Writing Performance Assessment Student Booklet (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> | <p>Transitions PDF (Resource) - Use to help with teaching transitions in writing. The document contains a summary about transition words and shows how and when to use them. It also contains a helpful transition word/phrase chart.</p> <p>Thinking Maps (Link) - Flowcharts will help students organize the reasons, facts, and details to support their opinion. Thinking Maps is a great resource for various flow maps.</p> <p>On the Road to the Future (Resource) - This organizer provides students with a means for visualizing a sequence of events and gives them individualized practice in using</p> | <p>1-3 Weeks</p> |
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| | | and reading timelines. | |
| <p>W.5.1c</p> <p>Overview Information: In this lesson, students will practice linking opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>Lesson Focus: Students will practice linking opinion and reasons using words, phrases, and clauses.</p> | <p>"The Swazi Eleven" (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <p>Life Span of Female Elephants in Zoos and the Wild Chart (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> | <p>Telling Fact from Opinion (Resource) - Students can use this graphic organizer to make connections between facts and opinions read in teacher selected text.</p> <p>Read aloud, identify figurative language (Link) - See pages 10 through 11 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Writing to Demonstrate Knowledge: Conferring (Resource) - Conferring is a powerful meeting/discussion strategy for guiding writers through their composing processes in any number of forms or formats.</p> | 1-3 Weeks |
| <p>W.5.1d</p> <p>Overview Information: In this lesson, students will practice providing a concluding statement or section related to the opinion presented.</p> <p>Lesson Focus:</p> | <p>Annotated Writing and Reading Summary Samples: Level 1 (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <p>Annotated Writing and Reading Summary Samples: Level 2 (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <p>Annotated Writing and Reading Summary Samples: Level 3 (Link) - Retrieved from Teachers College - The</p> | <p>Conclusions: Writing a Developed and Detailed Conclusion (Link) - This is Purdue University's Online Writing Lab -- this page explains writing a conclusion, but you can go back to "2.3: Introduction" as well as "2.3: Body Paragraphs" on the left menu box to see the other components -- the site</p> | 1-3 Weeks |

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| <p>Students will practice providing a concluding statement or section related to the opinion presented.</p> | <p>Reading and Writing Project.</p> | <p>walks you through the basic steps of writing a paper with examples.</p> <p>Write the Conclusion (Link) - See the Earthlink website for concrete examples of writing conclusions. **Please note that even through there is a typo in the first sentence, it does provide good examples.</p> <p>Predict the Ending (Link) - See pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
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CCSS Standard: Text Types and Purposes Informative or Explanatory Writing

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

Enduring Understandings:

- Knowledgeable writers clearly and accurately examine complex ideas in informative/explanatory texts through effective selection, organization, and analysis of content.

New Vocabulary:
Categories, Clauses, Link, Precise Language

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|------------|--|------------------|
| <p>W.5.2a</p> <p>Overview Information: In this lesson, the focus is helping students understand the various types and purposes for writing; especially informative/explanatory writing.</p> <p>Lesson Focus: Students will practice introducing a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> | | <p>Writing to Learn: Anticipation Guide (Resource) - Anticipation Guides are used to make students aware of what they know and do not know about a topic or text under study. Typically used as a pre-reading strategy, they help students access their prior knowledge.</p> <p>Writing to Learn: Focus, Question, Image, Predict (FQIP) (Resource) - This informational text strategy scaffolds students into discipline-based reading. It encourages reflection on reading processes needed for learning</p> | <p>1-3 Weeks</p> |

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| | | <p>information.</p> <p>Writing to Demonstrate Knowledge: Informational Writing (Resource) - This resource will help teachers understand what informational writing is and how to implement it in the classroom.</p> | |
| <p>W.5.2b</p> <p>Overview Information: In this lesson, students will practice developing the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Lesson Focus: Students will practice developing the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> | | <p>Research, watch and listen to Follow the Drinking Gourd, analyze visual elements (Link) - See pages 19 through 20 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>KWL chart, explore multimedia, compare and contrast (Link) - See pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Make predictions, Read <i>Little Blue</i> and <i>Little Yellow</i>, research the author, connect to Civil Rights (Link) - See page 29 for a lesson relating to this standard from the Georgia Department of Education.</p> | 1-3 Weeks |
| <p>W.5.2c</p> <p>Overview Information: In this lesson, students will practice linking ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast,</p> | | <p>Read excerpt, respond, review Cornell note-taking, continue research (Link) - See pages 33 through 34 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Use of language vocabulary</p> | 1-3 Weeks |

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| <p>especially).</p> <p>Lesson Focus: Students will practice linking ideas within and across categories of information using words, phrases, and clauses.</p> | | <p>(Link) - See pages 5 through 6 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Developing Ideas (Link) - See page 9 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
| <p>W.5.2d</p> <p>Overview Information: In this lesson, students will practice using precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Lesson Focus: Students will practice using precise language and domain-specific vocabulary to inform about or explain the topic.</p> | | <p>Identifying Main Idea (Link) - See page 10 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Vocabulary Building (Link) - See page 11 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Examine a topic (Link) - See page 16 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Text Features (Link) - See page 18 through 19 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>1-3 Weeks</p> |
| <p>W.5.2e</p> <p>Overview Information: In this lesson, students will practice providing a concluding statement or section related to the information or explanation presented.</p> <p>Lesson Focus:</p> | | <p>Respond to informational prompt (Link) - See page 22 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Respond to prompt (Link) - See pages 22 through 23 for a lesson relating to this standard from the</p> | <p>1-3 Weeks</p> |

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| Students will practice providing a concluding statement or section related to the information or explanation presented. | | Georgia Department of Education. Revise and edit (Link) - See page 29 for a lesson relating to this standard from the Georgia Department of Education. | |
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CCSS Standard: Text Types and Purposes Narrative Writing

W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Enduring Understandings:

- Knowledgeable writers carefully choose details when developing narratives.

New Vocabulary:

N/A

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.5.3a</p> <p>Overview Information: In this lesson, the focus is helping students understand the various types and purposes for writing; especially narrative writing.</p> <p>Lesson Focus: In this lesson, students will practice orienting the reader by establishing a</p> | | <p>Reading, title punctuation study (Link) - See pages 12 through 13 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Read, narrative writing response (Link) - See pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>1-3 Weeks</p> |

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| <p>situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> | | <p>Teacher read aloud, figurative language identification and explanation, author's purpose, and narrative techniques (Link) - See pages 24 through 25 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
| <p>W.5.3b</p> <p>Overview Information: In this lesson, students will practice using narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>Lesson Focus: Students will practice using narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> | | <p>Random assignment of scene, rewrite from a different perspective, conference, share (Link) - See pages 25 through 26 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Read poem, research author, read poem, discuss theme in relation (Link) - See pages 25 through 26 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Locating the main idea (Link) - See pages 30 through 31 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>1-3 Weeks</p> |
| <p>W.5.3c</p> <p>Overview Information: In this lesson, students will practice using a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>Lesson Focus:</p> | | <p>Linking Words (Link) - A list of various linking words to use in writing.</p> <p>Linking Words (Link) - A list of linking words and examples of their use.</p> | <p>1-3 Weeks</p> |

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| <p>Students will practice using a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> | | | |
| <p>W.5.3d</p> <p>Overview Information: In this lesson, students will practice using concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Lesson Focus: Students will practice using concrete words and phrases and sensory details to convey experiences and events precisely.</p> | | <p>Summarizing (Link) - See pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Visualizing Using Cue Cards (Link) - See page 27 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Drafting (Link) - See page 32 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>1-3 Weeks</p> |
| <p>W.5.3e</p> <p>Overview Information: In this lesson, students will practice providing a conclusion that follows from the narrated experiences or events.</p> <p>Lesson Focus: Students will practice providing a conclusion that follows from the narrated experiences or events.</p> | | <p>Summarizing (Link) - See pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Locating the main idea (Link) - See pages 30 through 31 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Organization (Link) - See pages 31 through 32 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>1-3 Weeks</p> |

CCSS Standard: Production and Distribution of Writing

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 [here](#).)

W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Enduring Understandings:

N/A

New Vocabulary:

N/A

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.5.4</p> <p>Overview Information: In this lesson, students will practice producing clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Lesson Focus: Students will practice producing clear and coherent writing in which the development and organization are</p> | | <p>Predict the Ending (Link) - See pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>KWL chart, explore multimedia, compare and contrast (Link) - See pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Organizing important facts and</p> | <p>1-3 Weeks</p> |

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| appropriate to task, purpose, and audience. | | <p>details (Link) - See pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Voice (Link) - See pages 21 through 22 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.5.5</p> <p>Overview Information: With guidance and support students will practice with peers and adults, developing and strengthening their writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Lesson Focus: Students will practice developing and strengthening their writing by planning, revising, editing, rewriting, or trying a new approach.</p> | | <p>Mary Dwyer Teaches 5th Grade Language Arts (Link) - Video from the Teaching Channel</p> <p>Freedom Within Form: How Much is Too Much? (Link) - Video from the Teaching Channel</p> <p>Predict the Ending (Link) - See pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education.</p> | 1-3 Weeks |
| <p>W.5.6</p> <p>Overview Information: In this lesson, students will practice using use technology, including the Internet, to produce and publish writing as well as to interact and collaborate</p> | | <p>Word Choice (Link) - See page 19 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Prepared Speaking (Link) - See page 21 for a lesson relating to this</p> | 1-3 Weeks |

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| <p>with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>Lesson Focus: Students will practice using use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> | | <p>standard from the Georgia Department of Education.</p> <p>Work on presentations, conference with students about presentations (Link) - See pages 37 through 38 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Peer review of presentations (Link) - See page 39 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
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CCSS Standard: Research to Build and Present Knowledge

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Enduring Understandings:

- Explicit ideas and details from the text provide evidence that can support analysis of the text.
- Fiction and non-fiction text has a central purpose.
- Research involves reading more than one source.
- Sources may use fiction or non-fiction and be print or digital.

New Vocabulary:

Aspects of a topic, Digital Sources, Drama, Knowledge, Literary Text, Point in Text, Print Sources, Reasons, Research Projects, Standards

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.5.7</p> <p>Overview Information: Children have many interests and most enjoy learning when they can study a topic in depth. Science and Social Studies are excellent vehicles for using ELA skills to explore various topics and demonstrate both content and presentation knowledge. Studying a topic in depth takes a variety of skill. Children need to be prepared with prerequisite skills like: choosing a topic,</p> | | <p>PowerPoint Rubrics for Elementary (Link) - Contains a general/common rubric for evaluating the PowerPoint Presentation conducted by a small group or individual students</p> <p>Daily Science Topics (Link) - Current event and interesting articles on a variety of topics, listed by theme or categories</p> <p>Researching Historical Figures (Link) - See page 22 for a lesson</p> | |

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| <p>narrowing the focus, research skills, note organization, using search engines, reading with purpose, and demonstrating learning through different mediums.</p> <p>Lesson Focus: Topic Ideas: human body systems, solar system (one body or topic in system), forces and motion, global warming.</p> | | <p>relating to this standard from the Georgia Department of Education.</p> | |
| <p>W.5.8</p> <p>Overview Information: Children need a variety of tools to help organize their learning for both the initial introduction of a topic, sharing, and reflection. Notes can be created in a variety of ways and 21st Literacy skills require children to be able to manage their learning both in words and pictures/photos.</p> <p>Lesson Focus: Use these resources to provide children with an introduction to organizing thoughts, resources, and learning.</p> | <p>Annotated Writing and Reading Summary Samples: Level 2 (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <p>Annotated Writing and Reading Summary Samples: Level 3 (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> | <p>Bibliography and Citations (Link) - Given information this site will create a bibliography and citations (free version)</p> <p>Group read, respond to text supporting opinions with references (Link) - See pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Group read, research to connect reading (Link) - See page 14 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>1-3 Weeks</p> |
| <p>W.5.9a</p> <p>Overview Information: In this lesson, students will practice applying the reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> | | <p>Readworks Common Core Materials (Link) - Bridge to Terabithia 5th Grade Unit: Predicting Events in Realistic Fiction.</p> <p>Readworks Common Core Materials (Link) - The Watsons go to Birmingham 1963 5th Grade Unit: Historical Fiction</p> | <p>1-3 Weeks</p> |

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| <p>Lesson Focus: Students will practice comparing and contrasting two or more characters, settings, or events in a story or a drama, drawing on specific details in the text.</p> | | <p>Readworks Common Core Materials (Link) - The Watsons go to Birmingham 1963 5th Grade Unit: Effects of a Character's Past</p> <p>Readworks Common Core Materials (Link) - The Watsons go to Birmingham 1963 5th Grade Unit: Two Settings</p> <p>Readworks Common Core Materials (Link) - The Watsons go to Birmingham 1963 5th Grade Unit: Historical Effects</p> | |
| <p>W.5.9b</p> <p>Overview Information: Children must be able to manage a wide variety of texts, always understanding what their purpose for reading is, recognize the author's most important points, how the details fit together, and how they (the reader) wish to respond/react to them.</p> <p>Lesson Focus: Children will read a variety of texts, fiction and non-fiction in order to compare and contrast their details (setting, character traits) or determine the author's position and supporting evidence or details.</p> | | <p>Reading like a Reader and Reading Like a Writer (Link) - Resource for teachers on how to think and teach kids to read and think like a writer/author</p> <p>Writing Across the Curriculum (Link) - Information about and suggestions for ways to engage students in writing across content areas</p> <p>Readworks Common Core Materials (Link) - Lost Star: The Story of Amelia Earhart 5th Grade Unit: Text Features</p> | <p>1-3 Weeks</p> |

CCSS Standard: Range of Writing

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

Enduring Understandings:

- Knowledgeable writers regularly write for a variety of tasks, purposes, and audiences.

New Vocabulary:

Discipline Specific Task, Reflection, Research, Revision

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.5.10 Lesson Focus/Overview Information: This unit will provide teachers with the background information needed in order to effectively teach the writing standards in fifth grade across the curriculum throughout the entire year. The resources contained in this unit can be used for direct instruction in the other fifth grade units of instruction. This unit will also provide ideas for benchmarking and formative assessments to ensure students progress through the writing requirements outlined in the CCSS.</p> | | <p>Build Background Knowledge (Link) - See pages 3 through 4 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Determine how point of view influences description (Link) - See pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Rewrite a scene from a different point of view (Link) - See page 8 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>1-3 Weeks</p> |

CCSS Standard: Comprehension and Collaboration

SL5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Enduring Understandings:
N/A

New Vocabulary:
N/A

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>SL.5.1a</p> <p>Overview Information:</p> <p>Students will practice coming to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Lesson Focus:</p> <p>Students will practice explicitly drawing on the information they have preparation and other information known about the topic to explore ideas</p> | | <p>Guided Reading with Jenna: Small Group Guided Reading (Link) - Video from the Teaching Channel</p> <p>Guided Reading with Jenna: Reading Predictions (Link) - Video from the Teaching Channel</p> <p>Build Background Knowledge (Link) - See pages 3 through 4 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Establish norms and procedures, begin reading (Link) - See pages 4</p> | <p>1-3 weeks</p> |

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| under discussion. | | through 5 for a lesson relating to this standard from the Georgia Department of Education. | |
| <p>SL.5.1b</p> <p>Overview Information: In this lesson, students will practice following agreed-upon rules for discussions and carry out assigned roles.</p> <p>Lesson Focus: Students will practice following agreed-upon rules for discussions and carry out assigned roles.</p> | | <p>Collaborative Reading Comprehension Strategy (Resource) - This will help get your class started having collaborative conversations about their reading.</p> <p>Literature Circles (Link) - This is an overview of Literature Circles.</p> | 1-3 weeks |
| <p>SL.5.1c</p> <p>Overview Information: In this lesson, students will practice posing and responding to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Lesson Focus: Students will practice posing and responding to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> | | <p>Mary Dwyer Teaches 5th Grade Language Arts (Link) - Video from the Teaching Channel</p> <p>Guided Reading with Jenna: Small Group Guided Reading (Link) - Video from the Teaching Channel</p> <p>Guided Reading with Jenna: Reading Predictions (Link) - Video from the Teaching Channel</p> <p>Talk Moves: Developing Communication Skills (Link) - Video from the Teaching Channel</p> <p>Project Earth Game (Link) - Video from the Teaching Channel</p> <p>Ms. Noonan: Morning Meeting (Link) - Video from the Teaching Channel</p> | 1-3 weeks |

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| <p>SL.5.1d</p> <p>Overview Information: In this lesson, students will practice reviewing the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>Lesson Focus: Students will practice reviewing the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> | | <p>I Have...Who Has? Game (Link) - See page 17 through 18 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Prepared Speaking (Link) - See page 21 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Analyzing author's purpose (Link) - See pages 22 through 23 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>1-3 weeks</p> |
| <p>SL.5.2</p> <p>Overview Information: In this lesson, students will practice summarizing a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Lesson Focus: Students will practice summarizing a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | | <p>Respond to a Prompt (Link) - See pages 15 through 16 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>How does a reader use examples and references to support a theme (Link) - See page 18 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Distinguishing important facts (Link) - See pages 4 through 5 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Organizing important facts and details (Link) - See pages 7 through 8 for a lesson relating to this standard from the Georgia</p> | <p>1-3 weeks</p> |

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| | | Department of Education. | |
| <p>SL.5.3</p> <p>Overview Information:</p> <p>In this lesson, students will practice summarizing the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Lesson Focus:</p> <p>Students will practice summarizing the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> | | <p>Predict the Ending (Link) - See pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>View the "I Have a Dream" speech, by Martin Luther King Jr, summarize (Link) - See page 28 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Distinguishing important facts (Link) - See pages 4 through 5 for a lesson relating to this standard from the Georgia Department of Education.</p> | 1-3 weeks |

CCSS Standard: Presentation of Knowledge and Ideas

SL5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)

Enduring Understandings:

- Media is used to enhance or support presentations or opinions.
- Opinions are supported by evidence and interesting anecdotes.
- Presentations are interesting, engaging, and understandable.

New Vocabulary:

Formal English, Main Idea, Opinion, Presentation, Relevant Descriptive Detail, Speech, Topic, Visual Displays

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>SL.5.4 Overview Information: In this lesson, students will practice reporting on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>Lesson Focus: Students will practice reporting on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> | | <p>Complete online reading, conduct a think-pair-share, respond to reading (Link) - See page 24 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Read poem, define vocabulary, independently identify theme, support theme with text, share out (Link) - See page 26 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Activate prior knowledge, read analyze and respond, continue to work on presentation (Link) - See</p> | <p>1-3 weeks</p> |

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| | | pages 36 through 37 for a lesson relating to this standard from the Georgia Department of Education. | |
| <p>SL.5.5</p> <p>Overview Information: In this lesson, students will practice including multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Lesson Focus: Students will practice including multimedia components (e.g., graphics, sound) and visual displays in presentations.</p> | | <p>Establish norms and procedures, begin reading (Link) - See pages 4 through 5 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Choose presentation mode (Link) - See page 36 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Work on presentations, conference with students about presentations (Link) - See pages 37 through 38 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Peer review of presentations (Link) - See page 39 for a lesson relating to this standard from the Georgia Department of Education.</p> | 1-3 weeks |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>SL.5.6</p> <p>Overview Information: In this lesson, students will practice adapting speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>Lesson Focus: Students will practice adapting speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> | | <p>Rewrite a scene from a different point of view (Link) - See page 8 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Group read, respond to opinion prompt (Link) - See pages 11 through 12 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Read the Emancipation Proclamation determining the meaning of unfamiliar words and summarizing (Link) - See pages 20 through 21 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Listen to the Emancipation Proclamation, discuss speaking and speech delivery (Link) - See pages 21 through 22 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>1-3 weeks</p> |
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CCSS Standard: Conventions of Standard English

L5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.*
- Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

L5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation to separate items in a series.*
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.

Enduring Understandings:

- A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling
- Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form).

New Vocabulary:

N/A

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L.5.1a</p> <p>Overview Information: In this lesson, students will practice explaining the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>Lesson Focus: Students will practice explaining the function of conjunctions,</p> | | <p>Conjunctions (Link) - This site gives a detailed explanation of conjunctions and their uses. The first part of the page has simple conjunctions, and as you scroll down the page, the conjunctions and the explanation become more complex.</p> <p>Conjunctions Help (Link) - A study guide that includes coordinating, correlative and</p> | <p>1-3 Weeks</p> |

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| <p>prepositions, and interjections in general and their function in particular sentences.</p> | | <p>subordinating conjunctions. Good information to look over before deciding how to teach the subject to the students.</p> <p>Lesson Plan on How to Teach Conjunctions (Link) - Gives advice on how to teach conjunctions as well as resources for teaching conjunctions</p> <p>How to Teach Prepositional Phrases (Link) - This site includes definitions, examples, and advice about identifying prepositional phrases, writing hints using prepositions, and prepositional phrases as idiomatic expressions</p> <p>Prepositional Phrase (Link) - Definition, examples, and related links</p> <p>What is an interjection (Link) - Examples, explanation, and sentence diagramming List of Interjections (Link)</p> | |
| <p>L.5.1b</p> <p>Overview Information: In this lesson, students will practice forming and using the perfect (e.g., I had walked; I have walked; I will</p> | | <p>Sequence of Tenses (Link) - This handout explains and describes the sequence of verb tenses in English.</p> <p>Articles on How to Teach the</p> | <p>1-3 Weeks</p> |

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| <p>have walked) verb tenses.</p> <p>Lesson Focus: Students will practice forming and using the perfect verb tenses.</p> | | <p>Perfect Tenses: These articles provides several clear steps that will help you teach the Perfect tenses. They are meant for teaching ESL students, but have relevant ideas for all students.</p> <p>How to Teach Perfect Verb Tenses (Link)</p> <p>How to Teach Present Perfect: Activities and Examples (Link)</p> <p>How to Teach the Past Perfect Tense (Link)</p> <p>3 Perfect Ways to Introduce Past Perfect Tense (Link)</p> <p>How to Teach the Future Perfect Tense (Link)</p> <p>Present Perfect Aspect - article (Link)</p> <p>Past Perfect Aspect - article (Link)</p> | |
| <p>L.5.1c</p> <p>Overview Information: In this lesson, students will practice using verb tense to convey various times, sequences, states, and conditions.</p> | | <p>Verb Tenses (Link) - Explanation of how verbs convey time from the University Writing Center</p> <p>Purdue OWL: Verb Tenses (Link) - This handout explains and describes the sequence of</p> | <p>1-3 Weeks</p> |

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| <p>Lesson Focus: Students will practice using verb tense to convey various times, sequences, states, and conditions.</p> | | <p>verb tenses in English.</p> <p>Sequence of Verb Tenses (Link) - A chart explaining various verb tenses and their uses with examples</p> <p>Using Verb Tenses in Sequence (Link)</p> <p>How to Use Verb Tenses in Sequence (Link)</p> <p>How to Teach Verbs (Link)</p> <p>Conditionals: Verb Tense in "If" Clauses (Link) - Handout from The Writing Center</p> | |
| <p>L.5.1d</p> <p>Overview Information: In this lesson, students will practice recognizing and correcting inappropriate shifts in verb tense.</p> <p>Lesson Focus: Students will practice recognizing and correcting inappropriate shifts in verb tense.</p> | | <p>Shifts in Verb Tense: Past, Present, and Future (Link) - Explanation and examples that teachers can use to refresh their memory or use with the students</p> <p>Verb Shifts and Tense Errors (Link) - Three ideas to keep tenses straight</p> <p>Verb Tense Consistency (Link) - Examples of pitfalls to avoid at the sentence, paragraph and essay level.</p> | <p>1-3 Weeks</p> |

| <p>L.5.1e</p> <p>Overview Information: In this lesson, students will practice using correlative conjunctions (e.g., either/or, neither/nor).</p> <p>Lesson Focus: Students will practice using correlative conjunctions.</p> | | <p>Correlative Conjunctions (Link) - Online explanation with corresponding practice activity</p> <p>Types of Conjunctions Study Guide (Link) - Explanation</p> <p>Types of Conjunctions Practice (Link) - Corresponding practice activity</p> <p>How to Teach Conjunctions (Link)</p> | <p>1-3 Weeks</p> |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.5.2a</p> <p>Overview Information: In this lesson, students will practice using punctuation to separate items in a series.</p> <p>Lesson Focus: Students will practice using punctuation to separate items in a series.</p> | | <p>How to Punctuate a Series with Commas and Semicolons (Link)</p> <p>How to Teach Punctuation for Items in a Series (Link)</p> <p>Commas Series: Punctuating Elements in a Series (Link)</p> <p>Writing Tips: Series Comma (Link) - Explanation and examples</p> | <p>1-3 Weeks</p> |
| <p>L.5.2b</p> <p>Overview Information: In this lesson, students will practice using a comma to separate an introductory element from the rest of the sentence.</p> | | <p>Online Writing Lab: Commas After Introductions (Link) - This resource offers a number of pages about comma use.</p> <p>Comma Uses: Setting off elements in a sentence (Link) - If you scroll down to numbers five</p> | <p>1-3 Weeks</p> |

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| <p>Lesson Focus: Students will practice using a comma to separate an introductory element from the rest of the sentence.</p> | | <p>through twelve you will see rules and examples all about introductory words, phrases and clauses</p> <p>Commas, Commas, Commas (Link) - Explanation of introductory elements</p> <p>The Comma (Link) - Use a comma to set apart an introductory word or phrase.</p> <p>Commas After Introductory Elements (Link) - Examples and practice</p> | |
| <p>L.5.2c</p> <p>Overview Information: In this lesson, students will practice using a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>Lesson Focus: Students will practice using a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.</p> | | <p>Respond to an Opinion Prompt (Link) - See pages 18 through 19 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Research, watch and listen to Follow the Drinking Gourd, analyze visual elements (Link) - See pages 19 through 20 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Use the Emancipation Proclamation to practice comma usage (Link) - See page 22 for a lesson relating to this standard from the Georgia Department of</p> | <p>1-3 Weeks</p> |

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| <p>L.5.2d</p> <p>Overview Information: In this lesson, students will practice using underlining, quotation marks, or italics to indicate titles of works.</p> <p>Lesson Focus: Students will practice using underlining, quotation marks, or italics to indicate titles of works.</p> | | <p>Using Italics and Underlining (Link) - Introduction, explanation and examples</p> <p>Which Titles are Italicized and Which are Enclosed in Quotation Marks? (Link) - Explanation</p> <p>Properly Format Your Titles: Underlines, Italics, and Quotes (Link) - Brief explanation</p> <p>Titles: Quote Marks, Italics, Underlining, or Naked (Link) - This is a chart that explains what to use, when to use it, and whether it's AP or Chicago style.</p> <p>When to Put Titles in Quotation Marks (Link) - Explanation</p> | 1-3 Weeks |
| <p>L.5.2e</p> <p>Overview Information: In this lesson, students will practice spelling grade-appropriate words correctly, consulting references as needed.</p> <p>Lesson Focus: Students will practice spelling grade-appropriate words correctly, consulting references as needed.</p> | | <p>Thinking Spelling (Link) suggested activities for teaching spelling</p> <p>Fifth Grade Spelling Words (Link) - 36 week program</p> <p>How to Teach Spelling (Link) - Key guidelines for anyone who is trying to teach spelling, regardless the age of the student.</p> <p>Building Spelling Skills (Link) - Tips for helping upper elementary students to boost their spelling</p> | 1-3 Weeks |

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| | | performance. 5th Grade Spelling Words (Link) - Explains how 5th grade spelling time might look different than spelling practice at lower grades | |
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CCSS Standard: Knowledge of Language

L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

b. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

Enduring Understandings:

N/A

New Vocabulary:

N/A

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L.5.3a</p> <p>Overview Information: In this lesson, students will practice expanding, combining, and reducing sentences for meaning, reader/listener interest, and style.</p> <p>Lesson Focus: Students will practice expanding, combining, and reducing sentences for meaning, reader/listener interest, and style.</p> | | <p>Use the Emancipation Proclamation to practice comma usage (Link) - See page 22 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Review homework, review narrative writing, respond to narrative response (Link) - See pages 30 through 31 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Review opinion writing, re-read readers' theater script, respond to prompt (Link) - See page 31 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>1-3 Weeks</p> |

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| <p>L.5.3b</p> <p>Overview Information: In this lesson, students will practice comparing and contrasting the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>Lesson Focus: Students will practice comparing and contrasting the varieties of English used in stories, dramas, or poems.</p> | | <p>Readworks Common Core Materials (Link) - Riding Freedom 5th Grade Unit: Historical Fiction</p> <p>Readworks Common Core Materials (Link) - The Watsons go to Birmingham 1963 5th Grade Unit: Historical Fiction</p> <p>Dialect Awareness in Literature and Life (Link) - This is an 8th grade lesson plan that has good ideas for helping students be aware of dialect. Teachers will need to select an age appropriate text to use with the activities</p> | <p>1-3 Weeks</p> |
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CCSS Standard: Vocabulary Acquisition and Use

L5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Enduring Understandings:

- An informed reader or listener can determine or clarify the meaning of unknown and multiple meaning words and phrases words using a variety of techniques, including using context clues, and consulting general and specialized reference materials.
- Understanding prefixes and affixes helps the reader figure out unknown words.
- Vocabulary knowledge is critical to success; there are a variety of tools that can be used to determine knowledge of unknown vocabulary.

New Vocabulary:

Adages, Antonyms, Comparisons, Dictionaries, Homophones, Idioms, Precise Meaning, Proverbs, Signal Addition, Signal Contrast, Thesauruses

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L.5.4a</p> <p>Overview Information:</p> <p>There is a connection between background knowledge and vocabulary development. This is very powerful since lack of background knowledge is the number one indicator of school success</p> | | <p>Concentration (Resource) Use this resource lesson to help students learn unfamiliar terms and their definitions by playing the Concentration Game.</p> <p>Target Words (Resource) Use this resource with students to help</p> | <p>1-3 Weeks</p> |

for any at-risk student. Vocabulary enhancement is critical for all students and deserves direct instruction on a daily basis. Both text-critical words needed for text comprehension and general word meanings need to be targeted for direct vocabulary instruction. See Considerations for Selecting Vocabulary Words (Resource) when determining which words should be targeted for instruction.

New words and phrases are acquired not only through reading and being read to but also through direct vocabulary instruction and (particularly in the earliest grades) through purposeful classroom discussions around rich content.

The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Lesson Focus:

The focus of this lesson is to help students use context clues to help them understand the meaning of an unfamiliar word or phrase. The following attached resources can be used for various activities to help students focus on unknown words and the strategies that are effective in learning meanings of unknown words. It is important to always follow up with small group and whole group discussion after each of the lessons and activities are completed.

them find the meaning of unknown words in context of the assigned reading selection.

5th Grade Context Clues ([Link](#)) -

Vocabulary, explanation, suggestions and activities all related to teaching 5th grade students context clues

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L.5.4b</p> <p>Overview Information: Vocabulary can be developed in a host of ways: Phonological (sounds/syllables), Morphological (meaningful parts), Orthographical (spelling patterns), Meanings and Meaning networks, Syntactic roles, Etymological (linguistic history). The end result is to create a base of word knowledge that will enable the reader to comprehend and find deep meaning in their reading. Multiple exposures to concepts and their vocabularies assure the ideas are not just one time episodes and will get to long term memory.</p> <p>Lesson Focus: The purpose of this lesson is to have students use affixes and root words as clues to understanding words they encounter in reading. Direct instruction and daily practice is important for all learners. The following activities can provide the direct instruction resources and well as the resources for ongoing practice.</p> | | <p>How to Teach Prefixes, Roots, and Suffixes (Link) - Pennington Publishing Blog writes its belief about the best instructional methods for teaching these important vocabulary building blocks.</p> <p>Affixes, Prefixes, and Suffixes Brainstorming Chart (Resource) Use this resource with your students as you collaboratively brainstorm as a class all of the affixes the class can generate. After brainstorming, sort the affixes in the proper column – prefix or suffix. Share and discuss as a group.</p> <p>Affixes and Roots Cooperative Activity (Resource) See resource for full lesson plan details.</p> | <p>1-3 Weeks</p> |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L.5.4c</p> <p>Overview Information: Knowing how to use a dictionary and a thesaurus can help you build a better vocabulary. A dictionary contains a lot of useful information: all the meanings of a word according to subjects, what part of speech the word is used as, how to pronounce a word, and the origin of the word. A thesaurus can add variety to your vocabulary by giving you a different word for a word with the same meaning.</p> <p>Lesson Focus: Dictionary skills should be a part of your language arts study, particularly in the upper elementary years. Mastering dictionary skills is important, not only because the dictionary itself is important but also because it is an introduction into the world of reference materials. Most, if not all, reference materials are organized not only alphabetically but also by guide words. Learning how to use these valuable features will only serve to further your students' research and writing skills.</p> | | <p>Dictionary Pronunciation Key (Resource) Use this key with the previous activity to help students practice using the chart to pronounce the words assigned to them.</p> <p>TV 411 Vocabulary (Link) - This resource provides instructional video clips for dictionary entries; finding new ways to say something; prefixes, and root words.</p> <p>Use the Dictionary, Thesaurus, Encyclopedia, and Word of the Day (Link) - To gain ideas to develop student vocabulary.</p> | 1-3 Weeks |

| Instructional Strategies | Assessment | Resources | Time |
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| <p>L.5.5a</p> <p>Overview Information: In this lesson, students will practice interpreting figurative language, including similes and metaphors, in context.</p> <p>Lesson Focus: Students will encounter figurative language, including similes and metaphors. The goal is to help students use context clues to help determine the correct meaning of the figurative language encountered in the reading.</p> | | <p>Teaching Similes: Activity Ideas (Resource) A list of activities to incorporate into your lessons that will help build students understanding of similes.</p> <p>Understanding Figurative Language (Link)</p> <p>Metaphors and Simile Examples (Link)</p> | 1-3 Weeks |
| <p>L.5.5b</p> <p>Overview Information: Throughout this lesson, students will recognize and explain the meaning of common idioms, adages, and proverbs.</p> <ul style="list-style-type: none"> • Idioms - Idioms are phrases where the words together have a meaning that is different from the dictionary definitions of the individual words. **Be aware that idioms are very difficult for ESL and direct instruction is needed. • Adages - Adages are usually short sayings or words of wisdom that came about through personal experience and have been passed down from generation to generations. They are meant to be learned from and to inspire us. Many people accept these adages as truths (even though there are contradictory | | <p>Adages Student Page; Adages Answer Key (Resources) Finding the ending to popular adages is a great activity to go collaboratively in the classroom or as a family fun homework activity. See Adages resources for activity sheets.</p> <p>Idioms by Kids (Link) - See link for examples of student drawings of common idioms. Have students create idiom books where they display how funny it would look if we interpreted figurative language literally. Students can then share their books with their early elementary classroom buddies.</p> <p>English Idioms and Idiomatic Phrases (Link) - This website includes hundreds of common English Idioms and Idiomatic Expressions with the true meaning</p> | 1-3 Weeks |

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| <p>adages). Adages are often referred to as proverbs. Proverbs - Words of Wisdom</p> <p>Lesson Focus: The goal of the lesson to provide multiple opportunities for students to read, write, and share their knowledge of common idioms, adages, and proverbs. Students need to build vocabulary acquisition skills and use this knowledge to clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content. Modeling and direct instruction is needed, before assigning students independent learning tasks.</p> | | <p>of the figurative phrases being used. This website is great for teachers.</p> <p>Idioms and Proverbs (Link) - Gives some historical background for some idioms and adages.</p> | |
| <p>L.5.5c</p> <p>Overview Information: In this lesson, students will practice using the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>Lesson Focus: Through various activities and direct instruction, students will use the relationship between particular words to gain a deeper understanding of words presented to them.</p> | | <p>BrainPOP: Synonyms and Antonyms (Link) - Background information, activities and introductory video.</p> <p>Gather paint cards from your local home improvement store. Make sure they have various shades of the color. Print a word the students are studying on the bottom color. Allow them time to find words that are synonyms or antonyms of the original word.</p> <p>Using games such as Jeopardy, word wall bingo and Concentration are good ways to teach synonyms and antonyms with the whole class in mind.</p> | <p>1-3 Weeks</p> |
| <p>Instructional Strategies</p> | <p>Assessment</p> | <p>Resources</p> | <p>Time</p> |

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| <p>L.5.6</p> <p>Overview Information: It is important that teachers read the Acquiring Vocabulary (Resource) to gain a better understand why vocabulary instruction must take place and how to effectively teach vocabulary. Use the resource Considerations for Selecting Vocabulary Words (Resources) to help select the proper words for instructional purposes.</p> <p>Lesson Focus: Students will practice acquire and using accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> | | <p>Writing to Learn: Concept/Vocabulary Expansion (Resource) use the resource activities to guide students in using the prompted instructional steps for adding specific academic content words to known words. See resource for full lesson details.</p> <p>Vocabulary Builders (Resource) find the right type of vocabulary activity to match the given task. This resource has a variety of ideas to choose from to help build and practice vocabulary development with students.</p> <p>Marzano's: A Six-Step Process for Teaching New Terms (Resource) is provided to guide the direct instruction for the targeted academic terms. The first three steps represent a set; they are designed to ensure that students are appropriately introduced to a new term and develop an initial understanding; the last three steps describe different types of multiple exposures that students should experience, over time, to help them shape and sharpen their understanding of the terms.</p> | 1-3 Weeks |

DAVID ELLIS ACADEMIES
COMMON CORE STATE STANDARDS
ENGLISH LANGUAGE ARTS
GRADES 6 – 8



SIXTH

CCSS Standard: Key Ideas and Details - Informational Text

RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Enduring Understandings:

- Explicit and inferential ideas drawn from the text provide evidence to support analysis.
- An author conveys a central idea of a text through particular details.
- A Summary of the text is distinct from personal opinions or judgments.
- Authors use details such as examples or anecdotes to introduce, illustrate, and elaborate key individuals, events or ideas in a text

New Vocabulary: Elaborated, Judgment, Personal Opinion, Theme (central ideas), Illustrated, Key Individuals, Textual Evidence

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.6.1</p> <p>Overview Information: In this lesson, the students will practice citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Lesson Focus: Using the main idea and supporting detail organizer to discuss the details that are explicitly stated in the text, as well as what can be inferred from the text.</p> <p>Two-Column Notes. T-notes provide students with the opportunity to use to cite evidence/take notes while listening or reading. Generally, students divide a sheet of notebook paper in half. While listening or reading, students record evidence (e.g., record the evidence from the text that tells you the author is biased) in the right column. In the left column, students can make inferences, ask questions, or draw pictures to clarify their evidence. See freeology and reading lady graphic organizers</p> <p>Inferencing Questions: Marzano suggests teachers pose four questions to students to facilitate a discussion about making inferences</p> <p>What is my inference?</p> <ul style="list-style-type: none"> This question helps students become aware that they have just made an inference by filling in information that was not directly stated in the text. <p>What information did I use to make this inference?</p> <ul style="list-style-type: none"> It is important for students to understand the various types of information they use to make inferences. This may include | <p>Reading Informational Texts and Argument Writing Performance Assessment (Link) –</p> <p>"Leave Animals Out of the Classroom" (Link) –</p> <p>"Should you have a Pet in your Classroom?" (Link) –</p> <p>TCRWP Informational Reading and Argument Writing Assessment Rubric: 6th Grade (Link) –</p> <p>Assessments FOR Learning Suggestions</p> <p>Provide students with a passage and three different colored highlighters or colored pencils. Students are to underline or highlight the main idea, explicit evidence, and any implicit evidence. Students could also write their inferences in the margin based on the implicit evidence. Grouping: individual</p> <p>Provide students with a passage. Have students take a piece of paper and make two columns on their paper. They are to write inferences at the top of the left column and evidence from passage at the top of the right column. While reading the passage, have students stop at various points to make an inference and provide the evidence from the passage to support it and record on their graphic organizer. (This can be completed on chart paper if the students are working in small groups.)</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Use evidence to participate in a debate (Link) - See pages 11 through 12 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Analyze quotes (Link) - See page 12 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Read nonfiction and relate it to novel (Link) - See pages 13 through 14 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Annotate nonfiction (Link) - See page 17 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Draw conclusions (Link) - See pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Compare and contrast (Link) - See pages 21 through 22 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Analyze poetry (Link) - See pages</p> | <p>1-3 weeks</p> |

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| <p>information presented in the text, or it may be background knowledge that a student brings to the learning setting.</p> <p>How good was my thinking?</p> <ul style="list-style-type: none"> Once students have identified the premises on which they've based their inferences, they can engage in the most powerful part of the process — examining the validity of their thinking. <p>Do I need to change my thinking?</p> <ul style="list-style-type: none"> The final step in the process is for students to consider possible changes in their thinking. The point here is not to invalidate students' original inferences, but rather to help them develop the habit of continually updating their thinking as they gather new information. | <p>Grouping: small, partner, or individual</p> <p>Formative Assessment Tip. Feedback is provided and recorded on artifacts in order to regroup students for targeted learning opportunities. Teachers are encouraged to strategically score progress with a watchful eye on the formative assessment process.</p> | <p>26 through 27 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Compare and contrast authors' style (Link) - See page 27 for a lesson relating to this standard from the Georgia Department of Education</p> <p>Literacy in English Language Arts: Writing Editorials (Link) - The Writing Editorials unit is part of Writing Matters, a seven-unit genre-based writing curriculum for middle school students, created by Teaching Matters, and available at Teachingmatters.com (see learning plan for details). A pivotal shift in the Common Core standards from Grade 5 to Grade 6 is the shift from writing opinions to writing arguments. In this unit, 6th graders are introduced to the genre of argument writing.</p> | |
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| <i>Instructional Strategies</i> | <i>Assessment</i> | <i>Resources</i> | <i>Time Frame</i> |
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| <p>RI.6.2:</p> <p>Overview Information: In this lesson, students will practice determining a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>Lesson Focus: Students will practice determining a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>Word Splash: 1. Read through the text and decide on key words, phrases and concepts in the text that will give students ideas of what the text is about or words that may need further clarification. 2. Type or write, then copy for individual students or small groups. 3. Once distributed, allow students a few minutes to read through the text and discuss listed words and phrases with others. They may ask others for clarification, or to elaborate some items. Allow them to make predictions about the central idea of the text in their groups. 4. Bring students back together and ask them for their predictions, encouraging all students to contribute. Students may write or present their information to the class or in small groups Click here for a sample. (Hammond, 2005)</p> <p>Delete, Substitute, Keep: Basic Summarization in 3 Steps (Marzano, Pickering and Pollock, 2001). 1. Deleting information - Draw a line through anything that seems trivial or frivolous, such as</p> | <p>Reading Informational Texts and Argument Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <p>"Leave Animals Out of the Classroom" (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <p>"Should you have a Pet in your Classroom?" (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <p>TCRWP Informational Reading and Argument Writing Assessment Rubric: 6th Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <p>Word Splash. Create an observation checklist rubric based on the text selected to determine if each student has used details from the text to accurately convey the central theme.</p> <p>Delete, Substitute, Keep. Collect the Delete, Substitute, Keep assignment. Create a rubric based on the text selected for the lesson. Use the rubric to determine if students have mastery of the stated objective.</p> <p>Fact or opinion. After reading a selected text, have students create a table listing facts from the text on one side and opinions mentioned or inferred in the text on the</p> | <p>** Click Here to Link to Resource Folder **</p> <p>BrainPOP Jr. Main Idea Lesson Ideas (Link)</p> <p>Organizing Main Ideas and Supporting Details Scholastic.com (Link)</p> <p>Get the Gist: A Summarizing Strategy for Any Content Area ... (Link)</p> <p>Main Idea and Supporting Details Graphic Organizer (Link)</p> <p>Readworks Common Core Materials (Link) - Home of the Brave 6th Grade Unit: Experience and Perspective</p> <p>Readworks Common Core Materials (Link) - Keeping the Night Watch 6th Grade Unit: Experience and Perspective</p> <p>Readworks Common Core Materials (Link) - Rosa Parks: My Story 6th Grade Unit: What are the Main Ideas?</p> <p>Readworks Common Core Materials (Link) - Rosa Parks: My Story 6th Grade Unit: What is the</p> | <p>1-3 weeks</p> |

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| <p>adjectives, similar examples, and transition words. Draw a line through anything that is redundant or repetitive.</p> <p>2. Substituting information - Replace specific terms with general terms. For example, if the original text lists “flies, honeybees, mosquitoes, and moths”, the student might substitute “flying insects.”</p> <p>3. Keeping information - Determine a good topic sentence for the material. Just about every topic sentence contains a subject and the author’s claim about it.</p> <p>Knowing what to delete, substitute, and keep is an integral part to writing an effective summary. Teachers should model the process for students and provide numerous practice items. Click here for more details.</p> | <p>other side. Use classroom observations to determine mastery.</p> | <p>Author's Purpose?</p> <p>Readworks Common Core Materials (Link) - Rosa Parks: My Story 6th Grade Unit: Fact and Opinion</p> <p>Readworks Common Core Materials (Link) - The Lost Garden 6th Grade Unit: What are the Main Ideas?</p> <p>Readworks Common Core Materials (Link) - The Lost Garden 6th Grade Unit: Pictures, Photographs, and Captions</p> <p>Readworks Common Core Materials (Link) - The Lost Garden 6th Grade Unit: What's the Author's Purpose</p> <p>Use the info text articles/blogs on cameras in the classroom provided and the main idea and supporting detail organizer resource to generate a basic understanding of the central idea of the text, and how it is conveyed through particular details.</p> <p>NC Common Core Instructional Support Tools (Link) - Dialectic Graphic Organizer</p> | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.6.3</p> <p>Stop-N-Think. Teach students the purpose of Stop-N-Think. Studies suggest that the brain can only pay attention for so long before it needs to “stop and think,” in order to better process learning (Jensen and Nickelsen, 2003).</p> <p>1. The Stop-N-Think provides students a graphic organizer to help them process their learning while they are reading informational texts. Students may write words, phrases, or sentences. They may also draw pictures to help them process and keep track of information. Size of “chunks” will vary based on the student. The text should be “chunked” based on students ability to stay focused.</p> <p>2. The stops can be used to analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text. Students will need to be directed at each stop as to what they are to analyze.</p> <p>Trailing the Text. Trailing the Text is similar to Stop-N-Think but instead of a note-taking device, the student is looking for specific details of what an author has written to explain a key individual, event or idea. The teacher picks five or six good stopping points in the text. This can be marked by page numbers on a graphic organizer. Students are to analyze in detail at each stop (using notes, key words, pictures, etc..) how a key individual, event or idea is introduced, illustrated and elaborated in a text. Teachers should assign the chunks based on places in the text in which the author introduces, illustrates or elaborates the topic. For the first chunk, have students preview informational text by looking at graphics and reading the title, as well as scanning the introductory paragraph. This will</p> | <p>Grade 8: SBAC Released Sample Content Specification Chart: The following is a released SBAC content specification assessment sample to use with your students to determine progress on the standards listed below.</p> <p><u>Orbits R Us!</u></p> <p>Stop-N-Think. Students convert their completed graphic organizer into a written summary or essay citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension. Students give and receive timely objective feedback resulting in targeted learning opportunities based on assessment results.</p> <p>Trailing the Text. Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn.</p> <p>Small Group Discussions. After students read the text, in small groups they create a list of the key ideas and supporting evidence from the text. As small group discussions ensue, the teacher listens intently to ensure explanations are supported by clear evidence. Informal assessment is continual and result in targeted learning opportunities</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Newspapers</p> <p>Teaching Today Lesson Plans Nonfiction Text Features (Link)</p> <p>Example Papers:</p> <p>4th Grade Argument (Link)</p> <p>6th Grade Argument (Link)</p> <p>Writing Fun (Link) - Explains the types of text commonly written in schools with student examples showing text structures, grammatical features and publishing videos.</p> | <p>2-4 weeks</p> |

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| provide them information for how the topic is introduced. | for students. After the key ideas and supporting evidence are determined, students create a new introduction to the text in alignment with the authors meaning and tone. | | |
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CCSS Standard: Craft & Structure

RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Enduring Understandings:

- The use of figurative, connotative, and technical meanings can help determine the meaning of words and phrases in a text.
- The text's structure, with attention to sentence, paragraph, chapter, or section, contributes to the development of the ideas in a text. Understanding a text's structure helps one understand its meaning.
- Authors use multiple strategies to convey their point of view or purpose in a text.

New Vocabulary: Connotative Meaning, Idea Development, Technical Meaning, Text Structure, Figurative Meaning, Selection

| <i>Instructional Strategies</i> | <i>Assessment</i> | <i>Resources</i> | <i>Time Frame</i> |
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| <p>RI.6.4</p> <p>Overview Information: In this lesson, students will practice determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>Lesson Focus: Students will practice determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>Building Academic Vocabulary. Dr. Robert Marzano describes a six-step process in the instruction of vocabulary. The first three steps are to assist the teacher in direct instruction. The last three steps are to provide the learner with opportunities to practice skills and reinforce their learning. (Marzano,2005).</p> <ol style="list-style-type: none"> 1. The teacher gives a description, explanation, or example of the new term. 2. The teacher asks the learner to give a description, explanation, or example of the new term in his/her own words. 3. The teacher asks the learner to draw a picture or symbol, or to locate a graphic to represent the new term. 4. The learner will participate in activities that encourage a deeper understanding of the words in their vocabulary notebooks (graphic organizer). 5. The learner will discuss the term with other learners. 6. The learner will participate in games that provide more reinforcement of the new term. Click here for additional details. | <p>Building Academic Vocabulary. Students give a description, explanation, or example of the new term in his/her own words. Using an observation checklist, feedback is provided with regards to accuracy in description, explanation, or example given. Students then draw a picture, create a symbol, or locate a graphic to represent the new term. In small groups, students share their picture, symbol, or graphic during a game a charades with their group. Each group will designate a recorder to document the results of the game in the following fashion (4-column chart):</p> <p style="text-align: center;">Vocabulary Charades</p> <p>Student name~ Term used ~ Description of drawing, symbol, or graphic Additional information needed (yes or no)</p> <p>Mapping the Meaning. Upon completion of the activity, students provide written answers to text dependent questions to display their level of comprehension. The authors of the Common Core State Standards, through Student Achievement Partners, have created a guide for developing text dependent questions. It can be accessed online or by clicking the link below. Guide for Developing Text Dependent Questions.</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Readworks Common Core Materials (Link) - Rosa Parks: My Story 6th Grade Unit: What's the Author's Purpose</p> <p>Readworks Common Core Materials (Link) - Rosa Parks: My Story 6th Grade Unit: Fact and Opinion</p> <p>Readworks Common Core Materials (Link) - The Lost Garden 6th Grade Unit: What's the Author's Purpose</p> <p>Readworks Common Core Materials (Link) - The Lost Garden 6th Grade Unit: Fact and Opinion</p> | <p>2-3 weeks</p> |

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| <p>Mapping the Meaning. The teacher takes a significant word from an essay/article and places the word in the middle of a graphic organizer. Students provide the teacher with images, emotions or feelings (connotations) as well as definitions (denotations) of the word. The class discusses why the author has chosen that specific word and how it changes the meaning and tone of the article/essay. This shows students how word choice is deliberate and impacts the meaning of the text (Adapted from Stahl.2005). See this link for a web graphic organizer.</p> | | | |
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| <i>Instructional Strategies</i> | <i>Assessment</i> | <i>Resources</i> | <i>Time Frame</i> |
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| <p>RI.6.5</p> <p>Overview Information: In this lesson, students will practice analyzing how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>Lesson Focus: Over a period of five lessons in one week, students work through the activities and exercises that provide practice in using instructional text, while at the same time, revising verb tenses and using imperative commands.</p> <p>Text Structure. Text structure refers to how the information within a written text is organized. This strategy helps students to recognize the structure of a text and to monitor their comprehension as they read.</p> <ol style="list-style-type: none"> 1. Choose the assigned reading and introduce the text to the students. 2. Introduce the idea that texts have organizational patterns called text structures. Introduce the following common text structures: <ul style="list-style-type: none"> · Description, · Sequence, · Problem and solution, · Cause and effect, and · Compare and contrast. 3. Introduce and model different text structures using a specific graphic organizer to chart the text structure. <p>To use the text structure strategy teachers should:</p> <ol style="list-style-type: none"> 1. Show examples of paragraphs that correspond to each text structure. 2. Examine topic sentences that clue the reader to a | <p>Formative Assessment Tip. Feedback is provided and recorded on the following suggested artifacts in order to regroup students for targeted learning opportunities. Teachers are encouraged to strategically score progress with a watchful eye on the formative assessment process. It is important to keep in mind that a “final grade” represents a summative score.</p> <ol style="list-style-type: none"> 1. Students write a summary or essay that cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension. 2. Students explain how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of the ideas. 3. Students engage in formal and informal presentations of a variety of products outlined above. Aligned assessment and feedback of speaking and listening skills during presentations also promote growth in this area. <p>Progression Note. A key progression in the speaking and listening standards is the need for students to show competency in presenting claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation (SL.6.4).</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-3 weeks</p> |

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| <p>specific structure.</p> <p>3. Model the writing of a paragraph that uses a specific text structure.</p> <p>Click here for additional information about text structures.</p> <p>Text Coding. This strategy helps students keep track of their thinking while they read. Students use a simple coding system to mark the text and record their thinking either in the margins of the text or on separate study notes.</p> <p>Remember to model these strategies in advance and be consistent in your procedures (same color each time, etc). For additional coding ideas, visit the Text Mapping Site. Once students can identify the text structure (cause & effect, problem/solution), students can record the parts of the text on a graphic organizer to analyze how the text is developed.</p> | | | |
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| <p>RI.6.6 Overview Information: In this lesson, students will practice determining an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Lesson Focus: Students will practice determining an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> | <p>Compare/Contrast. Using specific language found in the text, students work in pairs to prepare a Venn diagram displaying the different points of view outlined in the text. Teachers listen intently and foster an environment of objective peer to peer feedback sharing in order to keep learning moving forward. Targeted learning opportunities occur as a result of continual informal assessment.</p> <p>Formative Assessment Tip. “Formative assessment is not a test but process—a <i>planned</i> process involving a number of different activities” (Popham, 2008).</p> <p>Questioning the Author. Using the selected passage, students write a summary or essay citing textual evidence to supports their analysis of author intent.</p> <p>Upgrade. Upon completing the summary or essay, each student conducts an online search to find additional reliable reviews that support or conflict with their original claim.</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Compare/Contrast. Have students read articles drawn from different sources that deal with a common topic. Have students compare/contrast the points of view of different authors. (e.g. how they structure each argument and how their word choice is significant) This will help students to realize that the bias of the authors is important, as it can color their views of the issue involved. The word choice used by the media also is important. (This exercise can work well with primary sources from history, for example the diary entries of two individuals who fought on opposite sides of the Civil War)</p> <p>Change in Purpose. Teachers may want to provide students with discussion prompts or writing tasks that encourage them to reflect upon the author’s point of view. A task may be to ask students how the tone and style of the text would change if the author’s purpose was changed from <i>informing</i> his/her audience to <i>persuading</i> them.</p> <p>Questioning the Author. QTA</p> | <p>1-3 weeks</p> |

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| | | <p>lets students critique the author's writing and in doing so engage with the text to create a deeper meaning (Beck, 1997).</p> <ol style="list-style-type: none">1. Select a passage that is both interesting and can encourage good conversation.2. Determine the appropriate stopping points in the text— where you think your students need to gain a greater understanding of the material3. Create questions to encourage critical thinking for each stopping point. <p>Ex: What is the author trying to say?</p> <p>Ex: Why do you think the author used the following phrase?</p> <p>Ex: What is the author's purpose in writing this text?</p> | |
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CCSS Standard: Integration of Knowledge and Ideas

RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Enduring Understandings:

- Claims in a text are supported by reasons and evidence.
- Information in different media or formats as well in words, must be integrated in order to develop a coherent understanding of the topic or issue.
- Authors present similar events in different ways.

New Vocabulary: Claims

| <i>Instructional Strategies</i> | <i>Assessment</i> | <i>Resources</i> | <i>Time Frame</i> |
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| <p>RI.6.7</p> <p>Overview Information: Students will practice integrating information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>Lesson Focus: In this lesson, the focus is helping students practice integrating information from various texts or medias to demonstrate understanding of the topic or issue.</p> | <p>THIEVES. Each partnership develops a multimedia presentation that clearly outlines the information from their respective text. Special emphasis is placed on specific language used within the text to outline a topic or explain a concept. Objective feedback is continual in order to keep learning moving forward.</p> <p>THIEVES. Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn.</p> <p>Upgrade. Each partnership is required to contribute a certain number of Tier two and three vocabulary words to a collaborative class glossary. A form is created within Google Docs to collect the information and the resulting spreadsheet is embedded onto the website for the course for students.</p> <p>Feedback Tip. “...students prefer to see feedback as forward-looking, helping to address ‘Where to next?’, and related to the success criteria of the lesson. Regardless of their perceptions of achievement level, students see the value and nature of feedback similarly” (Hattie, 2012).</p> | <p>** Click Here to Link to Resource Folder **</p> <p>THIEVES. THIEVES is an acronym for <i>title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, and summary.</i> Students are guided through a preview of a nonfiction text. After guided practice, partners work together to use the strategy to preview a chapter from a textbook. Students discuss what information they "stole" from the chapter and discuss how the strategy is useful in better understanding a text by looking at different formats. (text verses graphs/tables/charts) (Manz, 2002). See sample here.</p> <p>The Big 6. Developed by information literacy educators Mike Eisenberg and Bob Berkowitz, <i>The Big 6</i> is the most widely-known and widely-used information literacy approach to teaching information and technology skills in the world. The Big 6 is an information and technology literacy model and curriculum, implemented in thousands of schools – K</p> | <p>1-3 weeks</p> |

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| | | <p>through higher education. Some people call <i>The Big 6</i> an information problem-solving strategy because with the Big6, students are able to handle any problem assignment, decision or task (www.big6.com).</p> <p>The 6 Steps</p> <ol style="list-style-type: none">1. Task Definition2. Information Seeking Strategies3. Location and Access4. Use of Information5. Synthesis6. Evaluation <p>Resources to Support Instruction:</p> <p>Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <p>Circle of Learning (Resource) - Use this procedure to organize ideas and identify major concepts in graphic illustrations.</p> <p>Collaborative Reading (Resource) - Collaborative Reading involves opportunities for students to work together to decide on the meaning and composition of a text. Students read and discuss text together using comprehension and</p> | |
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| | | <p>decoding and discussion strategies.</p> <p>Reciprocal Teaching (Resource) - Promote dialogue between you and your students use this procedure to use with getting students comfortable in constructing meaning and self-monitoring as they read. Then have them share out what they read.</p> <p>Summary and Determining Importance (Resource) - This chart will help students determine the overall meaning of the text and why it is relevant.</p> <p>Synthesizing (Resource) - Good readers have thinking that evolves during reading. They get new overall meaning by taking the new information and adding it to their background knowledge.</p> <p>Before, During and After Interactive Notes (Resource) - Interactive Notes (Burk, 2002) is a strategy organized in column format to engage and guide students through the reading process while assisting them with the development of ideas and how to express them in academic language.</p> | |
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| | | <p>Making Connections (Resource) - This graphic organizer provides a template to help students make connections to self-text-world.</p> <p>Strategy Board (Resource) - This teacher resource gives ideas and resources for guiding teachers to use strategies that incorporate many of the Universal Design for Learning principles as they teach immigration, ensuring understanding for all students.</p> | |
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| <i>Instructional Strategies</i> | <i>Assessment</i> | <i>Resources</i> | <i>Time Frame</i> |
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| <p>RI.6.8</p> <p>Overview Information: In this lesson, students will practice tracing and evaluating the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Lesson Focus: In this lesson students need to value the importance of looking at both sides of claims in a text. First they need to be able to find evidence and reason for claims that are indeed supported by a text. However the student also needs to look beyond this evidence to also find evidence to support what claims cannot be supported by a text.</p> | <p>Fact with Evidence or Not. After reading a selected text, have students create a table listing claims supported with evidence from the text on one side and claims not supported with evidence from the text on the other side.</p> <p>Use classroom observations to determine mastery.</p> <p>After identifying claims supported with evidence from the text, ask students to identify and list the specific text that supports the claims made in the text.</p> <p>Progression Note. A key progression in the writing standards is the need for students to show competency in supporting claim(s) with clear reasons and relevant evidence, using credible sources.</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Critical Literacy in Reading (Resource) This resource will help students to think, question and challenge attitudes and beliefs of text to uncover social inequities and injustices.</p> <p>Traits and Qualities of Content Readers in Secondary Schools (Resource) This resource provides an overview of what readers should do and look for when reading content area text.</p> <p>Credibility of a Source (Resource) This checklist allows one to make judgments about source credibility for investigations leading to written pieces. The focus is assessment of the author’s biases and the accuracy of her claims.</p> <p>Synthesizing (Resource) Good readers have thinking that evolves during reading. They get new overall meaning by taking the new information and adding it to their background knowledge.</p> <p>Summary and Determining</p> | <p>1-3 weeks</p> |

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| | | <p>Importance (Resource) This chart will help students determine the overall meaning of the text and why it is relevant.</p> <p>Assessing Arguments (Link) - Make sure that students are secure with the idea that there is no right answer. They must feel safe to make a claim and support it or dispute it based on the evidence they determine within the text and resources they explore.</p> <p>Assessing Thinking (Link) - This tool is a good outline and beginning point to the discussion of what constitutes an effective claim.</p> <p>Reading An Argument. Students can use questioning to analyze an argument. The following are some examples of the types of questions a teacher may ask while modeling the process of reading through an argument. (Students can record the following on sticky notes or on a graphic organizer).</p> <p>1. Before You Read What does the title suggest? Who is the author and what are his or her qualifications? What is the date of the publication?</p> | |
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| | | <p>What do I already know about the issue?</p> <p>2. While You Read</p> <p>Read once for an initial impression.</p> <p>Read the argument several times.</p> <p>Annotate as you read. (See below)</p> <p>Highlight key terms.</p> <p>Is there enough of the right kind of evidence to support the claim?</p> <p>Annotating a Text. Annotation is one of several cognitive literacy strategies that are used to help students recognize structure, analyze ideas, derive meaning, and communicate understandings. When students annotate texts they are recognizing the ways authors make arguments and provide supporting evidence or details for those arguments. Annotation is a structured way to “mark up” text so that it is more manageable. Students use annotation to highlight important information like main ideas (argument or claim), supporting ideas (evidence), key content vocabulary words, definitions, and transitions within the text. (Conley, 2008; Pressley, 2006)</p> <p>Article on annotation can be read here</p> | |
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| <i>Instructional Strategies</i> | <i>Assessment</i> | <i>Resources</i> | <i>Time Frame</i> |
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| <p>RI.6.9</p> <p>Overview Information: In this lesson, students will practice comparing and contrasting one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>Lesson Focus: Students need to make connections that authors' present texts even on the same topics or events in different ways.</p> | <p>Recognizing Concepts and Themes. Students dissect portions of extracted text in an effort to analyze similarities and differences in concepts and themes. For example, students analyze specific language used within two different CCSS text exemplars appropriate to this grade band and produce a written summary outlining key similarities and differences in meaning and tone. Students may additionally compare and contrast selected language and/or create word/sentence alternatives as a way to alter tone. Feedback is continually shared in an effort to move learning forward.</p> <p>Research Project. Students use strategies within this template to progressively complete a sustained research project. The teacher listens intently and continually provides objective feedback in an effort to move learning forward.</p> <p>Vocabulary Guide. Students work individually or in pairs, using a variety of resources to define selected words from an appropriately complex text in an effort to produce a student constructed classroom “Vocabulary Guide” for academic and domain specific words (e.g., students utilize a form within Google Docs to enter Tier II & Tier III words from course text reads, the accompanying spreadsheet is embedded into the course website and is utilized as a student generated “Vocabulary Guide” for</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Main Idea (Resource) This strategy prompts students to identify and weigh the importance of ideas in the text.</p> <p>Guided Highlighted Reading for Middle and High School (Resource) This strategy will allow students to practice highlighting an article through a guided ACT practice activity.</p> <p>Modeled Reading (Resource) Modeled reading is an instructional strategy where the teacher READS and THINKS ALOUD to the students to demonstrate the metacognitive process that is required to be a successful reader.</p> <p>Summary and Determining Importance (Resource) This chart will help students determine the overall meaning of the text and why</p> | <p>1-3 weeks</p> |

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| | <p>the course.</p> <p>Progression Note. A key progression in the writing standards is the need for students to show competency in conducting short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate (W.6.7).</p> | <p>it is relevant.</p> <p>Making Connections (Resource) This is information about teaching students to connect the known to the unknown, integrating information from different areas.</p> <p>Concept Mapping (Resource) Students can use this concept map to organize information as they locate it, also listing the resources used.</p> <p>Venn Diagram & Summary. The instructor should model creating a Venn Diagram to the students. Students can practice this process in a small group setting before they attempt to complete a diagram independently. This strategy helps students to recognize the similarities and differences between two or more texts. Click here for a sample Venn Diagram.</p> <p>Compare and Contrast Graphic Organizer. A way to compare 2 or more concepts by looking at similarities and differences. Choose two different texts</p> | |
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| | | about a similar topic with two different authors (Adapted from Marzano, 2001). | |
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CCSS Standard: Range of Reading and Level of Text Complexity

RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Enduring Understandings:

Teachers match complex, grade-appropriate texts to their students. The Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together.

The three-part model is:

1. Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)
AND
Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software)
1. **AND**
Reader and task considerations (motivation, knowledge, experiences, purpose and complexity of task assigned)

***This three-part model is explained in detail in Appendix A of the *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*. Plus, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.**

In the previous grade band, students were expected to read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

In the next grade band, students will be expected to read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 9-10 text complexity band independently and proficiently

| <i>Instructional Strategies</i> | <i>Assessment</i> | <i>Resources</i> | <i>Time Frame</i> |
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| <p>RI.6.10 Lesson Focus: Arrange reading groups based on reading level. Use the following ideas and strategies to work with students in small groups to encourage them to identify what it takes to improve their reading skills. Developing this awareness and confidence in students will encourage them to improve their reading ability by identifying the strategies they need to improve their comprehension and reading</p> | <p>Formative Assessment Tip. Feedback is provided and recorded on these suggested artifacts in order to regroup students for targeted learning opportunities. Teachers are encouraged to strategically score progress with a watchful eye on the formative assessment process. It is important to keep in mind that a “final grade” represents a summative score.</p> | <p>** Click Here to Link to Resource Folder ** Resources to Support Instruction: Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> | <p>Throughout Year; 9 week unit plans</p> |

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| <p>ability.</p> | <ol style="list-style-type: none"> 1. Students write a summary or essay that cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension. 2. Students answer and receive feedback on text dependent questions. 3. Students engage in a variety of discussions and/or Socratic questioning to display competency with regards to this standards. Aligned assessment and feedback of speaking and listening skills also promote growth in this area. 4. Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn. 5. Students engage in formal and informal presentations of a variety of products outlined above. Aligned assessment and feedback of speaking and listening skills during presentations also promote growth in this area. | <p>Exemplary Text for Grades 6-8 Text Complexity Bands: (All exemplar text are attached as individual resources) This unit of instruction will house all the exemplary text for 6th Grade, but the text will actually be utilized throughout the other units of instruction. Please note that the exemplar text are samples suggested by the Common Core State Standards Initiative and are not meant to be viewed as an all inclusive list. <i>**Special Note: It is very important that cross grade level articulation meetings occur to determine as an individual district what exemplar text will be designated for each grade level.</i> The Exemplary Text for Informational Text include:</p> <p>English Language Arts Text</p> <ul style="list-style-type: none"> • Letter on Thomas Jefferson **(7th Grade) • Narrative of the Life of Fredrick Douglass **(8th Grade) • Blood, Toil, Tears and Sweat: **(6th Grade) • Harriet Tubman: Conductor on the Underground Railroad **(6th Grade) • Travels with Charley: In Search of America **(7th Grade) <p>History/Social Studies Text:</p> <ul style="list-style-type: none"> • Preamble and First Amendment to the United States Constitution • A Short Walk through the Pyramids and through the World |
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| | | <ul style="list-style-type: none"> of Art • The Great Fire • Vincent Van Gogh: Portrait of an Artist • This Land Was Made for You and Me • Words We Live By: Your Annotated Guide to the Constitution • Freedom Walkers: The Story of the Montgomery Bus Boycott • Additional Ideas: History/ Social Studies <p>Science, Mathematics, and Technical Subject Level Text:</p> <ul style="list-style-type: none"> • Cathedral: The Story of Its Construction • The Building of Manhattan • The Number Devil: A Mathematical Adventure • Math Trek: Adventures in the Math Zone • Geeks: How Two Lost Boys Rode the Internet out of Idaho • The Evolution of the Grocery Bag • Geology • Space Probe • Invasive Plant Inventory • Additional Ideas: Science, Mathematics, and Technical Subjects <p>SCAN & RUN. This instructional framework consists of cues for strategies that help students plan and monitor their</p> | |
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| | | <p>comprehension before, during, and after reading. Instruction in the use of SCAN & RUN involves several steps that facilitate independent use of the strategy by students.</p> <p>Before Reading – SCAN S=Survey headings and turn them into questions(answer while reading) C=Capture the captions and visuals (try to understand their meanings) A=Attach boldface words (find the meanings) N=Note and read the chapter questions before reading</p> <p>While Reading – RUN R=Read and adjust speed (slow through difficult sections) U=Use word identification skills such as sounding it out, looking for other words clues in the sentence, or breaking words into parts for unknown words. N=Notice and check parts you don't understand and reread or read on (place a “?” next to the part you don't understand, and decide to reread that section or skip it and go back to it after you're finished reading).</p> <p>After Reading. Students extend their understanding of the text by answering questions at the end of the selection and discussing the text (Salembier 1999).</p> <p>Read, Rate, Reread. This strategy will help students improve their reading comprehension by emphasizing the importance of careful, repeated readings of material. The students will read a short selection three times and evaluate their understanding of the passage on each successive reading. They will</p> | |
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| | | further develop their skill at monitoring their own reading comprehension (Adapted from All America Reads). | |
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CCSS Standard: Key Ideas and Details – Reading & Literature

RL6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Enduring Understandings:

- Explicit and inferential ideas drawn from the text provide evidence to support analysis.
- An author conveys a theme or central idea through particular details.
- A summary is distinct from personal opinion or judgment.
- Characters respond or change as the plot moves towards a resolution.
- Plot develops through a series of episodes towards a resolution

New Vocabulary:

Episodes (series) Judgments Textual Evidence Theme (central idea)

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.6.1</p> <p>Overview Information: In this lesson, students will practice citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Lesson Focus: Students will practice citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | <p>Progression Note: In coordination with this reading standard, a key progression in the writing standards is the need for students to show competency in supporting claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text (W.6.1b).</p> <p>Write an Argumentative Text: After completing the “inference notes graphic organizer”, students convert their work into an argumentative text. Students assemble an argument that matches the claims they made within their graphic organizer. Special emphasis is placed on their ability to support claim(s) with clear reasons and relevant evidence.</p> <p>Graphic Organizers: Staff works collaboratively within the 9-12 grade band to establish a set of graphic organizer options for student use. Staff proceeds to collaboratively work with students to develop a rubric outlining success criteria with regards to graphic organizer usage. Note: a “distinguished” classroom environment is one in which, “Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations” (Danielson, 2007).</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Anticipation/Reaction Guide: This strategy assesses prior knowledge and evaluates the acquisition of concepts and use of supporting evidence after reading.</p> <ol style="list-style-type: none"> 1. Teacher identifies the important ideas and concepts students should focus on when reading. 2. Create 4-6 statements that support or challenge students’ beliefs, experiences, and preexisting ideas about the topic. 3. Create a graphic organizer/table <p>Agree Disagree Statement Page(s) where evidence is found (See Appendix Example)</p> <ol style="list-style-type: none"> 4. Before reading the text, have students react to each statement in the Before Reading column individually and be prepared to support their position. 5. In small groups or as a whole class, ask students to explain their initial responses to each statement. 6. Ask students to read the | <p>1-3 week</p> |

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| | | <p>selection to find evidence that supports or rejects each statement.</p> <p>7. After reading the text, ask students to react to each statement in the After Reading columns to determine if they have changed their minds about any of the statements. (Herber, 1978)</p> <p>Inference Notes: This strategy uses a graphic organizer for organizing literal information in the inside wedges of the circle and inferences in the outer wedges of the circle. (Burke, 2000)</p> | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.6.2</p> <p>Overview Information: In this lesson, students will practice determining a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>Lesson Focus: Short fiction pieces will be used to teach students an effective strategy for identifying themes in literature.</p> <ul style="list-style-type: none"> • Theme is NOT: <ul style="list-style-type: none"> ○ expressed in a single word. ○ the purpose of a work. ○ the moral. ○ the conflict. • Identifying the Theme in Five Steps. To identify the theme ... | <p>Formative Assessment Tip: “An important technique for helping students understand learning intentions and success criteria is asking them to look at samples of other students’ work and to engage in a discussion about the strengths and weaknesses of each” (William, 2011).</p> <p>Identifying Point of View: As an exit slip the day prior to the implementation of this strategy, students respond to various statements regarding literary devices as a way to measure competency. The teacher targets whole, group, and individual reviews the following day based upon the data collected via the exit slip.</p> <p>Upgrade: Selected response questions are created on a form within Google Docs. Each student completes the form as an exit slip. The teacher sorts the top misunderstood literary devices for review to begin the lesson the following day. Students struggling to show proficiency are grouped for additional targeted instruction prior to completing the “identifying point of view” strategy.</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Theme Search: This is a strategy that helps students determine the theme of a narrative story by determining the changes that a main character goes through as a result of a crisis. In order to use this strategy, a text must be selected that describes how a character undergoes a change from the beginning to the end of the story.</p> <ol style="list-style-type: none"> 1. In the beginning, it is advisable that this task be completed either in a whole or small group setting. As students become more familiar with the task, the graphic organizer can be completed individually. 2. The class shares its graphic organizers. <p>Describe main character at the beginning of the story Describe the main character at the end of the story. Crisis/Event That Caused Character to Change (Changes occurred during story that directly reflect what the main character learned by going through this event/experience). (Smith &</p> | <p>2 weeks</p> |

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| | | <p>Wilhelm, 2010)</p> <p>Don't Look Back:</p> <ol style="list-style-type: none">1. Provide students with a reading selection.2. Ask students to take notes of important details as they read. They can make notations on the text with sticky notes or in their notebooks.3. When students have finished, direct them to turn over the paper or put aside the material and write what they remember. . .without looking back.4. After they have listed the details they recall, ask students to create a paragraph using just the information they remember.5. Have students share and compare their paragraphs. See appendix for a sample of a graphic organizer that could be used to summarize. | |
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| <p>RL.6.3</p> <p>Overview Information: In this lesson, students will practice determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a specific word choice on meaning and tone.</p> <p>Lesson Focus: Students will practice determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a specific word choice on meaning and tone.</p> | <p>Stop-N-Think: Students convert their completed graphic organizer into a written summary or essay citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension. Students give and receive timely objective feedback resulting in targeted learning opportunities based on assessment results.</p> <p>Trailing the Text: Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn.</p> <p>Small Group Discussions: After students read the text, in small groups they create a list of the key ideas and supporting evidence from the text. As small group discussions ensue, the teacher listens intently to ensure explanations are supported by clear evidence. Informal assessment is continual and result in targeted learning opportunities for students. After the key ideas and supporting evidence are determined, students create a new introduction to the text in alignment with the authors meaning and tone.</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Change in Character: As an author unfolds a story, the character’s emotions may change. In this strategy, students can draw faces on the circles to reveal the emotions felt by the character. On the lines next to the faces, note the page number or text that provided evidence to the character’s emotion. See Appendix for example of a character graphic organizer.</p> <p>Storyboard: This strategy is a graphic organizer that can help readers focus on the plot of the story or drama through a series of recorded episodes. Students will record a summary and draw a picture of each episode on the graphic organizer.</p> <p>1. Teachers should introduce the text/story to</p> | <p>1-3 week</p> |

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| | | <p>be read and provide each student with a blank storyboard.</p> <p>2. Teacher may want to provide students with stopping points to record their episodes in order to provide support for students who need this type of scaffolding.</p> <p>3. After the students have completed their storyboard, they may discuss why each segment was recorded. (Reutzel, 1985)</p> <p>4. See Appendix for Story Board Document Example</p> | |
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CCSS Standard: Craft & Structure

RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a specific word choice on meaning and tone.

RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.

Enduring Understandings:

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Explain how an author develops the point of view of the narrator or speaker in a text.

New Vocabulary: Connotative Meaning, Impact, Specific Word Choice, Word/Phrase Meanings, Figurative Meaning

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.6.4</p> <p>Overview Information: In this lesson, students will practice determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a specific word choice on meaning and tone.</p> <p>Lesson Focus: Students will practice determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a specific word choice on meaning and tone.</p> | <p>Assessment Tip. “Improvements in learning will depend on how well assessment, curriculum, and instruction are aligned and reinforce a common set of learning goals, and on whether instruction shifts in response to the information gained from assessments” (Pellegrino, Chudowsky, Glaser, 2001).</p> <p>The upcoming PARCC assessment will utilize assessment advances in an effort to check for understanding in this key area. For example, take a look at the PARCC prototype for measuring vocabulary within a 6th Grade Narrative Writing task. Notice the question contains two parts. Part A asks the student to match the correct meaning to the vocabulary word. Part B asks “which phrase from the passage best helps the reader understand the meaning” of the word. Assessing Vocabulary in Context. To assess student knowledge of academic vocabulary within your classroom, add a similar “Part B” to your vocabulary questions. In short, link vocabulary assessments directly to at-grade level text, ask students to define complex words and have them cite specific evidence from the text to support their answer. Doing so will build the ability to use context to determine meaning and simultaneously encourage students to supply evidence for reasoning.</p> | <p>** Click Here to Link to Resource Folder **</p> <p>This site is The Longfellow Ten, a collaborative Middle School Stop-Motion Project. Students have created short clips to describe forms of figurative and connotative language (Link).</p> <p>Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.</p> <ul style="list-style-type: none"> ➤ Model lessons that can be changed to fit your classroom needs: <ul style="list-style-type: none"> ○ Categorizing Words (Link) ○ Eleven (Link) ➤ Readworks Common Core Materials (Link) - Home of the Brave 6th Grade Unit: Voice ➤ Readworks Common Core Materials (Link) - Keeping the Night Watch and Chess Rumble 6th Grade Unit: Voice ➤ Poetry Workstations (Link) - Video from the Teaching Channel | <p>1-3 week</p> |

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| | | <p>Word Map: A word map is a visual organizer that promotes vocabulary development. Using a graphic organizer, students will think about vocabulary terms in different ways. Have the students follow the steps below. (Teachers should model the steps first).</p> <ol style="list-style-type: none">1. Write the vocabulary word and the page number on the organizer.2. Copy the phrase or sentence in which the word appears, and predict its meaning. Indicate how the word is used in the sentence. Using a dictionary or Dictionary.com, employ a think-aloud to ask, "Does this make sense based on how the word is used in the text?" Write the correct definition on the organizer.3. Use the dictionary entry to fill in a synonym for the word.4. Use the dictionary to fill in an antonym non-example of the word.5. Sketch an example or association on the back of the word maps. Encourage quick sketches and not works of art.6. Have each student share his or her sketch with a partner and discuss the similarities and differences. | |
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| | | <p>7. Create original sentences using context clues using the new word. See appendix for a sample of a graphic organizer. (Rosenbaum, 2001)</p> <p>Word Choice Impact: This strategy will provide students opportunities to explore word choice and how specific choices impact meaning.</p> <ol style="list-style-type: none">1. Define and demonstrate examples of connotations and denotations.2. Demonstrate to students how word choice can impact meaning. Show students the sentence, "Jose walked into the room." Volunteers act out ways that the student in the sentence might enter the room and the teacher models revising the sample sentence's verb accordingly. Students then suggest other replacements for the verb in the sentence to increase the specificity of the word and explore connotation.3. Students follow this demonstration by selecting words with powerful connotations for their own writing. <ul style="list-style-type: none">• Eleven (Link)• Dr. Seuss (Link)• Reading: Identify Genre | |
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| | | (Link) from Wyoming Public Schools | |
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| <p>RL.6.5</p> <p>Paragraph Shrinking: The Paragraph Shrinking strategy allows each student to take turns reading, while pausing and connecting the main points of each paragraph to the rest of the text as a whole. Students provide each other with feedback as a way to monitor comprehension.</p> <ol style="list-style-type: none"> 1. Each member of the teacher-assigned pair takes turns being "Coach" and "Player." These pairs are changed regularly. All students have the opportunity to be "coaches" and "players." Note: It is important for teachers to monitor and support students as they work together. 2. Each student reads aloud until the predetermined stopping point set by the teacher. After each paragraph in the text, students stop to summarize the main points of the reading and note how the particular passage fits into the overall structure of the text. 3. If a "Player" gives a wrong answer, the "Coach" asks the "Player" to skim the paragraph again and try again a second time. Students could be asked to state the main idea as well as noting how the passage connects to the passage before it. (Adapted from Fuchs & Fuchs, 2000) <p>Episodic Notes: Students can use this strategy as a note-taking method for analyzing how a particular piece of text fits into the overall structure of a text. It asks them to identify distinct scenes or moments in the text and then explain how the scene fits into the overall structure and how it helps to develop the theme, setting or plot. (Adapted from Burke, 2002)</p> | <p>Progression Note: In coordination with this reading standard, a key progression in the speaking and listening standards is the need for students to show competency in “delineating a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not” (SL.6.3).</p> <p>Adapted Paragraph Shrinking Presentation: Students organize into pairs. Partners are given different multi-paragraph texts of comparable length. They are given a pre-determined amount of time to read over their respective text. When time has expired, partner 1 gives oral paragraph summarizations of their text. The other partner prompts, asks guiding questions, and simultaneously takes notes on the summarization. After a pre-determined amount of time, roles are switched. At the conclusion of the activity time is allowed for students to organize their notes into a presentation to conclude the activity. During the activity and presentation, special emphasis is placed on the ability to show competency in “delineating a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not” (SL.6.3).</p> | <p>** Click Here to Link to Resource Folder **</p> | |
| Instructional Strategies | Assessment | Resources | Time |

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| <p>RL.6.6</p> <p>Point of View: This strategy helps students understand that in order to recognize the point of view of the author, they have to become skilled at making inferences about the author's beliefs. While reading a text that contains multiple characters that experience the same event, assign different students to each of the characters in the story, and have them tell about the event from their point of view.</p> <p>RAFT: This is a strategy that helps students understand their role as a writer. By using this strategy, teachers encourage students to write creatively, to consider a topic from a different perspective, and to gain practice writing for different audiences.</p> <p><u>Role of the Writer:</u> Who or what are you as the writer? A pilgrim? A soldier?</p> <p><u>Audience:</u> To whom are you writing? A friend? Your teacher?</p> <p><u>Format:</u> In what format are you writing? A letter? A poem? A speech?</p> <p><u>Topic and strong verb:</u> What are you writing about? Why?</p> <ol style="list-style-type: none"> 1. Display a RAFT example. 2. Describe each of these using simple examples: role, audience, format, and topic. 3. Model how to write responses to the prompts, and discuss the key elements as a class. Teachers should keep this as simple and concise as possible for younger students. 4. Have students practice responding to prompts individually or in small groups. (Santa & Havens, 1995) <p>See appendix for a graphic organizer for RAFT.</p> | <p>Formative Assessment Tip: “In a classroom where a teacher uses questions and discussions to enhance learning, the teacher may pose a single, well-crafted question and then wait for a thoughtful response. Follow-up questions like “Does anyone see another possibility?” or “Who would like to comment on Jerry’s idea?” may provide a focus for an entire class period. The teacher gradually moves from the center to the side of the discussion and encourages students to maintain the momentum” (Danielson, 2007).</p> <p>Facilitating a Discussion: When facilitating/assessing discussions at this grade-level, special emphasis is placed upon “Key Progressions” within the CCSS. For example, special emphasis is placed on a student’s ability to “delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not” (SL.6.3). During a discussion or collaborative assignment which targets this particular reading standard, students are continually expected to support their analysis of how “an author develops the point of view of the narrator” by citing specific words, sentences, and sections of the text.</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-3 week</p> |
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CCSS Standard: Integration of Knowledge and Ideas

RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL.6.8: (Not applicable to literature)

RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Enduring Understandings:

- Genres approach similar topics and themes in a variety of ways.
- Perception and experience of text may be different based on reading, viewing or listening.

New Vocabulary: Approach Form Topics Video Audio Live Version Stanza Line Structure

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.6.7</p> <p>Overview Information: In this lesson, students will practice comparing and contrasting the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>Lesson Focus: Students will practice comparing and contrasting the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>Graphic Comparison: Graphic organizers can provide an effective means for students to gather and organize information in order to compare written text with visual text.</p> <p>Key Points Reading the Text Audio, Video or Live in class</p> <p>Focused Reading and Viewing Guide: This strategy helps students review the components in both the written and visual text. Students will complete a graphic organizer which prompts them to write down a comparison of the characters, plot and resolution. After filling out the chart, students present or write the similarities and differences of the two.</p> | <p><u>Smarter Balanced Model Items:</u></p> <p>Model 1a: SR (DOK 2) – asks students to select the best description of the text’s structure from a list of options.</p> <p>Model 1b: SR (DOK 2) – provides students with a description of a text and asks them to select, from a list of options, the text structure that would be best suited for the topic and purpose of the text.</p> <p>Model 1c: 2-pt CR (DOK 2) – prompts students to describe/explain the structure of the text, citing evidence from the text in support of their answer.</p> <p>Model 2a: SR (DOK 2) – asks students to imagine they are creating an illustrated version of the text and are required to select, from among the graphics provided, those that would best support and complement the text.</p> <p>Model 2b: 3-pt CR (DOK 4) – provides students with a poem or excerpt from a play and an audio or video version of the same text. In response to the audio or video version of the text, students will write a paragraph in which they discuss aspects of the reader’s performance such as pace, tone, movement, and words or phrases emphasized and the ways in which these elements impact the experience of the piece.</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Poetry Workstations (Link) - Video from the Teaching Channel</p> <p>Read poem; analyze tone (Link) - See pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education</p> <p>Compare and contrast novel to film adaptation (Link) - See page 15 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>1-3 week</p> |

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| <p>See appendix for a sample of a Focused Reading and Viewing Guide</p> <p>Thinking Critically About Movie Adaptations: This strategy has students critically analyze movie adaptations of a book. Students will choose elements of the book that were changed, the effects of the change and the reader’s preferences. See appendix for a sample of a Thinking Critically About Movie Adaptations organizer.</p> <p>Cover to Cover: Examine the various covers of books and DVDs from recent releases. With a partner or small group, discuss how the DVD cover differs from the book cover. Determine how the DVD cover reveals the ways in which the film differs from the book. See appendix for a copy of DVD and book covers.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.6.9: Overview Information: In this lesson, students will practice comparing and contrasting texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>Lesson Focus: Students will practice comparing and contrasting texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> | <p>Formative Assessment Tip:</p> <p>Utilize text dependent questions as a way to assess competency within this standard. “While there is no set process for generating a complete and coherent body of text dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.</p> <p><i>Step One: Identify the Core Understandings and Key Ideas of the Text</i> <i>Step Two: Start Small to Build Confidence</i> <i>Step Three: Target Vocabulary and Text Structure</i> <i>Step Four: Tackle Tough Sections Head-on</i> <i>Step Five: Create Coherent Sequences of Text Dependent Questions</i> <i>Step Six: Identify the Standards That Are Being Addressed</i></p> <p>Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards” (Student Achievement Partners, 2012).</p> <p>Upgrade: A student process manager transfers graphic organizers into forms within Google Docs. Students record information into the form as a type of exit slip. The information collected is then used to develop “hinge questions” to start the lesson the following day.</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Book of the Month (Link) - A Technology-Integrated Literacy Project</p> <ul style="list-style-type: none"> This project is designed as a once-a-month activity to introduce students to a variety of genres, to promote note-taking and writing skills, to integrate technology, and to create multi-genre responses to literature using "Big Books." Students will use various graphic organizers to enhance pre-writing planning, and utilize the Internet as a research and publishing tool. <p>The Emperor Penguin's Life Cycle (Link)</p> | <p>1-3 week</p> |

Smarter Balanced Model Items:

Model 1: 3-pt CR (DOK 3) – provides two texts (one contemporary, one mythological/traditional) with similar themes. Students are required to cite and analyze one piece of textual evidence that addresses this theme from each text, and to briefly discuss how the contemporary work differs from the original.

Model 2a: 3-pt CR (DOK 3) – provides a painting and a literary text sharing a common theme, students cite details from each of the works that effectively support that theme.

Model 2b: 3-pt CR (DOK 3) – provides an excerpt containing dialogue or narration from a novel or short story, and prompts students to write a paragraph making inferences about why the author selected a particular point of view for the character. Students must use relevant details from the text to support their assertions.

Model 3a: 3-pt CR (DOK 4) – provides a brief scene from a play and a video clip of a film version (or filmed dramatic production) of the same scene, along with a graphic organizer requiring students to explain similarities and differences between text and film versions.

CCSS Standard: Range of Reading and Level of Text Complexity

RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Enduring Understandings:

Teachers match complex, grade-appropriate texts to their students. The Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together.

The three-part model is:

1. Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)
AND
Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software)
2. **AND**
Reader and task considerations (motivation, knowledge, experiences, purpose and complexity of task assigned)

***This three-part model is explained in detail in Appendix A of the *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*. Plus, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.**

In the previous grade band, students were expected to read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

In the next grade band, students will be expected to read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 9-10 text complexity band independently and proficiently.

Essential Questions:

- How do I help myself proficiently read and understand literature at grade level or above?
- How do I know if I am proficiently reading and comprehending literature in the 6-8 complexity band range?

New Vocabulary: *N/A*

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|---|---|-----------------------------------|
| RL.6.10 Overview Information: The Common Core Standards brings a new level of | Formative Assessment Tip. John Hattie outlines eight mind frames “that underpin our every action and decision | ** Click Here to Link to Resource Folder ** DRTA. This strategy is a comprehension | Througho Year; 9 we lessons |

reading band requirements, as well as the research on the importance of adhering to the increasing text complexity in successive years of schooling.

This unit will provide teachers the background information needed in order to effectively teach the reading literature standards in sixth grade across the curriculum throughout the entire year. The resources contained in this unit can be used for direct instruction in the other sixth grade units of instruction. This unit will also provide ideas for benchmarking and formative assessments to ensure students' progress through the reading complexity bands requirements as outlined in the CCS.

- *Students demonstrate proficiency in reading texts at the ranges of text complexity to progress on a path to college and career readiness. To become college and career ready, students must learn how to analyze, synthesize, and evaluate informational texts in the world around them. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Through wide and deep reading of informational text of steadily increasing sophistication, students gain a reservoir of cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.*
- *Students reading well above and well below grade-band level need additional support. Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On*

in a school". The following are 5 key questions that relate directly to formative assessment practices. (Hattie, 2012)

- ☒ 'How do I know that this is working?'
- ☒ 'How can I compare "this" with "that"?''
- ☒ 'What is the merit and worth of this influence on learning?'
- ☒ 'What is the magnitude of the effect?'
- ☒ 'What evidence would convince me that I was wrong in using these methods and resources?'

For students to comprehend increasingly complex text, they must be able to derive meaning from the academic vocabulary the text contains. The progressive building of academic vocabulary is a key area of focus within the ELA/Literacy Common Core State Standards.

The upcoming PARCC assessment will utilize assessment advances in an effort to check for understanding in this key area. For example, take a look at the PARCC prototype for measuring vocabulary within a 6th Grade Narrative Writing task.

Notice the question contains two parts. Part A asks the student to match the correct meaning to the vocabulary word. Part B asks "which phrase from the passage best helps the reader understand the meaning" of the word.

To assess student knowledge of academic vocabulary within your classroom, add a similar "Part B" to your vocabulary questions. In short, link vocabulary assessments directly to at-grade level text, ask students to define complex words and have them cite specific

strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. Students should work toward completing this strategy independently to assess reading and comprehension abilities. Determine the text to be used and pre-select points for students to pause during the reading process.

DIRECT – Teacher should have the student scan the title, and note chapter headings, illustrations, and other explanatory materials on a graphic organizer.

READING - Teachers should have students read up to the first pre-selected stopping point in the text. The student answers questions about specific information and evaluates their predictions.

THINKING - At the end of the reading, students should go back through the text and think about their predictions. Students should verify or modify the accuracy of their predictions by finding supporting statements in the text. (Lenski, Wham & Johns, 1999) See appendix for additional information about DRTA.

Q-Notes. This strategy combines the best of SQ3R and Cornell Notes to offer an excellent way to take notes on what you are reading. This strategy also provides students a way to study for quizzes, tests or exams.

See appendix for a sample of a Q-Note template. (Burke, 2007)

Read, Rate, Reread. This strategy helps

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| <p>the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.</p> <ul style="list-style-type: none"> • <i>Even many students on course for college and career readiness are likely to need scaffolding as they master higher levels of text complexity. As they enter each new grade band, many students are likely to need at least some extra help as they work to comprehend texts at the high end of the range of difficulty appropriate to the band. For example, many students just entering grade 2 will need some support as they read texts that are advanced for the grades 2–3 text complexity band. Although such support is educationally necessary and desirable, instruction must move generally toward decreasing scaffolding and increasing independence, with the goal of students reading independently and proficiently within a given grade band by the end of the band’s final year (continuing the previous example, the end of grade 3)</i> | <p>evidence from the text to support their answer. Doing so will build the ability to use context to determine meaning and simultaneously encourage students to supply evidence for reasoning. Asking text-dependent questions tied directly to the text is a great way to check for understanding of increasingly complex language.</p> <p>Qualitative Measures of Text Complexity: (For full details see Resource: The Standards Approach to Text Complexity)</p> <p>(1) Levels of Meaning (literary texts) or purpose (informational texts). Literary texts with a single level of meaning tend to be easier to read than literary texts with multiple levels of meaning (such as satires, in which the author’s literal message is intentionally at odds with his or her underlying message). Similarly, informational texts with an explicitly stated purpose are generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.</p> <p>(2) Structure. Texts of low complexity tend to have simple, well-marked, and conventional structures, whereas texts of high complexity tend to have complex, implicit, and (particularly in literary texts) unconventional structures. Simple literary texts tend to relate events in chronological order, while complex literary texts make more frequent use of flashbacks, flashbacks, flash-forwards, and other manipulations of time and sequence. Simple informational texts are likely not to deviate from the</p> | <p>students learn independently through self-questioning and careful close reading of difficult content. This process is as follows:</p> <ol style="list-style-type: none"> 1. Assign text to be read in class. Ask students to rate their understanding on a scale of 1-10 and list any questions they have about text that was unclear. 2. Direct students to read the text again and rate their understanding. |
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conventions of common genres and sub genres, while complex informational texts are more likely to conform to the norms and conventions of a specific discipline. Graphics tend to be simple and either unnecessary or merely supplementary to the meaning of texts of low complexity, whereas texts of high complexity tend to have similarly complex graphics, graphics whose interpretation is essential to understanding the text, and graphics that provide an independent source of information within a text. (Note that many books for the youngest students rely heavily on graphics to convey meaning and are an exception to the above generalization.)

(3) **Language Conventionality and Clarity.** Texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic or otherwise unfamiliar language or on general academic and domain-specific vocabulary.

(4) **Knowledge Demands.** Texts that make few assumptions about the extent of readers' life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many assumptions in one or more of those areas.

Grade Level: Sixth

Subject: Language

CCSS Standard: Conventions of Standard English

L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

b. Use intensive pronouns (e.g., myself, ourselves).

c. Recognize and correct inappropriate shifts in pronoun number and person.

d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)

e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

b. Spell correctly

Enduring Understandings:

- A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling.
- Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form).

New Vocabulary: Ambiguous Antecedent Inappropriate Shifts Possessive Strategies to Improve Expression
Antecedent Intensive Pronouns Pronoun Number Subjective Case Nonrestrictive Elements Pronouns Usage Comma
Objective Proper Case Vague Pronoun Dash Parentheses Punctuation Variations Grammar Parenthetical Elements

| Instructional Strategies | Assessment | Resources | Time Frame |
|--|---|--|------------------|
| <p>L.6.1.</p> <p>Overview Information: In this lesson, students will practice varying sentence patterns for meaning, reader/listener interest, and style.</p> <p>Lesson Focus: Students will practice varying sentence patterns for meaning, reader/listener interest, and style.</p> | <p>SBAC Assessment Content Specifications Samples Grade 6: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Standards: L.6.1, L.6.3a, L.6.6, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, W.6.1a, W.6.1b, W.6.7, W.6.8, W.6.9, RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.7, RL.6.9, RI.6.1, RI.6.2, RI.6.3, RI.6.6, RI.6.8, RI.6.9</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 3 L SL RI RL W (Resource) <p>Standards: W.6.1a, W.6.1b, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.2f, W.6.3d, W.6.4, W.6.5, W.6.8, W.6.9, L.6.1, L.6.2, L.6.3, RI.6.1, RI.6.9</p> <p>Reading Selection: "Invasive Plants" (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 4 PT W L.6.1-3 RI.6.1 RI.6.9 Invasive Plants (Resource) <p>Writing Standards: W.6.1a, W.6.1b, W.6.1c, W.6.1d, W.6.1e, W.6.2d, W.6.3d, W.6.4, W.6.5, W.6.8, W.6.9, L.6.1, L.6.2,</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Pronouns (Link) - Explanation of pronouns and examples of many different kinds of pronouns. Pronouns (Link) - Information about pronouns and the cases: subjective, objective, and possessive How to Understand Pronoun Cases (Link) Pronoun Case (Link) - This section has information about how to use pronouns correctly. Using Pronouns Correctly (Link) - Rules governing the usage of pronoun cases Teaching Correct Pronouns (Link) - Lesson plan about making correct pronoun choice without reference to the pronoun's case Fun Activities for Teaching Indirect Pronoun Agreement (Link) Pronoun Agreement Activities (Link) Pronoun Case (Link) - Explanation Pronoun and Antecedent Agreement Activities (Link)</p> <p>Strategies for Variation (Link) - This resource presents methods for adding sentence variety and complexity to writing that may sound repetitive or boring. Sections are divided into general tips for varying structure, a discussion of sentence types, and specific parts of speech</p> | <p>1-3 weeks</p> |

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| | <p>L.6.3, L.6.3a, L.6.6</p> <p>Research Standards: RI.6.9; RH.6.1-3 and RST.6.1-3 and RST.6.7-9; W.6.8, W.6.9; WLiteracy-8, WLiteracy-9</p> <p>Reading Selection: “Genetically Modified Food” (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 7 PT W L.6.1 L.6.2 L.6.3 L.6.3a L.6.6 Genetically Modified Food (Resource) <p>Standards: L.6.1-3</p> <p>Reading Selection: “School sentence” (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 9 SR TE CR L.6.1-3 (Resource) Grade 6 ELA Claim 2 Target 9 TE L.6.1-3 School sentence (Resource) | <p>which can aid in sentence variety.</p> <p>For Similar Sentence Patterns or Rhythms (Link) - This resource presents methods for adding sentence variety and complexity to writing that may sound repetitive or boring. Sections are divided into general tips for varying structure, a discussion of sentence types, and specific parts of speech which can aid in sentence variety.</p> <p>6 Sentence Patterns to Add Variety to Your Writing (Link) - To create sentence variety and to clarify the relationship of your ideas, use various sentence openings that modify the sentence preceding it.</p> <p>Sentence Variety and Structure (Link) - Could possibly be used as a student handout</p> <p>The Writing Center: Sentence Patterns (Link) - Is a handout that gives an overview of English sentence patterns. It will help you identify subjects, verbs, and clause connectors so you can analyze your writing style and improve it by using a variety of sentence patterns.</p> <p>Sentence Patterns (Link) - Help students improve writing and vary sentence structure</p> | |
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CCSS Standard: Comprehension & Collaboration

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

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Enduring Understandings:

- *In collaborative discussion, diverse participants follow collegial rules, define roles, set goals and deadlines, express ideas, pose and respond to questions with detail, and build on the ideas of others.*
- *Preparation enables participants to refer to evidence and probe the ideas under discussion.*
- *Review enables participants to demonstrate understanding of key ideas and multiple perspectives through reflection and paraphrasing.*
- *Information can be presented in diverse media and formats and contribute to the understanding of a topic or text under discussion.*
- *Delineating a speaker's arguments and claims enables discussion participants to examine reasons and evidence.*

New Vocabulary:

Claim Deadline Elaboration Multiple Perspectives Collegial Diverse Partners Goal Paraphrasing Comments

| <i>Instructional Strategies</i> | <i>Assessment</i> | <i>Resources</i> | Time Frame |
|--|---|--|-------------------|
| <p>SL 6.1</p> <p>Overview Information: In this lesson, students will practice presenting claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Lesson Focus: Students will practice presenting claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p><i>Student & Teacher Reflection Assessment:</i></p> <p><i>Student Created:</i></p> <p><i>Visual Aid Suggestion</i> A visual aid enhances the understanding of the content and may or may not be the students own work.</p> <p><i>Student Generated Visual Aid Examples</i></p> <ul style="list-style-type: none"> - Power Point® - Diorama, model - Brochure, scrapbook - Play - Poster, mural, chart, graph <p><i>Non-Student Generated Visual Aid Examples</i></p> <ul style="list-style-type: none"> - Music - Video - Magazine photos - Artifacts - Food | <p>** Click Here to Link to Resource Folder **</p> <p>Compare 4 stories about families to discuss and define the concept (Link) - See pages 19 through 20 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Read and compare a personal essay and news articles on the same topic (Link) - See pages 23 through 25 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Read stories and present them in a summarized format; choose something to read based on a peer's presentation (Link) - See pages 31 through 32 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Present various types of pronouns; Cite examples of figurative language</p> | <p>1-3 weeks</p> |

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| | | (Link) - See pages 5 through 6 through for a lesson relating to this standard from the Georgia Department of Education | |
| <i>Instructional Strategies</i> | <i>Assessment</i> | <i>Resources</i> | Time Frame |
| <p>SL 6.2</p> <p>Overview Information: In this lesson, students will practice including multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>Lesson Focus: Students will practice including multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> | <p>Students will determine, through discussion and written response, the credibility of a speaker when listening to the speech:</p> <p>Do the arguments or factual material presented by the speaker align with his/her position? How do the facts chosen to support the position heighten or diminish the speaker's credibility? Base mastery & assessment on response & discussion.</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Poetry Workstations (Link) - Video from the Teaching Channel</p> <p>Read stories and present them in a summarized format; choose something to read based on a peer's presentation (Link) - See pages 31 through 32 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Present various types of pronouns; Cite examples of figurative language (Link) - See pages 5 through 6 through for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Compare and contrast characters; present</p> | 1-3 weeks |

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| | | <p>research findings (Link) - See pages 6 through 7 through for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Identifying cause and effect (Link) - See pages 7 through 8 through for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Predicting; introducing text (Link) - See pages 12 through 13 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Research; examine character traits (Link) - See pages 13 through 14 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Correct use of pronouns; interpreting point of view (Link) - See page 14 for a lesson relating to this standard from the Georgia Department of Education</p> | |
| <i>Instructional Strategies & Suggestions</i> | <i>Assessment</i> | <i>Resources</i> | Time |

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| <p>SL 6.3</p> <p>Overview Information: In this lesson, students will practice adapting speeches to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Lesson Focus: Students will practice adapting speeches to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>SBAC Assessment Content Specifications Samples</p> <p>Grade 6: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Speaking & Listening Standards: SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.3a, L.6.6</p> <p>Research Standards: R.6.1, R.6.9, R Literacy 6.1, RH.1.1-3 and RST.6.1-3 and RST.6.7-9</p> <p>W.6.1a, W.6.1b, W.6.8, W.6.9, W Literacy 6.8, W Literacy 6.9</p> <p>Reading Selection: “Young Wonders” (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 3 Target 1 3 and 4 and T2 T3 T4 PT for L SL RI RH RST W Young Wonders (Resource) <p>Standards: SL.6.1 SL.6.2 SL.6.3</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 3 Target 4 SL.6.1 SL.6.2 SL.6.3 (Resource) <p>Standards: L.6.1, L.6.3a, L.6.6, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, W.6.1a, W.6.1b, W.6.7, W.6.8, W.6.9, RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.7, RL.6.9,</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Lesson Elements to Support Instruction: Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.</p> <p>Improving Speaking Skills with Poetry Podcasting (Link) - Video from the Teaching Channel</p> <p>Pre-reading and background information (Link) - See pages 4 through 5 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Identifying cause and effect (Link) - See pages 7 through 8 through for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Reading new text;</p> | <p>1-3 weeks</p> |

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| | <p>RI.6.1, RI.6.2, RI.6.3, RI.6.6, RI.6.8, RI.6.9</p> | <p>illustrating vocabulary; analyzing and annotating text; explaining the purpose of the text (Link) - See pages 22 through 23 for a lesson relating to this standard from the Georgia Department of Education</p> <p>Reading text; comparison of speech delivery; analyzing speech delivery; annotating repeated words or phrases (Link) - See pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education</p> | |
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CCSS Standard: Presentation of Knowledge & Ideas

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

SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 [here](#) for specific expectations.)

Enduring Understandings:

- *A quality oral presentation presents findings and claims in a logical sequence, with supporting details and multimedia components that accentuate the main idea or theme, and with speech that is adapted to the context, is delivered with clear eye contact, volume, and pronunciation, and commands formal English.*

New Vocabulary :

Claim Eye contact Indicated Pertinence Clear Pronunciation Findings Logical Speech Components

| <i>Instructional Strategies</i> | <i>Assessment</i> | <i>Resources</i> | Time Frame |
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| <p>SL 6.4</p> <p>Overview Information: In this lesson, students will practice presenting claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Lesson Focus: Students will practice presenting claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p>SBAC Assessment Materials: Grade 6: SBAC Released Sample Content Specification Chart: The following is a released SBAC content specification assessment sample to use with your students to determine progress on the standards listed below.</p> <p><u>Remote Community Gets High-Tech Pharmacy</u> – Link to the following Standard: L.6.4</p> <p>Secondary Standards: RI.6.4; L.6.5b & c, L.6.6</p> <p>Document Include:</p> <ul style="list-style-type: none"> Remote Community Gets High-Tech Pharmacy (Resource) | <p>** Click Here to Link to Resource Folder **</p> <p>Lesson Elements to Support Instruction: Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.</p> <p>Compare 4 stories about families to discuss and define the concept (Link) - See pages 19 through 20 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Read and compare a personal essay and news articles on the same topic (Link) - See pages 23 through 25 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Read stories and present them in a summarized format; choose something to read based on a peer's presentation (Link) - See pages 31 through 32 for a lesson relating to this</p> | <p>2 week</p> |

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| | | <p>standard from the Georgia Department of Education.</p> <p>Present various types of pronouns; Cite examples of figurative language (Link) - See pages 5 through 6 through for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Compare and contrast characters; present research findings (Link) - See pages 6 through 7 through for a lesson relating to this standard from the Georgia Department of Education.</p> | |
| <i>Instructional Strategies</i> | <i>Assessment</i> | <i>Resources</i> | Time Frame |
| <p>SL 6.5</p> <p>Overview Information: In this lesson, students will practice presenting claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Lesson Focus: Students will practice presenting claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p><u>SBAC Assessment Content Specifications Samples</u></p> <p>Grade 6: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Standards: L.6.1, L.6.3a, L.6.6, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, W.6.1a, W.6.1b, W.6.7, W.6.8, W.6.9, RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.7, RL.6.9, RI.6.1, RI.6.2, RI.6.3, RI.6.6, RI.6.8, RI.6.9</p> | <p>** Click Here to Link to Resource Folder **</p> | 1-3 weeks |
| <i>Instructional Strategies</i> | <i>Assessment</i> | <i>Resources</i> | Time Frame |

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| <p>SL. 6.6</p> | <p><u>SBAC Assessment Content Specifications Samples</u></p> <p>Grade 6: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Standards: L.6.1, L.6.3a, L.6.6, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, W.6.1a, W.6.1b, W.6.7, W.6.8, W.6.9, RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.7, RL.6.9, RI.6.1, RI.6.2, RI.6.3, RI.6.6, RI.6.8, RI.6.9</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 3 L SL RI RL W (Resource) <p>Speaking & Listening Standards: SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.3a, L.6.6</p> <p>Research Standards: R.6.1, R.6.9, R Literacy 6.1, RH.1.1-3 and RST.6.1-3 and RST.6.7-9, W.6.1a, W.6.1b, W.6.8, W.6.9, W Literacy 6.8, W Literacy 6.9</p> <p>Reading Selection: “Young Wonders” (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 3 Target 1 3 and 4 and T2 T3 T4 PT for L SL RI RH RST W Young Wonders (Resource) | <p><u>** Click Here to Link to Resource Folder **</u></p> | <p>2 week</p> |
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Grade Level: Sixth

Subject: Writing

CCSS Standard: Text Types & Purposes: Argumentative

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

Enduring Understandings:

- Authors use specific words, phrases and clauses to clarify the relationships among claim(s) and reasons.
- When writing a formal argument, an author must introduce and support claims with clear reasons, relevant evidence, and credible sources organized to show understanding of the topic, and conclude the argument presented.

New Vocabulary:

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| arguments | descriptive details | presented explanation | relevant evidence |
| claims | effective technique | presented information | relevant facts |
| classification | event sequences | reader sequence | sensory language |
| clear reasons | formal style | real experiences | shifts |
| credible sources | imagined experiences | relevant content | transitions |
| description | pacing | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.6.1 (all): Overview Information: The Common Core Standards brings a new level of writing requirements. This unit will provide teachers the background information needed in order to effectively teach the writing standards in sixth grade across the curriculum throughout the entire</p> | <p>SBAC Assessment Content Specifications Samples Grade 6: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> | <p>** Click Here to Link to Resource Folder ** Writing Strategies for Argumentative/Opinion Writing Include: (All strategy descriptions/overviews can be found in the resource folder for the following</p> | <p>2-4 weeks</p> |

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| <p>year. The resources contained in this unit can be used for direct instruction in the other sixth grade units of instruction. This unit will also provide ideas for benchmarking and formative assessments to ensure students progress through the writing requirements outlined in the CCS.</p> <p>Lesson Focus: Students will be introduced to the term “argumentative” and will learn how “opinion” is a term that is a developing form of argument.</p> <p>Claims, Reasons, and Evidence: When writing a formal argument, students need to know that an author must support claims with clear reasons and relevant evidence to show understanding of the topic (enduring understanding #2). In order to do so, students will need to understand what the words “claims,” “evidence,” and “reasons” means. So, students will take these words through Marzano’s six step vocabulary process to help learn the meaning of the words. Next, students will examine student writing samples of argumentative writing to identify claims, evidence, and reasons in writing. Finally, students will choose an argument and begin to create claims, reasons, and evidence to support their argument.</p> | <p>Standards: W.6.2a-f W.6.6 Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 3 SR TE CR W.6.2a-f W.6.6 (Resource) <p>Standards: W.6.1a, W.6.1b, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.2f, W.6.3d, W.6.4, W.6.5, W.6.8, W.6.9, L.6.1, L.6.2, L.6.3, RI.6.1, RI.6.9 Reading Selection: “Invasive Plants” (Attached) Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 4 PT W L.6.1-3 RI.6.1 RI.6.9 Invasive Plants (Resource) <p>Standards: W.6.2 W.6.4 W.6.5 W.6.8 W.6.9 Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 4 PT W.6.2 W.6.4 W.6.5 W.6.8 W.6.9 (Resource) Complete writing assessment 4 (Link) - See pages 46 through 47 for a lesson relating to this standard from the Georgia Department of Education. Present a summarized overview of finished written assessments (Link) - See pages 47 through 48 for a lesson relating to this standard from the Georgia Department of Education. Final writing assessment (Link) - See pages 11 through 12 for a lesson relating to this standard from the Georgia Department of Education. Writing assessment rough draft (Link) - See page 18 for a lesson relating to this standard from the Georgia Department of Education. Final writing assessment (Link) - See | <p>documents)</p> <ul style="list-style-type: none"> Anticipation Guide Conferring CRAFTS Credibility of a Source Essay Design Focus, Question, Image, Predict (FQIP) Informational Writing Inquiry Charts Invention Journalistic Reporting Multi-Genre Paper Peer Reviewing Predict O Gram Writing Previewing or Planning Prediction Principles of Coherence Structuring Compare and Contrast Variation Write Pair Share Write |
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| | <p>pages 18 through 19 for a lesson relating to this standard from the Georgia Department of Education.</p> <ul style="list-style-type: none">• Writing assessment (Link) - See pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education.• Writing assessment (Link) - See page 29 for a lesson relating to this standard from the Georgia Department of Education.• Writing assessment (Link) - See pages 11 through 12 for a lesson relating to this standard from the Georgia Department of Education.• Exploring views of young people; citing textual evidence (Link) - See page 17 for a lesson relating to this standard from the Georgia Department of Education• Writing Assessment (Link) - See page 21 for a lesson relating to this standard from the Georgia Department of Education | | |
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CCSS Standard: Text Types & Purposes: Informative

W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

Enduring Understandings:

- Authors use a variety of transitions to signal shifts in time and setting.
- Authors use appropriate transitions, precise language and domain-specific vocabulary to clarify relationships and explain the topic.
- When writing a formal informative/explanatory text, authors carefully select, develop, organize, and analyze information, and are able to convey ideas, concepts, and information through their writing.

New Vocabulary:

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|---------------------|----------------------|-----------------------|------------------|
| Claims | Effective Technique | Presented Explanation | Relevant Facts |
| Classification | Event Sequences | Presented Information | Sensory Language |
| Clauses | Formal Style | Reader | Sequence |
| Clear Reasons | Imagined Experiences | Real Experiences | Shifts |
| Credible Sources | Pacing | Relevant Content | Transition Words |
| Description | Precise Words | Relevant Evidence | Transitions |
| Descriptive Details | | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.6.2 (all):</p> <p>Overview Information:</p> <p>In this unit of study, the focus is helping students understand the various types and purposes for writing; especially informational and explanatory writing.</p> | <p><u>SBAC Assessment Content Specifications Samples</u></p> <p>Grade 6: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the</p> | <p><u>** Click Here to Link to Resource Folder **</u></p> <p><i>Writing Strategies for Informational/Explanatory Writing</i></p> <p><i>Include:</i> (All strategy descriptions/overviews can be found in the resource folder for the following</p> | |

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| <p>Lesson Focus: In this lesson, students will practice introducing a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> | <p>standards listed below. Standards: W.6.2a-f W.6.6 Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 3 SR TE CR W.6.2a-f W.6.6 (Resource) <p>Standards: W.6.1a, W.6.1b, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.2f, W.6.3d, W.6.4, W.6.5, W.6.8, W.6.9, L.6.1, L.6.2, L.6.3, RI.6.1, RI.6.9 Reading Selection: "Invasive Plants" (Attached) Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 4 PT W L.6.1-3 RI.6.1 RI.6.9 Invasive Plants (Resource) <p>Standards: W.6.2 W.6.4 W.6.5 W.6.8 W.6.9 Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 4 PT W.6.2 W.6.4 W.6.5 W.6.8 W.6.9 (Resource) <p>Assessment Ideas:</p> <ul style="list-style-type: none"> Reading Informational Texts and Argument Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project. <ul style="list-style-type: none"> "Leave Animals Out of the Classroom" (Link) - Retrieved from Teachers College - The Reading and Writing Project. "Should you have a Pet in your Classroom?" (Link) - Retrieved from Teachers College - The Reading and Writing Project. TCRWP Informational Reading and Argument Writing Assessment Rubric: | <p>documents)</p> <ul style="list-style-type: none"> Anticipation Guide Before, During, After Interactive Notes Cause Effect Compare Contrast Conferring CRAFTS Essay Design Focus, Question, Image, Predict (FQIP) Math GIST (Generating Interactions Between Schemata and Text) Main Idea Multi-Genre Paper Process Writing Report Writing Response to Reading Structuring Compare and Contrast Variation Text Patterns Flip Book Thinking Through Writing <p>Using Rubrics for Backwards Planning</p> | |
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| | 6th Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project. | | |
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CCSS Standard: Text Types & Purposes: Narrative

W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

Enduring Understandings:

- Authors use a variety of transitions to signal shifts in time and setting.
- When writing a narrative to develop real or imagined experiences or events, authors use effective techniques, relevant descriptive details, and well-structured event sequences.

New Vocabulary:

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| Claims | Descriptive Details | Presented Explanation | Sequence |
| Classification | Effective Technique | Presented Information | Shifts |
| Clauses | Formal Style | Reader | Transition Words |
| Clear Reasons | Narrative Techniques | Relevant Descriptive Details | Transitions |
| Credible Sources | Precise Words | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.6.3(all): Overview Information: In this lesson, students will practice using narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>Lesson Focus: Students will practice using narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> | <p>SBAC Assessment Content Specifications Samples Grade 6: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below. Standards: W.6.3a-e Reading Selection: "Zoo Meeting" (Attached) Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 1 SR TE CR W.6.3a-e (Resource) | <p>How to Write Dialogue that Matters: Lessons from Aaron Sorkin (Link) this student engagement article from Edutopia includes dialogue writing tips. It is written with high school students in mind, but the tips could be leveled to be used at all grade levels.</p> <p>Writing Strategies for Narrative Writing Include: (All strategy descriptions/overviews can be found in the resource folder for the following</p> | |

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| | <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 1 SR TE W.6.3a Zoo Meeting (Resource) <p>Standards: W.6.3a-e W.6.4 W.6.5 W.6.8 W.6.9</p> <p>Reading Selection: “Developing Characters” (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 2 PT W L RI Developing Characters (Resource) Grade 6 ELA Claim 2 Target 2 PT W.6.3a-e W.6.4 W.6.5 W.6.8 W.6.9 (Resource) <p>Standards: W.6.1a, W.6.1b, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.2f, W.6.3d, W.6.4, W.6.5, W.6.8, W.6.9, L.6.1, L.6.2, L.6.3, RI.6.1, RI.6.9</p> <p>Reading Selection: “Invasive Plants” (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 4 PT W L.6.1-3 RI.6.1 RI.6.9 Invasive Plants (Resource) <p>Writing Standards: W.6.1a, W.6.1b, W.6.1c, W.6.1d, W.6.1e, W.6.2d, W.6.3d, W.6.4, W.6.5, W.6.8, W.6.9, L.6.1, L.6.2, L.6.3, L.6.3a, L.6.6</p> <p>Research Standards: RI.6.9; RH.6.1-3 and RST.6.1-3 and RST.6.7-9; W.6.8, W.6.9; WLiteracy-8, WLiteracy-9</p> <p>Reading Selection: “Genetically Modified Food” (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 7 PT W L.6.1 L.6.2 L.6.3 L.6.3a L.6.6 Genetically Modified Food (Resource) <p>Standards: W.6.2d W.6.3d L.6.3a L.6.6</p> <p>Resources include:</p> | <p>documents)</p> <ul style="list-style-type: none"> Compare Contrast Journalistic Reporting Visualizing Recording and Reflecting on Mental Images Principles of Coherence (Resource) Transitional Words & Phrases (Link) - The following link provides examples and activities for transitional words, phrases, and clauses. Teachers may use to generate a basic understanding of what transitional words or phrases are and their purpose when writing. Transition Words: A Comprehensive List (Link) Examining the use of word choice to create tone; exploring and searching the text for word choice and tone in Anne's diary; narrative writing (Link) - See pages 4 through 5 for a lesson relating to this standard from the Georgia Department of Education. Narrative writing (Link) - See page 14 for a lesson relating to this standard from the Georgia Department of Education. Analyzing a text for conflicts and complications; narrative writing prompt (Link) - See pages 32 through 33 for a lesson relating to this standard from the Georgia Department of Education. |
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| | <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 8 SR W.6.2d W.6.3d L.6.3a L.6.6 (Resource) Grade 6 ELA Claim 2 Target 8 TE W.6.2d W.6.3d L.6.3a L.6.6 (Resource) | | |
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CCSS Standard: Production and Distribution of Writing

W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Enduring Understandings:

- Authors develop and organize their writing to clearly relay ideas for a specific purpose and audience.
- Authors go through a writing process to develop and strengthen their writing.
- Proficient keyboarding skills and technology facilitate collaboration, production and publication of a work of writing.

New Vocabulary:

Guidance New Approach Rewriting Style

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.6.4: Overview Information: In this lesson, students will practice producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Lesson Focus: Students will practice producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p><u>BAC Assessment Content Specifications Samples</u> Grade 6: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below. Standards: W.6.3a-e W.6.4 W.6.5 W.6.8 W.6.9 Reading Selection: "Developing Characters" (Attached) Resources include:</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Reflect on lessons learned from this unit so far and write a list of affirmations (Link) - See page 10 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Analyze the writing prompt and create an outline (Link) - See pages 12 through 13 for a lesson relating to this standard from the</p> | |

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| | <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 2 PT W L RI Developing Characters (Resource) Grade 6 ELA Claim 2 Target 2 PT W.6.3a-e W.6.4 W.6.5 W.6.8 W.6.9 (Resource) <p>Standards: W.6.1a, W.6.1b, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.2f, W.6.3d, W.6.4, W.6.5, W.6.8, W.6.9, L.6.1, L.6.2, L.6.3, RI.6.1, RI.6.9</p> <p>Reading Selection: “Invasive Plants” (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 4 PT W L.6.1-3 RI.6.1 RI.6.9 Invasive Plants (Resource) <p>Standards: W.6.2 W.6.4 W.6.5 W.6.8 W.6.9</p> | <p>Georgia Department of Education. Revise an essay with a focus on transitions (Link) - See page 15 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Create an outline and rough draft for writing assessment 2 (Link) - See pages 25 through 26 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Use a class wiki or blog to revise writing (Link) - See pages 26 through 27 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Analyze the writing assessment guidelines and begin organizing your argument (Link) - See pages 36 through 37 for a lesson relating to this standard from the Georgia Department of Education.</p> |
| <p>W.6.5:</p> <p>Overview Information:</p> <p>In this lesson, students will receive some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Lesson Focus:</p> <p>Students will receive some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p><u>SBAC Assessment Content Specifications Samples</u></p> <p>Grade 6: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Standards: W.6.3a-e W.6.4 W.6.5 W.6.8 W.6.9</p> <p>Reading Selection: “Developing Characters” (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 2 PT | <p><u>** Click Here to Link to Resource Folder **</u></p> <p>Reflect on lessons learned from this unit so far and write a list of affirmations (Link) - See page 10 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Write the first draft and revise writing with feedback from peers (Link) - See pages 13 through 15 for a lesson relating to this standard from the Georgia Department of Education.</p> |

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| | <p>W L RI Developing Characters (Resource)</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 2 PT W.6.3a-e W.6.4 W.6.5 W.6.8 W.6.9 (Resource) <p>Standards: W.6.1a, W.6.1b, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.2f, W.6.3d, W.6.4, W.6.5, W.6.8, W.6.9, L.6.1, L.6.2, L.6.3, RI.6.1, RI.6.9</p> <p>Reading Selection: "Invasive Plants" (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 4 PT W L.6.1-3 RI.6.1 RI.6.9 Invasive Plants (Resource) | <p>Create an outline and rough draft for writing assessment 2 (Link) - See pages 25 through 26 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Use a class wiki or blog to revise writing (Link) - See pages 26 through 27 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Analyze the writing assessment guidelines and begin organizing your argument (Link) - See pages 36 through 37 for a lesson relating to this standard from the Georgia Department of Education.</p> |
| <p>W.6.6:</p> <p>Overview Information:</p> <p>In this lesson, students will use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>Lesson Focus:</p> <p>Students will use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> | <p><u>SBAC Assessment Content Specifications Samples</u></p> <p>Grade 6: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Standards: W.6.2a-f W.6.6</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 3 SR TE CR W.6.2a-f W.6.6 (Resource) | <p><u>** Click Here to Link to Resource Folder **</u></p> <p>Classroom Wiki Page Example (Link) - This site is an example of an educator collecting student work/portfolios digitally. Scroll down to the lower section of the page for a model of a format of exemplar profile/portfolio pages of student work created by students.</p> <p>Buried in Wires Blog By Joel Malley (Link) - This resource has examples of students digital writing in many formats. It also has a nice overview of Writing in the Digital Age.</p> <p>Use a class wiki or blog to revise writing (Link) - See pages 26 through 27 for a lesson relating to this standard from the Georgia Department of Education.</p> |

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| | | <p>Collaborate and revise essays (Link) - See page 38 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Present various types of pronouns; Cite examples of figurative language (Link) - See pages 5 through 6 through for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Activating background knowledge; researching historical information; comparing and contrasting Black Americans/Jews (Link) - See pages 33 through 34 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Write a book review on novel (Link) - See pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Compare and contrast novel to film adaptation (Link) - See page 15 for a lesson relating to this standard from the Georgia Department of Education.</p> |
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CCSS Standard: Research to Build and Present Knowledge

W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Enduring Understandings:

- Researchers use several sources to answer a question, and if needed, will refocus the inquiry.
- Researchers gather relevant, credible, and accurate information from multiple print and digital resources, citing basic bibliographic information of sources to avoid plagiarism.
- Good writers draw evidence from what they have read to support their analysis, reflection and research.

New Vocabulary:

| | | | |
|--|-----------------|------------------------|------------------|
| Bibliographic Information for Sources Credibility | Data Inquiry | Plagiarism Research | Research Project |
|--|-----------------|------------------------|------------------|

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.6.7: Overview Information: In this lesson, students will practice conducting short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>Lesson Focus: Students will practice conducting short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> | <p><u>SBAC Assessment Content Specifications Samples</u> Grade 6: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below. Standards: L.6.1, L.6.3a, L.6.6, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, W.6.1a, W.6.1b, W.6.7, W.6.8, W.6.9, RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.7, RL.6.9, RI.6.1, RI.6.2, RI.6.3, RI.6.6, RI.6.8, RI.6.9 Resources include:</p> <ul style="list-style-type: none"> • Grade 6 ELA Claim 2 Target 3 L SL RI | <p>** Click Here to Link to Resource Folder **</p> <p>OUI Write (Link) will automatically format papers in MLA, APA or Chicago format. It will automatically find sources related to the paper topic based on what is in the paper.</p> <p>Improving Research Skills with Effective Keywords (Link) - Video from the Teaching Channel</p> <p>Collaborate and write a bill of rights for middle school students (Link) - See pages 43 through 44 for a lesson relating to this standard from the Georgia Department of Education.</p> | |

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| | <p>RL W (Resource)</p> <p>Standards: L.6.1, L.6.3a, L.6.6, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, W.6.1a, W.6.1b, W.6.7, W.6.8, W.6.9, RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.7, RL.6.9, RI.6.1, RI.6.2, RI.6.3, RI.6.6, RI.6.8, RI.6.9</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 3 Target 3 PT L SL RI RL W (Resource) | <p>Search for inspirational quotes, paraphrase them, and write to convey their meaning (Link) - See page 45 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Research websites, books, and programs that exist to support middle school students(Link) - See pages 45 through 46 for a lesson relating to this standard from the Georgia Department of Education.</p> |
| <p>W.6.8:</p> <p>Overview Information:</p> <p>In this lesson, students will practice gathering relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>Lesson Focus:</p> <p>Students will practice gathering relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> | <p><u>SBAC Assessment Content Specifications Samples</u></p> <p>Grade 6: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Standards: W.6.3a-e W.6.4 W.6.5 W.6.8 W.6.9</p> <p>Reading Selection: “Developing Characters” (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 2 PT W L RI Developing Characters (Resource) Grade 6 ELA Claim 2 Target 2 PT W.6.3a-e W.6.4 W.6.5 W.6.8 W.6.9 (Resource) <p>Standards: L.6.1, L.6.3a, L.6.6, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, W.6.1a, W.6.1b, W.6.7,</p> | <p>Using Critical Thinking to Find Trustworthy Websites - Video from the Teaching Channel (Link)</p> <p>Improving Research Skills with Effective Keywords (Link) - Video from the Teaching Channel</p> <p>Pre-reading, discussion of author's purpose (Link) - See pages 5 through 6 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Collaborate and write a bill of rights for middle school students (Link) - See pages 43 through 44 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Search for inspirational quotes, paraphrase them, and write to convey their meaning (Link) - See page 45 for a lesson relating to this standard from the Georgia Department of Education.</p> |

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| | <p>W.6.8, W.6.9, RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.7, RL.6.9, RI.6.1, RI.6.2, RI.6.3, RI.6.6, RI.6.8, RI.6.9</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 3 L SL RI RL W (Resource) | | |
| <p>W.6.9a: Overview Information: In this lesson, students will practice applying the reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>Lesson Focus: Students will practice applying the reading standards to literature.</p> | <p>SBAC Assessment Content Specifications Samples Grade 6: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below. Standards: W.6.3a-e W.6.4 W.6.5 W.6.8 W.6.9 Reading Selection: “Developing Characters” (Attached) Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 2 PT W L RI Developing Characters (Resource) Grade 6 ELA Claim 2 Target 2 PT W.6.3a-e W.6.4 W.6.5 W.6.8 W.6.9 (Resource) <p>Standards: L.6.1, L.6.3a, L.6.6, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, W.6.1a, W.6.1b, W.6.7, W.6.8, W.6.9, RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.7, RL.6.9, RI.6.1, RI.6.2, RI.6.3, RI.6.6, RI.6.8, RI.6.9 Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 3 L SL RI RL W (Resource) <p>Standards: W.6.1a, W.6.1b, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.2f, W.6.3d,</p> | <p>Identifying cause and effect (Link) - See pages 7 through 8 through for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Determining theme; summarizing opinions and judgments (Link) - See pages 15 through 16 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Analyzing a text for conflicts and complications; narrative writing prompt (Link) - See pages 32 through 33 for a lesson relating to this standard from the Georgia Department of Education</p> | |

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| | <p>W.6.4, W.6.5, W.6.8, W.6.9, L.6.1, L.6.2, L.6.3, RI.6.1, RI.6.9</p> <p>Reading Selection: “Invasive Plants” (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 4 PT W L.6.1-3 RI.6.1 RI.6.9 Invasive Plants (Resource) <p>Standards: W.6.2 W.6.4 W.6.5 W.6.8 W.6.9</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 4 PT W.6.2 W.6.4 W.6.5 W.6.8 W.6.9 (Resource) <p>Writing Standards: W.6.1a, W.6.1b, W.6.1c, W.6.1d, W.6.1e, W.6.2d, W.6.3d, W.6.4, W.6.5, W.6.8, W.6.9, L.6.1, L.6.2, L.6.3, L.6.3a, L.6.6</p> <p>Research Standards: RI.6.9; RH.6.1-3 and RST.6.1-3 and RST.6.7-9; W.6.8, W.6.9; WLiteracy-8, WLiteracy-9</p> <p>Reading Selection: “Genetically Modified Food” (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 7 PT W L.6.1 L.6.2 L.6.3 L.6.3a L.6.6 Genetically Modified Food (Resource) <p>Standards: W.6.1, W.6.4, W.6.5, W.6.8, W.6.9</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 6 ELA Claim 2 Target 7 PT W.6.1 W.6.4 W.6.5 W.6.8 W.6.9 (Resource) | |
| <p>W.6.9b:</p> <p>Overview Information:</p> <p>In this lesson, students will practice applying the 6th grade reading standards to literary nonfiction (e.g.,</p> | | <p>Collaborate and write a bill of rights for middle school students (Link) - See pages 43 through 44 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Search for inspirational quotes, paraphrase</p> |

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| <p>“Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> <p>Lesson Focus: Students will practice applying the 6th grade reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> | | <p>them, and write to convey their meaning (Link) - See page 45 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Research websites, books, and programs that exist to support middle school students(Link) - See pages 45 through 46 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Complete writing assessment 4 (Link) - See pages 46 through 47 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Present a summarized overview of finished written assessments (Link) - See pages 47 through 48 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Identifying cause and effect (Link) - See pages 7 through 8 through for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Locate metaphors and examples of symbolism (Link) - See pages 16 through 17 for a lesson relating to this standard from the Georgia Department of Education Reading; searching text; exploring similarities and differences found between Jews/African Americans (Link) - See page 6 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Reading; searching text; exploring similarities and differences found between Jews/African Americans (Link) - See page 6 for a lesson relating to this standard from the Georgia</p> | |
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| | | <p>Department of Education.</p> <p>Adopting roles; researching for case; preparing for trial (Link) - See page 19 for a lesson relating to this standard from the Georgia Department of Education</p> <p>Research compare and contrast (Link) - See page 21 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
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CCSS Standard: Range of Writing

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

Enduring Understandings:

- Authors routinely write within different time frames dependent upon the task, purpose or audience.

New Vocabulary:

Discipline Specific Task
 Research
 Shorter Time Frames
 Single Sitting
 Extended Time Frames
 Revision

| Instructional Strategies & Suggestions | Assessment | Resources |
|--|---|---|
| <p>W.6.10</p> <p>Overview Information: The Common Core Standards brings a new level of writing requirements.</p> <p><i>This unit will provide teachers the background information needed in order to effectively teach the writing standards in sixth grade across the curriculum throughout the entire year. The resources contained in this unit can be used for direct instruction in the</i></p> | <p>Formative/Benchmarking Assessment Ideas:</p> <ul style="list-style-type: none"> • Quick Writes/ Free Writes (Resource) • Using Rubrics for Backwards Planning (Resource) • Response to Reading (Resource) • Writing is used as a summative assessment for many other subjects, so the | <p>** Click Here to Link to Resource Folder **</p> <p>Film Review: Equipping Students for Extended Writing (Link) - Video from the Teaching Channel</p> <p>Analyze the writing prompt and create an outline (Link) - See pages 12 through 13 for a lesson relating to this</p> |

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| <p><i>other sixth grade units of instruction. This unit will also provide ideas for benchmarking and formative assessments to ensure students progress through the writing requirements outlined in the CCS.</i></p> <p>Lesson Focus: In this lesson, students will practice write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Student Writing Samples: Use the two writing samples offered in the CCS development, Appendix C. Both of the following samples provide a sample of student writing with a full explanation of scoring results. These samples can be used with colleagues to assist with range finding for scoring purposes. These samples could also be used as an instructional tool to be used with students to help them evaluate another student's writing. Throughout the student activity use the annotative scoring information to develop question prompts or instructional reasoning of why the writing received the particular score.</p> <ul style="list-style-type: none"> • Student Sample, Grade 6: Argument (Resource) • Student Sample, Grade 6: Argument Sample 2 (Resource) <p>General Writing Strategies for All Content Areas (Brainstorming, Editing, Revising, Reflection, and Writing Fluency) (All strategy descriptions/overviews can be found in the resource folder for the following documents)</p> <ul style="list-style-type: none"> • Conferring (Process Writing) • Invention (Prewriting) • Orchestrating Organization • Process Writing | <p>writing standards will be assessed not only in English, but also across the curriculum.</p> <ul style="list-style-type: none"> • ELA teachers can support writing across the curriculum by teaching writing techniques that can be used in multiple content areas. | <p>standard from the Georgia Department of Education.</p> <p>Revise an essay with a focus on transitions (Link) - See page 15 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Pre-reading and background information (Link) - See pages 4 through 5 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Activating background knowledge; researching historical information; comparing and contrasting Black Americans/Jews (Link) - See pages 33 through 34 for a lesson relating to this standard from the Georgia Department of Education</p> |
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| <ul style="list-style-type: none">• Writing Guidelines (Prewriting)• Write Pair Share Write (Prewriting) | | |
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6th Grade ELA Common Core Vocabulary & Definitions

Vocabulary:

Claims: are assertions that something is true or factual.

Classification: is the arrangement of items in groups or sets by common traits.

Clauses: are an expression including a subject and predicate but not constituting a complete sentence.

Clear reasons: easily understood statement offered in explanation or justification.

Conclusion: is the end part of a text or speech that restates the purpose or main idea or final thought that leaves an impression with the audience.

Credible sources: is a document (or organization) from which information is obtained that is reliable.

Description: statement that represents something in words.

Descriptive details: particular items in a writing, story, or text that identify or describe and get extended treatment or attention.

Effective technique: using powerful writing methods or guidelines that make readers understand and feel your desired thoughts in your writing piece.

Event sequence: is an order in which events take place in a story.

Formal style: is a particular, distinctive, or characteristic mode of action.

Imagined experiences: are things that someone thinks, believes, or a fancy events that is made up an individual's life or story.

Narrative techniques: the style and strategies used in telling or writing a story.

Pacing: is the rate of activity, progress, growth, performance, etc.

Precise words: choose the right words to make what you say or write clear, vivid, and sharply defined.

Presented explanation: concluding statement or section that articulates implications or the significance of the topic.

Presented information: concluding statement or section that articulates implications or the significance of the topic.

Reader: one that reads.

Real experiences: direct observation of or participation in events that are genuine.

Relevant descriptive details: items that have significant and demonstrable bearing on the matter at hand particularly describe or identify and get extended treatment or attention in a writing, story, or text.

Sensory language: words that make a connection between the ideas that they convey and the physical senses of touch, smell, taste, hearing and sight.

Sequence: the following of one thing after another; succession.

Shifts: transfer from one place, position, person, etc., to another.

Transition words: are those that steer the reader from one idea to the next, indicating the inherent relationship between these ideas.

Transitions: are words or phrases used to form a passage or link between other words, phrases, or paragraphs.

To **comprehend** text is to grasp and understand the meaning of the concepts presented in the text.

Fiction: is a literary work based on the imagination and not necessarily on fact.

Drama: a composition in verse or prose intended to portray life, character, or to tell a story usually involving conflicts and emotions through action.

Literature: published writings in a particular style on a particular subject such as, poetry, novels, history, biography and essays.

Poems: a composition written in metrical feet forming rhythmical lines.

Proficient: having or showing knowledge, skill, and aptitude.

To be **proficient** at something, such as reading *fictional text*, one must have multiple experiences with it, have advanced knowledge of the components of it, and be able to apply the skills associated with it *independently*, or by themselves, in assessments and new environments.

Stories: a narrative, either true or fictitious, in prose or verse, designed to interest, amuse, or instruct the hearer or reader

Credibility- the quality of being believable or trustworthy

Data- a collection of facts from which conclusions may be drawn

Inquiry- a form of research that may be investigative (finding specific information) or exploratory (discovering multiple types of information)

Literary text- type of writing used with creative literature or story telling

Plagiarism- the unauthorized use or close imitation of the language and thoughts of another author and using them in one's own work

Reflection- the process of seriously thinking over one's experiences or taking information and relating it to one's own life or the lives of others

Research- the act of investigating and processing information

Discipline specific task: referring to focusing on a specific writing guideline or strategy in a writing piece. This is usually a smaller writing piece as it is completed in a single sitting or 2-day time span.

Extended time frames: an extended deadline.

Research: the act of investigating and processing information.

Revision: rereading the writing, checking for meaning, and expanding or improving ideas.

Shorter time frames: time given to complete a task is made shorter than it usually is.

Single sitting: a defined amount of time to conduct a writing sample, allows for students to practice specific techniques in writing.

Claim- an assertion that something is true or factual

Clear pronunciation- the way a word of language is customarily spoken; articulation

Components- parts of a whole

Eye contact- visual contact with another person or audience

Findings- the result of research or an investigation; a meaningful interpretation of data or observations

Formal English- being in accord with the established forms, conventions, and requirements of the English language

Indicated- to show; make known

Logical- marked by orderly and consistent relation of parts

Pertinence- relating directly and significantly to the matter at hand

Speech- the act of delivering a formal spoken communication to an audience

****Academic words/phrases****

Affix- a bound morpheme that changes the meaning or function of a root or stem to which it is attached

Association- a relation resulting from interaction or dependence

Clue- evidence that helps to solve a problem

Connotation- the intended purpose of chosen words to create feeling and/or reaction in the reader

Denotation- the literal meaning of a word

Digital- characterized by electronic and especially computerized technology

Figurative language- speech or writing that departs from literal meaning in order to achieve a special effect or meaning

Figures of speech- any expressive use of language in which words are used in way other than their literal sense

Greek- the Hellenic branch of the Indo-European family of languages

Latin- an Italic language spoken in ancient Rome

Multiple-meaning words- words that can be interpreted in many different ways

Nuances in word meanings- a subtle difference or distinction in expression, meaning, response, etc.

Part of speech- any of the classes into which words in some languages, have traditionally been divided on the basis of their meaning, form, or syntactic function. For example, in the English language, words are divided into nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and interjections.

Personification- assigning human traits to things, ideas or qualities

Precise meaning- clearly expressed or delineated

Preliminary determination- introductory or preparatory step, leading up to the main part

Print- the text appearing in a book, newspaper, or other printed publication

Pronunciation- the act or result of producing the sounds of speech, including articulation, stress, and intonation

Reference materials- material to be consulted for basic information: internet, dictionaries, encyclopedia, text books, etc.

Root- the basic part of the word

EVALUATING ARGUMENT

Directions: After reading an argument text, use the table below to evaluate the author’s reasoning and evidence.

Claim 1:

Is the claim relevant? Tell why.

Is the claim valid? Tell why.

Claim 2:

Is the claim relevant? Tell why.

Is the claim valid? Tell why.

Claim 3:

Is the claim relevant? Tell why.

Is the claim valid? Tell why.

Vocabulary Graphic Organizer for Tier 2 Words

| | |
|---|-------------|
| <table border="1"><tr><td style="text-align: center;">Word</td></tr></table> | Word |
| Word | |
| Context Clue | |
| Definition | |
| Quick Draw | |

| |
|----------------------|
| Connection |
| Related Words |

Vocabulary Graphic Organizer for Tier 2 Words Purpose:

Vocabulary is the key to comprehension. The purpose of this graphic organizer is to provide an organizational tool for students to learn Tier 2 words in context and be able to use them in speaking and writing.

Sample/Description:

Teachers should use the following questions to distinguish between Tier 2 and Tier 3 words from a text.

The following questions can be asked by the teacher:

- 1) Is this a generally useful word?
- 2) Does the word relate to other words and ideas that students know or have been learning?
- 3) Is the word useful in helping students to understand the text?
- 4) If you answer yes to all three questions, it is a Tier 2 word. If not, it is probably a Tier 3 word.

From the Tier 2 words that have been selected, knowing that all of them cannot be taught, consider which of the words will be most useful in helping students understand the text. Use the following questions to determine which Tier 2 words to choose for instruction:

- 1) How generally useful is the word? Is it a word that students are likely to see often in other texts? Will it be of use to students in their own writing?
- 2) How does the word relate to other words or ideas that the students know or have been learning?
- 3) What does the word choice bring to the text? What role does the word play in communicating the meaning of the context in which it is used?

To complete the graphic organizer:

- 1) Word box: Student writes the teacher selected vocabulary word.
- 2) Context clue box: Student lists the page number and the sentence/phrase from the text.
- 3) Definition box: Student writes the definition of the word in his/her own words.
- 4) Quick Draw box: Student illustrates the meaning of the word.
- 5) Connection box: Student makes a connection to the world based on prior knowledge and life experiences.
- 6) Related Words box: Student lists words related to the Tier 2 word. Example: Tier 2 word is “idealistic”. Words related to that word are “idea” and “ideal”.

Connection to Standards:

R.4, L.4

Resources:

<http://tinyurl.com/bnpna8s>

Level:

This graphic organizer can be used with grades 3-12 and is aligned to the standards.

Writing

from Appendix A, p. 23-24

Definitions of the Standards' Three Text Types

Argument

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term –opinion|| is used to refer to this developing form of argument.

Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional

writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains. Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification. Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the —pros|| (supporting ideas) and —cons|| (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies

SEVENTH

CCSS Standard: Key Ideas and Details

RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

- Enduring Understandings:**
- Elements of a story or drama impact the development of the text.
 - Readers need to cite several pieces of relevant evidence from the text to demonstrate understanding.
 - The theme/central idea is developed throughout the text. b. Knowledge of the theme/central idea is used to produce an objective summary

New Vocabulary:
 Analysis Course (of text) Elements (of a story or drama) Incidents

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.7.1</p> <p>Overview Information: In this lesson students will practice citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Lesson Focus: Students will practice citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Note: This standard asks students to cite “several pieces of evidence” to support</p> | <p>Assessments for Learning suggestions: Progression Note (Research Writing). In addition to citing specific evidence from the text itself, students at this grade-level are required to “gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation” (W.7.8). The key progressions from the previous grade level are <i>using search terms effectively</i> and <i>following a standard format for citation</i>.</p> <p>Assessment Tip. “Improvements in learning will depend on how well</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

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| <p>their analysis of the text—this should prompt students to conduct deeper analyses, and make claims that require more evidentiary substance at the 7th grade reading level.</p> <p>Answer/Cite Evidence/Expand (A.C.E): This strategy is designed to help students substantiate answers to advanced or open-ended questions. This strategy can be used to write assessments, generate discussion, or create graphic organizers.</p> <p>Answer: The instructor (or student) designs a set of questions that require the student to make a claim and justify it. For example, while reading <i>The Adventures of Tom Sawyer</i> a student may be asked the question: “How can you describe Tom’s work ethic in this chapter?” This is a question which requires students to make an inferential claim about the main character. The students will need to cite specific details from the text that “hint” as to how Tom feels about hard work.</p> <p>Cite Evidence: The student will cite at least two pieces of evidence from the text in order to substantiate the answer given. (E.g. “Tom feels angry about having to work on this day. The text</p> | <p>assessment, curriculum, and instruction are aligned and reinforce a common set of learning goals, and on whether instruction shifts in response to the information gained from assessments” (Pellegrino, Chudowsky, Glaser, 2001).</p> <p>Assessing Research Skills (Comparison & Synthesis of Ideas). Three passages from <i>The Adventures of Tom Sawyer</i> are selected as options for analysis and research. Students select or are strategically matched with one of the three passages. Online research is conducted for the purpose of “citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn” (RL.7.1). Special emphasis is placed on <i>using search terms effectively</i> and <i>following a predetermined standard format for citation</i>. The following prompts can be utilized to move learning forward:</p> <ol style="list-style-type: none"> 1. How was passage meaning determined? 2. What search terms were used corroborate the original analysis? 3. What was search effectiveness determined? 4. What types of resources were used to support the original analysis? 5. What process ensured the resources were correctly sited? | | |
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| <p>states: “the very thought of it burnt him like fire”)</p> <p>Expand: The student will expand upon his/her answer, explaining how they connected the evidence with the claim made. E.g.-- “This clearly indicates that Tom is angry about having to work. Being burned causes a great deal of pain, and fire is often associated with anger, so it is clear that Tom not only wishes he were somewhere else, but that he is also angry about his circumstances. For these reasons, he reveals that he has a poor work ethic.”</p> <p>Writing to Expand: This strategy should be integrated into the writing process and can act as a precursor to an extensive writing assignment. The student can use his/her work on these charts and assessments as tools to outline the structure of an essay, as well as provide evidence for any claims made in a piece of student writing.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RL.7.2</p> <p>Overview Information: In this lesson students will practice determining a theme or central idea of a text and analyze its development</p> | <p>Assessments for Learning suggestions: Formative Assessment Tip. Consider the following when applying formative assessment practices: “Modern advancement in assessment design,</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-2 weeks</p> <p>This may go longer depending on student</p> |

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| <p>over the course of the text.</p> <p>Lesson Focus: Students will provide an objective summary of the text.</p> <p>Analyzing Theme: To begin an analysis of literary theme, students may need to review the basic story elements, including plot, characterization, conflict, and resolution.</p> <p>Anticipation Guides: Anticipation Guides can help students to begin thinking about a text thematically before they begin reading. The following is one procedure for creating a thematic anticipation guide.</p> <ol style="list-style-type: none"> 1. The instructor prereads the text, and creates a set of statements based on possible themes within a text. 2. The instructor compiles these statements and makes them available for the students (via overhead or handout). 3. The instructor has students agree or disagree with each thematic statement. 4. Students choose one or more statement from which to build a freewrite or journal assignment designed to activate the students interest and prior knowledge. <p>Thematic Questioning: Students will need to continually ask and answer questions</p> | <p>delivery, statistical models and reporting systems has enabled the assessed to be nearly fully in control of the process of assessment and to self-evaluate against objective criteria. The persons being assessed can, therefore, have full ownership of the assessment” (MOK, 2009).</p> <p><i>The following assessment is designed to take one class period.</i></p> <p><i>Results from this assessment can be used to guide the textdependent questioning, discussions, and writing assignments that follow.</i></p> <p>Assessing Anticipation Guides. Students select one of the “statements based on possible theme” provided by the teacher. They quickly scan the text for language that supports or repudiates the statement as a possible theme. Written responses are collected and students clearly understand that special emphasis will be placed upon their ability to “support claim(s) with logical reasoning and relevant evidence” (W.7.1b). Written responses are utilized to fuel rich text-based discussions the following day. Prior to discussing, students clearly understand special emphasis will be placed upon their ability to “acknowledge new information expressed by others and, when warranted, modify their own views” (SL.7.1d).</p> | | <p>progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
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about the text while they read in order to accurately identify and track its theme. The following are sample questions that a student can answer as they progress in their reading of a text.

1. With whom do you sympathize in the story?
2. What are the symbols presented in this novel? (or, what images or words appear again and again?)
3. What are the major turning points in the story (mood, plot, characterization)?
4. Does the narrator or main character learn anything through his/her experience? Do they change as a result?
5. Does the author's life have any connections with the story?
6. Are there ideas presented in the story the author might be criticizing or praising?
7. Consider the significance of the work's title? How does it relate to the events, conflicts, or characters of the novel? Does this clue us in as to the possible theme of the story?

Theme Chart. Students will use the questions listed above to formulate ideas about a work's theme. Students will track the development of the theme throughout the text, using a [theme chart](#) similar to the one

| shown here. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RL.7.3</p> <p>Overview Information: In this lesson students will practice analyzing how particular elements of a story or drama interact.</p> <p>Lesson Focus: Students will practice analyze how particular elements of a story or drama interact.</p> <p>Story Elements: This standard is predicated on a student’s understanding of the basic Story Elements, and a student’s ability to engage in a comprehensive analysis of the author’s choices regarding these elements.</p> <p>Setting. Students recognize how setting affects character and thematic developments. Students complete a graphic organizer to prompt thinking/writing.</p> <p>Plot. Students comprehend how plot elements (Exposition, Rising Action, Climax, Falling Action, and Resolution) and their sequence affect meaning. Students create visual representations of the story arc as they read.</p> <p>Character. Students understand Direct vs. Indirect Characterization, and use a graphic organizer to show how these</p> | <p>Assessments for Learning suggestions:</p> <p>Progression Note. In coordination with this reading standard, a key progression in the <i>writing standards</i> is the need for students to show competency in introducing a topic clearly, previewing what is to follow; organizing ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension (W.7.2a).</p> <p>Formative Assessment Tip. “In a classroom where a teacher uses questions and discussions to enhance learning, the teacher may pose a single, wellcrafted question and then wait for a thoughtful response. Follow-up questions like “Does anyone see another possibility?” or “Who would like to comment on Jerry’s idea?” may provide a focus for an entire class period. The teacher gradually moves from the center to the side of the discussion and encourages students to maintain the momentum” (Danielson, 2007).</p> <p>Statement Starters. Statement starters can be utilized to initiate rich classroom discussions outlined within the tip above. As students enter the classroom, their attention is quickly drawn to 1-3 statements already on the board/screen. Their task is to find 1-3 pieces of</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-2 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

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| <p>devices affect the emergence of character and theme.</p> <p>Conflict. Students recognize the central conflicts within a text, including internal vs. external conflicts. Students can use a “conflict dissection” graphic organizer to help them analyze each conflict.</p> <p>Point of View. Students recognize the point of view from which the story is told, and apply this to a greater understanding of the text. Students should also analyze the text in terms of the author or character’s perspective.</p> <p>Theme. Students who meet this standard distinguish between and appraise each of these story elements for its relation to theme. Students draw on their understanding of these elements in an effort to think critically, and craft an argument regarding the given text.</p> <p>CSI—Comparison and Synthesis of Ideas: Students will conduct an analysis of these story elements within the classroom text. Particular emphasis can be placed upon recognizing how one or more of these story elements interact with one another (i.e. How does the setting affect the characters? How do the characters carry out the conflict? How does setting affect conflict in this way? Does setting intensify conflict in</p> | <p>evidence from the text to support or repudiate the statement(s). After a pre-determined amount of time, students present their finding within a rich classroom discussion facilitated in a manner consistent with the tip above. Students clearly understand that special emphasis will be placed on their ability to “present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation” (SL.7.4).</p> | | |
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CCSS Standard: Craft and Structure

RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

- Enduring Understandings:**
- 01.a. Readers determine meaning of text through an understanding of words and phrases.
 - 01b. Author's use of rhyme and repetition impacts text meaning.
 - 02. Readers analyze the form and structure of drama and poetry in order to understand the author's meaning.
 - 03. Readers analyze how authors use characters and their points of view to enhance text.

New Vocabulary:
 Repetition

| Instructional Strategies | Assessment | Resources | Time Frame |
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| RL.7.4 Overview Information: In this lesson students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings and analyze the impact of rhymes and | Assessments for Learning suggestions: Progression Note. In coordination with this reading standard, a key progression in the <i>speaking and listening standards</i> is the need for students to show competency in delineating a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the | ** Click Here to Link to Resource Folder ** | 2-3 weeks This may go longer depending on student progress and needed re- |

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| <p>other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.</p> <p>Lesson Focus: Students will practice determining the meaning of words and phrases as they are used in a text and analyzing the impact of rhymes and other repetitions of sounds.</p> <p>Note: This standard builds upon the skill areas outlined in previous grade level standards, particularly, figurative and connotative meanings. This strategy is designed to meet the added language that reads: “analyze the impact of rhymes and other repetition of sounds.” For the foundational skills involved in this standard see previous grade level strategy suggestions.</p> <p>Pre-Teaching: Rhyme Scheme, Meter, and Poetic Devices: The instructor may need to take time to pre-teach or review the skill-related concepts listed above. Students should have some skill in recognizing rhyme scheme and meter. The following strategy outlines a technique in which students will engage with a poem in order to analyze it on the basis of its poetic devices (alliteration, assonance, consonance, and onomatopoeia, for example).</p> | <p>relevance and sufficiency of the evidence (SL.7.3).</p> <p>Poetic Device Presentation. Students “present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation” (SL.7.4). Emphasis can also be placed on the “inclusion of multimedia components and visual displays to clarify claims and findings and emphasize salient points” (SL.7.5).</p> <p>Close Reading/Annotation Written Summary. Students author an argumentative text that justifies their annotation of the poem. Special emphasis is placed on how well they “establish and maintain a formal style” (W.7.1d) and the inclusion of “a concluding statement or section that follows from and supports the argument presented” (W.7.1e).</p> | | <p>teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
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Close Read/Poetic Devices:

Students will conduct a close read of a poem and note the instances in which the poet uses the following devices (the instructor may add more to this list)

• **Alliteration:** repetition of consonant sounds at the beginnings of nearby works: “Silent Song,” “Great Game,”

• **Assonance:** repetition of vowel sounds in nearby stressed syllables as in “deep and dreamless. Meet and Greet. “Great State.”

• **Consonance:** repetition of consonant sounds at the ends of nearby stressed syllables with different vowel sounds. E.g. “Heat of the night” “The dust replaced in hoisted roads”

• **Onomatopoeia:** use of words which imitate actual sounds from life such as: bark, fizz, slam, pow bang, screech, etc...

Close Read/Annotation: The instructor provides a copy of a poem that makes use of the devices listed above, leaving ample room for students to mark the poem itself. Students proceed to highlight, mark, or underline specific words and syllables involved in the poet’s use of Alliteration. Students may use a [graphic organizer](#), or three column notes as an organizational aid.

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.7.5</p> <p>Overview Information: In this lesson students will practice analyzing how a drama's or poem's form or structure contributes to its meaning.</p> <p>Lesson Focus: Students will practice analyzing how a drama's or poem's form or structure contributes to its meaning.</p> <p>Poetic Forms: The instructor may need to take time to pre-teach or review the skill-related concepts listed below. Students should demonstrate proficiency in recognizing a poem's structure as they read. The following strategies engage students in a close reading of a poem in order to analyze it on the basis of its structure.</p> <ul style="list-style-type: none"> • Poetic Form: a defined structure. This form uses a meter and a pattern of rhymes • Sonnet: a fourteen line form with a specific line count, rhyme scheme, and rhythmic pattern • Shakespearean Sonnet the lines are grouped into three quatrains (groups of four lines) and a couplet (group of two lines) • Villanelle: a nineteen line poem, grouped into five, three line stanzas | <p>Assessments for Learning suggestions:</p> <p>Narrative Text. After closely reading and conducting an analysis of a drama, students author a narrative text to mirror the form used by the author. Special emphasis is placed on the ability to “use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events” (W.7.3d).</p> <p>Comparison and Synthesis of Ideas Presentation. Students closely read two separate poems with contrasting form or structure. Students then complete a graphic or visual analysis of the form or structure used by each author. Additional research on each author/poem is conducted to shape and support analysis. While conducting research, special emphasis is placed on displaying the ability to “gather relevant information from multiple print and digital sources, use search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation” (W.7.8). The activity concludes with small-group presentations.</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

| <p>and one four line stanza; makes use of repetition</p> <p>“ Soliloquy: a poetic form that reveals the unspoken thoughts of the character who recites it. Often these are structured as mini-dramas of their own, with a beginning, middle, and end.</p> <p>Other applicable Skill/Content Areas: Drama, Monologue, Chorus, Iambic Pentameter, Rhyme Scheme, Meter, Stanza, Quatrain, Couplet, Dialogue, Haiku, Tanka.</p> <p>Close Reading/Structure: Students will close read a poem and analyze it according to its structure. Particular emphasis can be placed on one or more of the poetic forms according to the text being read.</p> <p>Structural Outline: Students may outline the structure of a poem in a visual or graphic format by identifying its parts, including line count, stanza type (couplet, quatrain, or other) and tone of each successive part. See examples here. Students may use a worksheet, or their own graphic organizers to complete the activity.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RL.7.6</p> <p>Overview Information:</p> <p>In this lesson students will practice analyzing how an author develops</p> | <p>Assessments for Learning suggestions:</p> <p>Formative Assessment Tip. “An important technique for helping students understand learning intentions and success criteria is asking them to look at samples of other students’ work and to engage in a</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-4 weeks</p> <p>This may go longer depending on student</p> |

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| <p>and contrasts the points of view of different characters or narrators in a text.</p> <p>Lesson Focus: Students will practice analyzing how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><i>Note: The instructor may need to pre-teach or review the distinction between point-of-view, as it is commonly known (First, Second, Third person, limited, omniscient) and perspective, which refers to the broader thoughts, feelings, and worldview of the character.</i></p> <p>Point-of-View and Perspective: This standard asks students to be able to identify and contrast the perspectives of one or more characters from a text. The instructor may benefit the most from using a text that makes use of multiple perspectives, however, this strategy can be effective for any text that features multiple characters involved in key conflicts or events (an excellent filmic depiction of multiple perspectives can be seen in the Japanese classic, <i>Rashomon</i> by Akira Kurosawa).</p> <p>1. Students will read a text in which multiple characters are involved one or more pivotal events or conflicts of some significance.</p> | <p>discussion about the strengths and weaknesses of each” (Wiliam, 2011).</p> <p>Progression Note. During production and distribution of writing at this grade-level, students are expected to “use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources” (W7.6).</p> <p>Point-of-View and perspective digital upgrade. Students are assigned 1-3 characters to “follow” throughout a section of text. A page is established for each character within the class blog. New topics are posted daily by the designated forum facilitator (the teacher can designate a different student forum facilitator each week, the teacher then works closely with that student to ensure posts are timely and class blog guidelines are followed by all members). The three examples outlined within the “Point-of-View and Perspective” teaching strategy to the right can be used for generating post ideas related to this particular standard. Student posts within the forum can be utilized as either entrance or exit slips (formative assessments) that guide future classroom discussions. Protocol are established so students clearly understand that emphasis is being placed on their ability to use technology to “interact and collaborate with others, including linking to and citing sources” (W7.6).</p> | | <p>progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
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| <p>2. Students will track one character's involvement and relation to pivotal events in the novel, attempting to understand that character's inner thoughts, feelings, and emotional reactions to each event.</p> <p>3. Students will note these interactions, make inferences about the character's perspective, and note them in a graphic organizer similar to the one shown here.</p> <p>Creating Perspective in Writing: Students will choose at least one pivotal event in the novel, and use their graphic organizers to re-write the event according to the perspective of their assigned character, in the first-person point of view. This requires students to make inferences about a character's perspective, and then personify the character through the first person voice.</p> <p>Dramatic Readings: The instructor can modify this activity to include in class readings or skits in which the students are involved in an alternate portrayal of a chosen event from the perspectives of each character involved.</p> | <p>References: Wiliam,</p> | | |
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CCSS Standard: Integration of Knowledge and Ideas

RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.8: (Not applicable to literature)

RL.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

- **Enduring Understandings:**
- 01. Critical thinkers note how a story changes when produced in different forms of media.
- 03. An author may use, or alter, history in order to bring about a better understanding of that time period.

New Vocabulary:

Effects of Techniques

Fictional Portrayal

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.7.7</p> <p>Overview Information: In this lesson students will practice comparing and contrasting a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.</p> <p>Lesson Focus: Students will practice comparing and contrasting a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.</p> <p>Note: <i>The instructor may need to pre-teach or review story elements and literary devices (i.e. plot, setting, conflict, characterization, exposition, action, climax, and resolution) in order to compare the way that these elements are dealt with in both text and film formats.</i></p> <p>Focused Reading/Viewing: This activity can be completed either during the</p> | <p>Assessments for Learning suggestions: Progression Note. In coordination with this reading standard, a key progression in the <i>writing standards</i> is the need for students to show competency in using precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (W.7.3d). Formative Assessment Tip. In order for a classroom to be considered “Distinguished” within Component 3d of Danielson’s Framework For Teaching, “students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.” (Danielson, 2007) Writing a Narrative. After having read and discussed “Jabberwocky” by Lewis Carroll and watching The Muppets interpretation of the poem, students work to author their own creative non-sense poem. Consider including an option for students to infuse “normal language” into their non-sense poem similar to The Muppets interpretation. Prior to beginning the assignment, students are fully aware that special emphasis is being placed upon their ability to</p> | <p>** Click Here to Link to Resource Folder ** **</p> | <p>3-5 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

reading of a classroom text, or after it is finished. Students will critically view a filmic adaptation of a classroom text, either independently or in groups, and note what the filmic adaptation has added, changed, or left out of the story. Students can [create a graphic organizer](#), or complete one that is created by the instructor prior to viewing. If necessary, the teacher may take some instruction time to provide some [basic film terminology](#) for the students. (Hobbs, 2001)

Compare/Contrast Guide for Film and Text: Students will use a [graphic organizer](#) similar to the one linked above, while focusing specifically on the differences between the text in both media. This can be used to help students formulate analyses of filmic narrative and directorial choice. Students should begin asking questions regarding the motivation for why a director might change specific elements of a story, and then evaluate whether these changes added to or detracted from the effectiveness of the text.

Applying Filmic Narrative: In small groups, students will create their own filmic adaptations of key scenes from the text, choosing a key scene, or defining moment from the text itself. This project can be assigned either before or after the students view a filmic adaptation of a text.

“relevant descriptive details and sensory language to capture the action and convey experiences and events” (W.7.3d).

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| <p>RL.7.8</p> <p>Overview Information: (Not applicable to literature) <i>CCSS/CE(s): RL.7.8;</i></p> <p>Lesson Focus: (Not applicable to literature) <i>CCSS/CE(s): RL.7.8;</i></p> | <p>Assessments for Learning suggestions: (Not applicable to literature)</p> | <p>(Not applicable to literature)</p> | <p>(Not applicable to literature)</p> |
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RL.7.9</p> <p>Overview Information: In this lesson students will practice comparing and contrasting a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>Lesson Focus: Students will practice comparing and contrasting a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> | <p>Assessment Elements that Require Student Progression Note. In coordination with this reading standard, a key progression in the <i>speaking and listening standards</i> is the need for students to show competency in acknowledging new information expressed by others and, when warranted, modify their own views (SL.7.1d).</p> <p>Save the Last Word for Me Discussion. A discussion rubric places special emphasis on “posing questions that elicit elaboration and responding to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed” (SL.7.1c). The ability to “acknowledge new information expressed by others and, when warranted, modify their own views” (SL.7.1d) can also be assessed during the small</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

Compare/Contrast Guide: Students will use a [graphic organizer](#) similar to the one linked above, in order to compare the time, place and characters of a fictional account and a historical account of the same time period.

Organizing the information and completing the template can function as a prewriting activity as well, should the teacher decide to extend the task into a writing assignment.

Save the Last Word for Me. Students are given a specific amount of time to read through a fictional account to compare it to a historical account of the

same time period. While reading through the fictional text, students highlight statements describing the time, place and characters. They then compare these statements to statements found in the historical account of the same time period and record those comparisons. As this task is completed, students organize into predetermined small groups and discuss their recorded claims. (Vaughan & Estes, 1986).

Change Frame. Students read a fictional text as well as a historical account of the same time period and then organize the information into a [template](#)

group discussion.

Change Frame Written Summary. Upon completion of the template, students transform their “change frame” into a written summary. A written rubric is created placing special emphasis on how well the summary “supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text” (W.7.1b). Emphasis is also placed on how well the summary “uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence” (W.7.1c).

References:

Buehl,

which provides for comparisons to be made. Students work collaboratively with the teacher to create headings for each column, depending upon the information they have chosen to compare. When the template is complete students use the information to write an objective summary of their comparison and synthesis of ideas. (Buehl, 1992)

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CCSS Standard: Range of Reading and Level of Text Complexity

RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Enduring Understandings:

- Knowledge of comprehension strategies.
- Knowledge of reading strategies for individual forms of text.

New Vocabulary:

NONE

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.7.10</p> <p>Overview Information: The Common Core Standards brings a new level of reading band requirements, as well as the research on the importance of adhering to the increasing text complexity in successive years of schooling. <i>This unit will provide teachers the background information needed in order to effectively teach the reading literature standards in seventh grade across the curriculum throughout the entire year. The resources contained in this unit can be used for direct instruction in the other seventh grade units of instruction. This unit will also provide ideas for</i></p> | <p>Formative Assessment Tip. Benchmarking/Formative Assessment Ideas:</p> <ul style="list-style-type: none"> • In each student's reading journal, have students track by date, duration, and genre of what the student has read on a daily basis. Students should document a short statement or reason for reading the text selection, as well as a short overview of the selection read. • 3-2-1 Making Meaning and Summarizing (Resource): This activity provides a formative assessment structure for student's to create meaning and to summarize the key information from the daily lesson or through the reading selection. The 3-2-1 responses can be designed specifically to match the kind of thinking or level of thinking you want the students to do. • Use formative assessments from other grade level units of instruction that demonstrates that by the end of the year | <p>** Click Here to Link to Resource Folder **</p> <p>If students are still struggling to grasp the concepts or skills in this particular section of the unit here are additional resources to implement.</p> <p><i>Literacy Strategies: (All strategy descriptions/overviews can be found in the resource folder for the following documents)</i></p> <ul style="list-style-type: none"> • Anticipation Reaction Guide • Collaborative Reading • Considerations for Selecting Vocabulary Words • Critical Literacy in Reading • Fix Up Strategies Monitoring Comprehension • Guided Highlighted Reading for Middle and High School • Guided Reading • Making Connections | <p>All 4 quarter card markings</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

benchmarking and formative assessments to ensure students' progress through the reading complexity bands requirements as outlined in the CCS.

Lesson Focus:

Arrange reading groups based on reading level. Use the following ideas and strategies to work with students in small groups to encourage them to identify what it takes to improve their reading skills. Developing this awareness and confidence in students will encourage them to improve their reading ability by identifying the strategies they need to improve their comprehension and reading ability.

Exemplary Text for Grades 6-8 Text Complexity Bands:

(All exemplar text are attached as individual resources and can be found in the resource folder link.)

This unit of instruction will house all the exemplary text for 7th Grade, but the text will actually be utilized throughout the other units of instruction. Please note that the exemplar text are samples suggested by the Common Core State Standards Initiative and are not meant to be

the students' are reading at the high end of the grade 6-8 text complexity with proficiency.

- ELA teachers can support reading across the curriculum by teaching reading strategies that can be used in multiple content areas.

• In each student's reading journal, have students track by date, duration, and genre of what the student has read on a daily basis. Students should document a short statement or reason for reading the text selection, as well as a short overview of the selection read.

• 3-2-1 Making Meaning and Summarizing (Resource): This activity provides a formative assessment structure for student's to create meaning and to summarize the key information from the daily lesson or through the reading selection. The 3-2-1 responses can be designed specifically to match the kind of thinking or level of thinking you want the students to do.

• Use formative assessments from other grade level units of instruction that demonstrates that by the end of the year the students' are reading at the high end of the grade 6-8 text complexity with proficiency.

- ELA teachers can support reading across the curriculum by teaching reading strategies that can be used in multiple content areas.

For students to comprehend increasingly complex text, they must be able to derive meaning from the ***academic vocabulary*** the text contains. The progressive building of academic vocabulary is a

- Modeled Reading
- Phonics to Word Study
- Profundity
- Questioning
- Questions for Reflecting on the Reading Process
- Read Alouds Think Alouds Mental Models
- Reading Fluency
- Reciprocal Teaching
- Retelling
- Shared Reading
- Story Web Summarizing
- Summary and Determining Importance
- Synthesizing
- Text Patterns Flip Book
- Text Structure
- Tips for Effective Think Alouds
- Two Column Notes Mental Imagery
- Visualizing to Create Mental Images
- Vocabulary Development

viewed as an all inclusive list.

****Special Note: It is very important that cross grade level articulation meetings occur to determine as an individual district what exemplar text will be designated for each grade level.** The Exemplary Text for Literature include:

Stories

- Little Women
- The Adventures of Tom Sawyer ******(8th Grade)
- The Dark Is Rising
- Dragonwings ******(7th Grade)
- Roll of Thunder, Hear My Cry
- "The People Could Fly."
- The Tale of the Mandarin Ducks ******(6th Grade)
- "Eleven." ******(6th Grade)
- Black Ships Before Troy: The Story of the Iliad

Drama

- Sorry, Wrong Number ******(7th Grade)

Poetry

- "Paul Revere's Ride." ******(6th Grade)
- "O Captain! My Captain!" ******(8th Grade)
- "Jabberwocky."
- "Twelfth Song of Thunder."

key area of focus within the ELA/Literacy Common Core State Standards. The upcoming PARCC assessment will utilize assessment advances in an effort to check for understanding in this key area. For example, take a look at the [PARCC prototype](#) for measuring vocabulary within a 6th Grade Narrative Writing task. Notice the question contains two parts. Part A asks the student to match the correct meaning to the vocabulary word. Part B asks "which phrase from the passage best helps the reader understand the meaning" of the word. To assess student knowledge of academic vocabulary within your classroom, add a similar "Part B" to your vocabulary questions. In short, link vocabulary assessments directly to at-grade level text, ask students to define complex words and have them cite specific evidence from the text to support their answer. Doing so will build the ability to use context to determine meaning and simultaneously encourage students to supply evidence for reasoning. Asking **text-dependent questions** tied directly to the text is also a great way to check for understanding of increasingly complex text.

- "The Railway Train."
- "The Song of Wandering Aengus."
- "The Road Not Taken." ******(6th Grade)
- "Chicago."
- "A Poem for My Librarian, Mrs. Long."

Lesson Elements to Support

Instruction:

Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.

- Reading biography; reading new text; completing QFR chart ([Link](#)) - see page 21 for a lesson relating to this standard from the Georgia Department of Education.
- Reading text; analyzing for characterization; annotating text ([Link](#)) - see pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.
- Reading text; annotating text for literary elements; analyzing for setting ([Link](#)) - see pages 6 through 7 for a lesson relating to this standard from the Georgia Department of Education.
- In-class dramatic reading of

novel's conclusion ([Link](#)) - see page 11 for a lesson relating to this standard from the Georgia Department of Education.

- Students *compare and contrast* Laurence Yep's *fictional portrayal* of Chinese immigrants in turn-of-the-twentieth-century San Francisco in *Dragonwings* to *historical accounts of the same period* (using materials detailing the 1906 San Francisco earthquake) in order to glean a *deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real.* [RL.7.9]
- Students *analyze* how the playwright Louise Fletcher uses *particular elements of drama* (e.g., setting and dialogue) to create *dramatic tension* in her play *Sorry, Wrong Number.* [RL.7.3]

Note: Standard ten asks that teachers continue to align their instruction and materials to the corresponding grade level text complexity band. This standard reminds educators to gradually increase the level of text complexity as students move upward by grade level. In this respect, each grade level

teacher has a different responsibility with regard to either introducing a new level of text complexity (as indicated by the words “with scaffolding as needed”), or promoting proficiency at the end of that grade band (as indicated by the words “proficiently and independently.”

Text Exemplars: The common core offers a list of text exemplars in [Appendix B](#), which may help to generate a better understanding of what kinds of texts are considered appropriate for each grade level. It should be noted however, that [Appendix B](#) provides these only as *examples of what an appropriate text might look like at each grade band.*

Annotating Text: Annotation is a powerful reading tool. Annotating means writing your ideas, thoughts and questions as you read. Students can annotate a text to leave tracks of their thinking so they can learn, understand and remember what they read. During the reading process, the reader marks the text at appropriate points, using symbols and/or words that serve as visual cues and help keep the reader focused on the text. Students can be encouraged to write questions, comments or to integrate “text codes”. Some codes could include:
?=question, *=important information, ??= confusion, L=new learning, R=this reminds me, etc...
Students are encouraged to reread

their annotated versions to add additional insights from the 1st read. If students are reading a text from a book, sticky notes could be used to record their thinking. Larger sticky notes can be cut down to tabs for codes as noted above. For a sample lesson plan click [here](#).

(Brown, 2007)

Measuring Text Complexity according to grade-bands. The Text Complexity Grade Bands are organized in a progressive fashion, and as such, teachers from different grade levels will need to coordinate and discuss whether their standard ten asks them to introduce a new level of text complexity via scaffolding, or promote proficiency and independence within the same grade band. The following [chart](#) shows the progressions for standard ten at each grade level.

Three Measures for Text Complexity: When deciding which grade band a text aligns to, the teacher should consider all three measures for text complexity, and make a decision based the textual factors that correspond to each. Those measures include [Quantitative Measures](#), [Qualitative Measures](#), and [Reader and Task Considerations](#).

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CCSS Standard: Key Ideas and Details

RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

- Enduring Understandings:**
- Readers cite evidence from the text to support their analysis of the text.
 - Readers determine central ideas by analyzing text and summarizing events and ideas.
 - Readers analyze how individuals, events, and ideas in a text interact.
 - Readers analyze how individuals, events, and ideas influence one another.

New Vocabulary:
 Analysis Central Ideas (two or more) Interactions (between individuals, events, ideas) Objective Summary

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.7.1</p> <p>Overview Information: In this lesson you will help students get an understanding of how to determine the central ideas at both the explicit and the inference level. Then you will take this understanding of the central ideas and teach students how to cite the text and use it to support their own analysis of the text.</p> <p>Lesson Focus: How does education affect our society in terms of crime rates, equality, and future success for today’s youth?</p> <p>Think Alouds With this strategy,</p> | <ul style="list-style-type: none"> • Anticipation Guide - Video Cameras in the Classroom (Resource) • Marzano Vocabulary Strategies (Resource) • Six Step Process to Guided Reading - Teacher Resource (Resource) • Guided Highlighted Reading - Text One (Resource) • Guided Highlighted Reading - Text Two (Resource) • Grade 7 ELA reading Selections (Resource) • Extended Learning Prompt - Videos in the Classroom (Resource) • Reading Informational Texts and Argument Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project. <ul style="list-style-type: none"> ○ "Bottled Water Quality" (Link) - Retrieved from Teachers College - | <p>** Click Here to Link to Resource Folder **</p> | <p>1-2 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework</p> |

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| <p>teachers verbalize their thinking while reading a selection orally. Their verbalizations include describing things they are doing as they read to monitor their comprehension. The purpose of the think aloud strategy is to model for students how skilled readers cite evidence (Davey, 1983).</p> <p>It Says, I Say, And So Graphic Organizer “It Says – I Say – And so...” is a good example of a graphic organizer that allows students to visualize the steps in making an inference. Initially, students respond to a question that can only be answered by inference, even though the question is about a particular reading or text (Beers, 2003).</p> <ol style="list-style-type: none"> 1. First the students have to find out what the reading says. 2. Next they find information from the text that will help answer the question. 3. Then they add, in their own words, their thoughts about what the reading says. 4. Finally, the students combine what the reading says and their thoughts to answer the question and thus create new meaning—the inference. Click here for an example. | <ul style="list-style-type: none"> ○ The Reading and Writing Project. "City Council Shuns Bottles in Favor of Water from Tap" (Link) - Retrieved from Teachers College - The Reading and Writing Project. ○ "Water and You" (Link) - Retrieved from Teachers College - The Reading and Writing Project. <p>TCRWP Informational Reading and Argument Writing Rubric: 7th Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project</p> <p>Assessments for Learning suggestions:</p> <p>Think Alouds. In small groups, students take turns verbally explaining why events in the text occurred. Attention is continually drawn back to specific language used within the text. After a pre-determined amount of time, students write a summary outlining a specific event or section of text. The summary will include evidence to support the claim of why the text was included or the event occurred.</p> <p>Inference Graphic Organizer. Students engage in formal and informal presentations of a variety of their completed graphic organizer. Aligned assessment and feedback of speaking and listening skills during presentations promote growth of speaking and listening skills in coordination with analysis of reading comprehension.</p> <p>Formative Assessment Tip. “Feedback is most effective when students do not have proficiency or mastery – and thus it thrives when there is error or</p> | | <p>assignments</p> |
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| | incomplete knowing and understanding...Errors invite opportunities...They should not be seen as embarrassment, signs of failure, or something to be avoided...They are exciting, because they indicate a tension between what we <i>now</i> know and what we <i>could</i> know; they are signs of opportunities to learn and they are to be embraced” (Hattie, 2012). | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RI.7.2</p> <p>Overview Information: You will continue to teach students strategies to determine the central ideas of a text. Then you will teach them how these ideas are developed over the course of the text. Students will then be able to summarize the central ideas in their own words.</p> <p>Lesson Focus: Give the students ample graphic organizers to use during reading. Use the re-reading strategy so that students will be able to summarize the text with confidence.</p> <p>Summarizing and Note-taking Summarizing and note taking requires the ability to synthesize information. Details help tell you about the main idea (Marzano, Pickering, Pollock, 2001). Remind students to not confuse a text detail with the main idea. 1. During the oral reading, think-aloud multiple times including</p> | <p>Reading Informational Texts and Argument Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <ul style="list-style-type: none"> • "Bottled Water Quality" (Link) - Retrieved from Teachers College - The Reading and Writing Project. • "City Council Shuns Bottles in Favor of Water from Tap" (Link) - Retrieved from Teachers College - The Reading and Writing Project. • "Water and You" (Link) - Retrieved from Teachers College - The Reading and Writing Project. • TCRWP Informational Reading and Argument Writing Rubric: 7th Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project. <p>Assessments for Learning suggestions: Summarizing and Note-Taking. Upon completion of a note-taking activity and/or graphic organizer, students create a visual display summarizing and analyzing the central ideas of the text. Careful attention is placed upon keeping the text central to the activity and</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

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| <p>statements such as: “This detail tells me....” “The text is mostly about....” “This is a very important detail...” “This passage talks about...”</p> <p>2. Post at least 4 sentences for all students to see. Think-aloud with the students and explain why the central ideas are central and why the others are details. Students need to hear your thinking.</p> <p>3. Explain that finding the central idea is an important skill that we must learn to be good readers. Demonstrate how to record the main idea/details in a graphic organizer.</p> <p>4. Model and practice with partners numerous times before students try it independently.</p> <p>5. Any number of graphic organizers can work for this skill depending on the length of the text.</p> <p>Sum It Up Read an entire selection (chapter, article, handout, primary source, etc.) and, as you read, list the main idea words on the “Sum It Up” sheet. Write a summary of the selection using as many of the main idea words as possible. Put one word in each blank. Imagine you have only \$2.00 and that each word you use is worth ten cents. You’ll “sum it up” in 20 words! Click here for a sample.</p> | <p>remaining true to specific language the author used.</p> <p>Annotating Text. Students read and annotate a PDF version of the text by highlighting main ideas and supporting details according to color. To do this within Adobe Reader, students select the “highlighting tool” and then press CTRL+E. This will display “highlighter tool properties” allowing students to quickly change highlighter colors. Begin the assessment by having students highlight the main ideas according to a particular color code. Once that is complete, student return to each main idea and use a similar shade of the main idea color to highlight the details in support of that main idea. They repeat the process until the entire text has been annotated and all main ideas have been supported by details that outline their development over the course of a text. At predetermined intervals, students provide peer-to-peer feedback by posting objective comments on one another’s annotated text. The teacher listens intently and uses data from informal assessment to provide targeted learning opportunities.</p> <p>Progression Note. A key progression in the writing standards is the need for students to show competency in applying <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”) (W.7.9b).</p> | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.7.3</p> <p>Overview Information: In this lesson you will work through the standard by helping students see how ideas and events influence individuals.</p> <p>Lesson Focus: How do critical readers analyze how individuals, events, and ideas in the text interact?</p> <p>Structured Note-Taking. Structured note-taking helps students organize and recall information they have read (Smith and Tompkins, 1988). Provide a graphic organizer and model for the student how to complete the organizer themselves with the components found listed in the standard. Student may create their own note-taking structure using boxes similar to the following: Individual Idea or Event How Idea or Event was</p> | <p>Assessments for Learning suggestions:</p> <p>Formative Assessment Tip. Feedback is provided and recorded on these suggested artifacts in order to regroup students for targeted learning opportunities. Teachers are encouraged to strategically score progress with a watchful eye on the formative assessment process. It is important to keep in mind that a “final grade” represents a summative score.</p> <ol style="list-style-type: none"> 1. Students write a summary or essay that cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension. 2. Students answer and receive feedback on text dependent questions. 3. Students engage in a variety of discussions and/or Socratic questioning to display competency with regards to this standards. Aligned assessment and feedback of speaking and listening skills also promote | <p>** Click Here to Link to Resource Folder **</p> | <p>1-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

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| <p>Influenced by Individual</p> <p>Free-Form Mapping. <i>Free-form mapping</i> is a way for students to document their thoughts and understandings about an individual, event or an idea. Students may place information, pictures, or words anywhere on the chart. While reading they can record the interactions between individuals, events or ideas or how individuals influence ideas or events as they read the text (Santa, Havens, Maycumber, 1996). Students may create their maps independently, as a whole group or in small groups. An organizer is attached.</p> <p>Two Layer Time Line. Using a text that has a sequence of events, students create a timeline of the events on the top layer. Underneath the timeline, create a sequence of reactions or influences that occurred due to the individual or event.</p> | <p>growth is this area.</p> <p>4. Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn.</p> <p>5. Students engage in formal and informal presentations of a variety of products outlined above. Aligned assessment and feedback of speaking and listening skills during presentations also promote growth is this area.</p> | | |
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CCSS Standard: Craft and Structure

RI.7.1;7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.1;7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.1;7.4;7.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

- Enduring Understandings:**
- Authors use specific words and phrases to help establish their point, meaning, or tone in the writing.
 - Authors are purposeful when using various structures to organize a text.
 - Authors communicate their unique point of view through their writing.

New Vocabulary:
 Author's Point of View Author's Purpose Position of Author

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.7.4</p> <p>Overview Information: In this lesson you will help students understand how authors use words to help establish their point-of-view, meaning, and tone.</p> <p>Lesson Focus:</p> | <p>Assessments for Learning suggestions: Semantic Feature Analysis. Students utilize Gan’s Feedback Model to provide objective peer-to-peer and self-feedback in an effort to keep learning moving forward.</p> <p>Text Dependent Vocabulary Quiz. At a pre-determined interval, students work collaboratively to create an online text</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1- weeks</p> <p>This may go longer depending on student progress and needed re-teach</p> |

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| <p>Students learn how to identify positive and negative connotations of words.</p> <ul style="list-style-type: none"> • Connotations Project (in Resource Folder) - This is a lesson in which students determine which word from a pair has a more positive connotation. It also includes a sample text and gives students the opportunity to come up with synonyms that change connotation. • Inferring 6-8 (Reading Comprehension) - This strategy helps students to expand the readers thinking to get deeper, more profound understanding of the text. <p>Semantic Feature Analysis The Semantic Feature Analysis strategy engages students in reading assignments by asking them to relate selected vocabulary to key features of the text. This technique uses a matrix to help students discover how one set of things is related to one another. Select a topic or concept from a reading selection for student analysis. Introduce a Semantic Feature Analysis graphic organizer as a tool for recording reading observations (Lenski, Wham and Johns, 1999).</p> <ol style="list-style-type: none"> 1. Students list key vocabulary words | <p>dependent vocabulary quiz. This activity will focus on Tier two and three vocabulary located within the text and combine quality text dependent questioning with vocabulary assessment. Students construct the quiz and enter their responses within a Google Docs form.</p> <p>Exit Slip. After students make the quiz, they return to the text for further learning analysis or engage in targeted learning activities. After a few days have passed, students complete the “text dependent vocabulary quiz” as an exit slip. Results from the quiz are used to formulate a hinge question to begin the lesson the following day.</p> <p>Hinge-point questions. A hinge-point question is a quick check on understanding (Wiliam, 2011).</p> <ol style="list-style-type: none"> 1. Ideally it takes less than a minute for all students to respond 2. Ideally it takes less than 30 seconds for the teacher to view and interpret the responses <p>References:</p> | | <p>time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
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| <p>down the left hand column of a chart.</p> <p>2. Next, students list properties of the topic across the top row of a chart.</p> <p>3. While reading, students place check marks in the appropriate cell when a vocabulary word reinforces one of the properties of the topic.</p> <p>4. After reading and completing the graphic organizer, students share observations. Discussion about differing results is encouraged.</p> <p>Students identify which vocabulary words best communicate the essential properties of the topic.</p> <p>K.I.M. Vocabulary Strategy (Beck, McKeown & Kucan, 2002). Instruct students on the following acronym:</p> <ul style="list-style-type: none"> · K represents the <i>key</i> word; students record the word to be learned. · I represents <i>important information</i>; students record what they have learned about the key word in "their own words." · M represents <i>memory clue or mnemonic</i> (Drawing, picture or symbol) <p>By making a sketch (or other memory clue) students synthesize and interpret the new information and make it their own.</p> <p>K (Keyword) I (Important Information) M (Memory Cue) Drought With</p> | | | |
| Instructional Strategies | Assessment | Resources | Time |

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| <p>RI.7.5</p> <p>Overview Information: In this lesson work you will help students understand how author’s structure varies from piece to piece, and from author to author. Then discuss why structure is important to the development of an author’s ideas and how it contributes to the whole.</p> <p>Lesson Focus: Give students practice identifying organizational structures and the key words that help them determine the structure.</p> <p>Pattern Guide The pattern guide strategy demonstrates the predominant pattern the author used to construct a text. These guides (graphic organizers) should be chosen by the teacher to match the text (Herber, 1978). 1. Choose a text that shows a strong organizational pattern. 2. Choose a graphic organizer to match the text and distribute. 3. When modeling, read aloud a portion and fill in several parts for the students. Ask students to complete the remaining portion with a partner. 4. 4. Repeat with various patterns offering less scaffolding each time. 5. After practicing the above strategy numerous times, students will be able to</p> | <p>Assessments for Learning suggestions: Pattern Guide. Students write an essay that analyzes the structure an author uses to organize a text that includes how the major sections contribute to the whole and to the development of the ideas. As students read and write the teacher navigates the room and uses diagnostic questioning to determine competency with regards to Tier Two vocabulary appearing within the text. Feedback is provided that “models, cues, or hints to support improvements in learning...operating as an instructional scaffold” (Heritage, 2010, p.84). Selective Underlining. Students verbally explain the structure the author used to organize a text that includes how the major sections contribute to the whole and to the development of the ideas. This can be conducted in pairs, small groups, whole group, and/or after informal practice in a one-on-one setting between teacher and student in class. Progression Note. A key progression in the speaking and listening standards is the need for students to show competency in presenting claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation (SL.7.4). References:</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-4 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

| <p>recognize the structure the text has been written in and then draw their own organizer to take notes and comprehend the text.</p> <p>Selective Underlining This strategy enables students to understand what the author is trying to say as well as to organize information in texts.</p> <ol style="list-style-type: none"> 1. Explain to students that underlining words/phrases are helpful for comprehension. 2. During modeling, read through the text first then reread and underline words and phrases (not sentences) that get at the main idea. 3. Using colored markers, highlight main ideas in one color and details in another. <p>When completed, a student can note whether an author is balancing the main ideas and details. They can state “In this paragraph the author gave 2 main ideas with no details”, or “I saw 3 main ideas in the passage, 2 main ideas had 3 details and the other had none” (Santa, Havens & Maycumber, 1996).</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RI.7.6</p> <p>Overview Information: In this lesson work through the</p> | <p>Assessments for Learning suggestions: About/Point. When finished reading, students use their collection of “About/Point phrases” to construct a short essay outlining the authors point</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-2 weeks</p> <p>This may go longer depending</p> |

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| <p>understanding of the standard by teaching students how to determine the author's point-of-view and purpose of the text.</p> <p>Lesson Focus: Students will learn how author's purpose and tone is revealed through word choice.</p> <p>About/Point. About-Point is a silent reading strategy where students pause at logical points and complete this phrase: This section/paragraph is <i>about</i> _____; and the <i>point</i> is _____. Students can use it when reading difficult material to help recall information (Bouchard, 2005). 1. Choose and distribute a short informational text piece. 2. When modeling, read a section or paragraph to students or assign them to read it with partners. 3. Distribute and display the About/Point chart and model its use. Demonstrate, how to find and record the "About". 4. Demonstrate, how to find and record the details next to "Point" · Periodically assign students to write about-point statements and use them to start class discussions by asking students to read them. · As students read text by different</p> | <p>of view or purpose in a text. The completed essay will also include an analysis of how the author distinguishes his or her point of view from other or conflicting points of view. Special emphasis is placed on textual evidence and specific language the author used. About/Point. Students write a short essay that defines the author's point of view. They are then given an alternate point of view from a different text on the same topic and conduct a comparison and synthesis of ideas. <i>Prior to working on written products, students and teachers work together to develop rubrics which clearly outline expectations and success criteria.</i> Comparison and synthesis of Ideas. Students are given two or more texts which address a similar topic or issue from varying points of view. After closely reading each text, students "synthesize" the meaning of each and construct an original informative/explanatory essay "to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content" (W.9-10.2). Self, peer-to-peer and teacher-to-student feedback continually maintains an objective focus on the words the author used within each text; how they are similar and how they contrast in meaning and tone. Grab Bag Purpose. Feedback is continually provided throughout the exercise and formal/informal assessment is prevalent. Assessment results from the</p> | | <p>on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
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| <p>authors, a discussion of how the author distinguishes his or her position from that of others.</p> <p>Grab Bag Purpose This strategy helps students identify an author's purpose: to entertain, inform, persuade or describe. The teacher collects various writing samples from a number of sources (newspaper articles, captions with photo, comics, advertisements, etc.) and laminates them. There should be many examples of each type of author's purpose. The laminated writing samples are placed in a grab bag. Students take turns pulling writing samples out of the bag and identifying the author's purpose. Students give reasons for their answer in a reading response journal.</p> | <p>activity are used to place students into small groups for targeted learning opportunities the following day.</p> <p>References: Bouchard, M. (2005). <i>Comprehension strategies for English language learners: 30 research-based reading strategies that help students</i></p> | | |
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CCSS Standard: Integration of Knowledge and Ideas

RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

- Enduring Understandings:**
- Readers can compare and contrast text to another medium and can analyze the impact of the different mediums on the reader/viewer/listener.
 - Readers evaluate arguments and can determine whether specific text claims are based on evidence or just an opinion.
 - Readers analyze two or more authors' writings about the same topic and note the differences in evidence and interpretations of facts.

New Vocabulary:

Argument and Specific Claims Medium, Portrayal of Subject, Reasoning ,Video/Multimedia

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.7.7</p> <p>Overview Information: In these lessons, students will be reading, viewing and listening to various texts and will be discussing how each medium type portrays the subject.</p> <p>Lesson Focus: Students will compare and contrast various mediums of text.</p> <p>Compare and Contrast Grid This strategy helps readers bring order to concepts. When good readers compare and contrast, they are able to analyze the material to discern patterns and gain a stronger understanding of what they are reading (Allen, 2004). This graphic organizer is one of many which could be used for students to record what they have read. Environmental Responsibilities Recycling Text Alike Recycling Video</p> <p>Comparing/contrasting Different Media. Have students compare and contrast text to media. Talk with students about how a nonverbal message accompanies every oral communication. Facial expressions, body movements, gestures, tone of voice, rate of speech,</p> | <p>Assessments for Learning suggestions:</p> <p>Comparing/contrasting. Students create a Venn diagraph that compares and contrasts a text to an audio, video, or multimedia version of the text. Students include a formal analysis of each medium’s portrayal of the subject.</p> <p>Research Project. Students use strategies within this template to progressively complete a sustained research project. Throughout the process the teacher listens intently and continually provides objective feedback in an effort to move learning forward.</p> <p>Vocabulary Guide. Students work individually or in pairs, using a variety of resources to define selected words from an appropriately complex text in an effort to produce a student constructed classroom “Vocabulary Guide” for academic and domain specific words (e.g., students utilize a form within Google Docs to enter Tier II & Tier III words from course text reads, the accompanying spreadsheet is embedded into the course website and is utilized as a student generated “Vocabulary Guide” for the course.</p> <p>Formative Assessment Tip. While students complete a related activity, the teacher meets with students individually, in pairs, or small groups for the purpose of sharing objective feedback around the idea of ‘Where to next?’ (Hattie, 2012).</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-4 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

| <p>and voice inflection all add meaning to the words actually spoken. These nonverbal components help the receiver interpret the emotional significance of the message. Using a triangle graphic organizer (or any other graphic organizer that compares/contrasts), students should note what is the same and what is different.</p> | <p>Progression Note. A key progression in the writing standards is the need for students to show competency in conducting short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation (W.7.7).</p> | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>RI.7.8</p> <p>Overview Information: In order to build an awareness of whether a text's reasoning is sound, relevant and supportive of the claims, a teacher could lead their class in a discussion of several types of texts on one subject.</p> <p>Lesson Focus: Provide students with background knowledge of how to make a claim, and how to support it. This will then prepare the students for reading claims made by others and determining if the reasoning is sound.</p> <p>Follow the Argument Road The teacher models how to determine whether the author's evidence sufficiently</p> | <p>Assessments for Learning suggestions: Argumentative Essay. Students author a formal argumentative essay tracing and evaluating arguments and specific claims from within a text. Essays are assessed primarily for whether the reasoning is sound and the evidence is relevant and sufficient enough to support claims. However, essays are also assessed for competency within additional writing and language standards. A rubric is used to measure proficiency and targeted learning opportunities reoccur throughout the revision process.</p> <p>Progression Note. A key progression in the writing standards is the need for students to show competency in (with some guidance and support from peers and adults) developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-2 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

| <p>supports the claims in a text.</p> <ol style="list-style-type: none"> 1. The teacher reads aloud an argument as students follow along with the text. 2. The teacher “thinks aloud” as the students place evidence “on the road.” 3. At the end of the road, the teacher models the evaluation process by noting whether or not the author provided sufficient, relevant evidence to support the claim. 4. Place students in pairs, have them read an unfamiliar text and complete an “Argument Road” graphic organizer. 5. Each pair of students works with another pair to compare their answers on the graphic organizer and then share them with the class. 6. Students independently complete the graphic organizer. <p>Evidence Tracker. Students are to read with the purpose of identifying specific claims in a text. Each claim can be noted on the “tracker.” This strategy provides students with a way to organize their thinking while reading. Start Author’s Evidence Tracker</p> <p>Finish Author’s Claim: Evidence</p> | <p>addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (W.7.5).</p> <p>Evidence Tracker. Upon completion of the task, students evaluate the arguments and specific claims in a text. For each major claim, students write a statement assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Informal assessment and feedback are provided to continually move learning forward.</p> | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |

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| <p>RI.7.9</p> <p>Overview Information: In this lesson, students continue will strengthen their understanding of claims and evidence and will now analyze how two or more authors writing about the same topic.</p> <p>Lesson Focus: Provide students with selections of text from various authors on one topic. To build on earlier learning, include text that comes from multiple types of (text, ex. textbook, newspaper, magazine, Wikipedia, blogs, online news sites, etc.)</p> <p>Author Comparison Matrix This strategy is designed to take students through the steps of analyzing how two or more authors interpret facts. (Hattie, 2012). Author #1 Author #2 Author #3 Website Article Section of Chapter Evidence: Evidence: Evidence: Evidence: Evidence: Evidence: Evidence: Evidence: Evidence:</p> | <p>Assessment Elements that Require Student Demonstration of Learning:</p> <p>To show their understanding of the comparisons of the texts studied, students can do one or more of the following:</p> <ol style="list-style-type: none"> 1. Write a short paper describing the similarities and differences 2. Prepare notes for and engage in a small group discussion about the texts studied 3. Participate in a class discussion 4. Engage in a written discussion of the topic --- please follow link to read about written discussions (Link) 5. Participate in an online class discussion using a service like Moodle or edmodo.com this requires set up ahead of time by the teacher. <p>(Resources) Rubrics are available in the resource folder for assessing argumentation, analysis and reasoning. These are in Microsoft Word, and can be changed to fit your purpose</p> <p>Assessments for Learning suggestions: Author Comparison Outline. Students create an outline that gives an analysis of how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Formative Assessment Tip. “Feedback is most effective when students do</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
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Question The Authors. After reading each author’s text, write the answers to the following questions:

- What is the author trying to tell you?
- Why is the author telling you that?
- Does the author say it clearly?
- How could the author have said things more clearly?

After answering the questions, compare your answers and write a summary

not have proficiency or mastery – and thus it thrives when there is error or incomplete knowing and understanding...Errors invite opportunities...They should not be seen as embarrassment, signs of failure, or something to be avoided...They are exciting, because they indicate a tension between what we *now* know and what we *could* know; they are signs of opportunities to learn and they are to be embraced” (Hattie, 2012, p.124).

Informational Explanatory Essay. Students write an essay that gives an analysis of how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Upgrade. Students participate in an online discussion forum to engage in a text comparison discussion. For example, a blog is created for an assigned text. Student “blog facilitators” post specific sentences, paragraphs, or larger portions of text within the blog and the remaining students add comments to each thread as a way to engage in an online text analysis. Prior to using an online discussion forum, students and staff work collaboratively within the 9-12 grade band to develop a rubric that clearly outlines expectations and success criteria.

CCSS Standard: Range of Reading and Level of Text Complexity

RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Enduring Understandings:

- Readers can compare and contrast text to another medium and can analyze the impact of the different mediums on the reader/viewer/listener.
- Readers evaluate arguments and can determine whether specific text claims are based on evidence or just an opinion.
- Readers analyze two or more authors' writings about the same topic and note the differences in evidence and interpretations of facts.

New Vocabulary:

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.7.10</p> <p>Read, Rate, Reread</p> <ol style="list-style-type: none"> 1. Assign text to be read in class. Ask students to rate their understanding of their reading on a scale from 1 to 10 and to list any questions they have about their reading. 2. Direct students to reread the text and rate their understanding again. Have them indicate which earlier questions they can now answer. 3. Ask students to work in groups of two or three to discuss any unanswered questions they still have. Students who answer the questions should indicate the portion of the text that led them to their answer. 4. Ask students to read the text for a third time and rate their understanding of the passage one last time. 5. Discuss any remaining questions | <p>Formative Assessment Tip. Feedback is provided and recorded on these suggested artifacts in order to regroup students for targeted learning opportunities. Teachers are encouraged to strategically score progress with a watchful eye on the formative assessment process. It is important to keep in mind that a “final grade” represents a summative score.</p> <ol style="list-style-type: none"> 1. Students write a summary or essay that cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension. 2. Students answer and receive feedback on text dependent questions. 3. Students engage in a variety of discussions &/or Socratic questioning | <p>** Click Here to Link to Resource Folder **</p> | <p>All 4 quarter card markings</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

with the entire class.
 Understanding
 Rating (1-10)
 Questions Answers
 1st Reading
 2nd Reading
 3rd Reading
 (Adapted from Beers, 2003)
INSERT
 INSERT is an active reading strategy for readers to monitor their own thinking as they read so that they can remember to clarify issues at a later time. Students will use symbols to code the text as they read. The codes may be developed by the teacher or student. The following are examples of codes: + = something new, ? = this confuses me, *= I knew that. This is a particularly useful strategy when students have their own books and can mark in them. However, students can use sticky notes, separate sheets of paper, or strips of paper in the margins to write the codes on when using a book.

to display competency with regards to this standards. Aligned assessment and feedback of speaking and listening skills also promote growth in this area.
 4. Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn.
 5. Students engage in formal and informal presentations of a variety of products outlined above. Aligned assessment and feedback of speaking and listening skills during presentations also promote growth in this area.
Formative Assessment Tip. *Responding to the "I don't know."*
 If a student responds to a classroom discussion question with a simple "I don't know", the teacher can respond with "I will get back to you". Then a few other students are asked to respond to the same question. After several responses are shared, the teacher returns to the original student and asks him/her which response they agree with the most and why (William, 2011).

Grade Level: Seventh

Subject: Writing

CCSS Standard: Text Types and Purposes Argumentative Writing

W.7.1a: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1d: Establish and maintain a formal style.
W.7.1e: Provide a concluding statement or section that follows from and supports the argument presented.

Enduring Understandings:

- In an argumentative essay, writers introduce their claim, acknowledge opposing claims, use organized logic and reasoning, use words and phrases to clarify the relationship among the evidence and end with a conclusion that supports the argument.

New Vocabulary:

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| Appropriate Transitions | Data | Relevant Descriptive Details | Transition Phrases |
| Argument | Logical Reasoning | Research | Valid |
| Claim | Opposing Claims | Techniques | Varied Transitions |
| Cohesions | Precise Phrases | Transition Clauses | Warrants |
| Counterclaim | Rebuttal | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.7.1a</p> <p>Overview Information: In this lesson, the focus is helping students understand the various types and purposes for writing; especially argumentative writing.</p> <p>Lesson Focus: Students will practice introducing claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>Student Writing Samples:</p> | <p>Assessments for Learning suggestions:</p> <ul style="list-style-type: none"> Reading Informational Texts and Argument Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project. <ul style="list-style-type: none"> "Bottled Water Quality" (Link) - Retrieved from Teachers College - The Reading and Writing Project. "City Council Shuns Bottles in Favor of Water from Tap" (Link) - Retrieved from Teachers College - The Reading and Writing Project. "Water and You" (Link) - Retrieved | <p>** Click Here to Link to Resource Folder **</p> | <p>2-3weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited</p> |

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| <p>Use the two writing samples offered in the CCSS development, Appendix C. Both of the following samples provide a sample of student writing with a full explanation of scoring results. These samples can be used with colleagues to assist with range finding for scoring purposes. These samples could also be used as an instructional tool to be used with students to help them evaluate another student's writing. Throughout the student activity use the annotative scoring information to develop question prompts or instructional reasoning of why the writing received the particular score.</p> <ul style="list-style-type: none"> • Argument Organizer (Resource) - From TeacherWeb.com • Student Sample, Grade 7: Argument Writing (Resource) • Assessing Thinking (Link) - Rubric from Intel Education <p>Argument / Opinion</p> <p>Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they</p> | <p>from Teachers College - The Reading and Writing Project.</p> <ul style="list-style-type: none"> ○ TCRWP Informational Reading and Argument Writing Rubric: 7th Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project. <p>SBAC Assessment Materials:</p> <p>Grade 7: SBAC Sample and Teaching Materials: The following is a list of materials and released SBAC content specification reading and writing samples to use with your students to determine progress on the standards listed below.</p> <p><u>Video Cameras in the Classroom</u>: link to the following standards: W.7.1</p> <p>*This assessment task is also connected to the following standards: W.7.4, W.7.5, W.7.6, W.7.9, L.7.1, L.7.2, SL.7.1, and SL.7.3.</p> <p>Documents include:</p> <ul style="list-style-type: none"> • Teacher Background Information for Camera in the Classroom (Resource) • Anticipation Guide Video Cameras in the Classroom (Resource) • Six Step Process for Guided Highlighted Reading (Resource) • Guided Highlighted Reading US Schools Resort to Video Cameras (Resource) • Guided Highlighted Reading A Look at Video Surveillance in Schools (Resource) • Text 1: US Schools Resort to Video Cameras (Resource) • Text 2: A Look at Video Surveillance in Schools | <p>throughout the year in class and on homework assignments</p> |
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are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

The Special Place of Argument in the Standards

When teachers ask students to consider two or more perspectives on a topic or issue, something far beyond surface knowledge is required: students must think critically and deeply, assess the validity of their own thinking, and anticipate counterclaims in opposition to their own assertions.

(Resource)

- Writing Prompt for Video Cameras in the Classroom (Resource)
- Marzano’s Vocabulary (Resource)
- Vocabulary Journal Page (Resource)

Smart Balance Assessment Consortium

Use this link to find Middle School Rubrics for writing on:

English Language Arts

Item and Task Specifications for:

Informative- Explanatory Analytic Writing Rubrics:
see pgs 39-47

Opinion- Argumentative Writing Analytic Rubrics:
See pgs 48-56

Narrative Writing Analytic Rubrics:
See pgs 57-61

www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf

6 +1 Traits Assessment Rubrics

Use this link to find Middle School Rubrics for writing on:

English Language Arts

Item and Task Specifications for:

Original Short Stories

Poster Rubrics

Memoir Rubrics

Descriptive Writing Rubrics

www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html

Schrock guide to writing assessment Rubrics

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| <p>Resources to Support Instruction: Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <ul style="list-style-type: none"> • NY Times - Constructing Arguments (Link) <p><i>Writing Strategies for Argumentative/Opinion Writing Include:</i> While all three text types are important, the Standards put particular emphasis on students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. English and education professor Gerald Graff (2003) writes that "argument literacy" is fundamental to being educated. The university is largely an "argument culture," Graff contends; therefore, K-12 schools should "teach the conflicts" so that students are adept at understanding and engaging in argument (both oral and written) when they enter college. He claims that because argument is not standard in most school curricula, only 20 percent of those who enter college are prepared in this respect. Theorist and critic Neil Postman (1997) calls argument the soul of an education because argument forces a writer to evaluate the strengths and weaknesses of multiple perspectives. (All strategy descriptions/overviews can be found</p> | <p>www.schrockguide.net/assessment-and-rubrics.html</p> <p>http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | | |
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in the resource folder for the following documents)

- Anticipation Guide
- Compare Contrast
- Conferring
- CRAFTS
- Essay Design
- Focus, Question, Image, Predict (FQIP)
- Idea Funnel
- Informational Writing
- Inquiry Charts
- Journalistic Reporting
- Main Idea
- Multi-Genre Paper
- Peer Reviewing
- Predict O Gram Writing
- Principles of Coherence
- Structuring Compare and Contrast Variation
- Toulmin's Model of Argumentation
- Write Pair Share Write

Argumentative/Persuasive Writing: This lesson encourages students to use skills and knowledge they may not realize they already have. Through this lesson students will participate in a classroom game that introduces them to the basic concepts of lobbying for something that is important to them, or to get something they want, and make a persuasive argument for that cause. Students then choose their own persuasive piece to analyze and learn some of the definitions associated with persuasive writing. After students complete this process, they will then apply what they've learned to independent persuasive writing activities and analyze the work of others to see if it

contains effective persuasive techniques. Throughout this activity, and extended persuasive essay assignments, students will:

1. Learn how to organize their information in a way that will help them be successful in introducing their claims and acknowledging opposing claims while using organized logic and reasoning
2. Use words or phrases that clarify the relationship among the evidence
3. Build a strong conclusion to support their argument.

Handouts/Reprintable Worksheets:

- Persuasion Is All Around You (Resource) - Description: This handout is given to students as homework. They are instructed to observe different examples of persuasive writing they experience in their daily life and choose one example of persuasive writing to bring back to the class to share.
- Argumentative Writing Strategy Definitions (Resource) - Description: This handout lists and defines the different techniques used in the art of persuasion. The handout gives the term and definition for each technique, with students providing an example for each technique given.
- Check the Strategy (Resource) - Description: This handout is to be used by students to evaluate their classmates during persuasive presentations. The students evaluate

| <p>the student presenter based on the persuasive strategies used. A simple check box system of yes/no is used for each persuasive strategy.</p> <ul style="list-style-type: none"> • Observations And Notes (Resources) - Description: This handout is a checklist to use as a peer editing sheet to keep track of the strategies other classmates are using to build their argument. • Argumentative Writing Topic Exploration (Resource) - This handout is a brainstorming or note taking page. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W.7.1b</p> <p>Overview Information: In this lesson students will practice supporting claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>Lesson Focus: Students will practice supporting claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <ul style="list-style-type: none"> • NY Times - Constructing Arguments | <p>Assessments for Learning suggestions:</p> <ul style="list-style-type: none"> • Reading Informational Texts and Argument Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project. <ul style="list-style-type: none"> ○ "Bottled Water Quality" (Link) - Retrieved from Teachers College - The Reading and Writing Project. ○ "City Council Shuns Bottles in Favor of Water from Tap" (Link) - Retrieved from Teachers College - The Reading and Writing Project. ○ "Water and You" (Link) - Retrieved from Teachers College - The Reading and Writing Project. ○ TCRWP Informational Reading and Argument Writing Rubric: 7th Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project. <p>Smart Balance Assessment Consortium</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>3-4 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

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| <p>(Link)</p> <ul style="list-style-type: none"> • Writing Strategies for Argumentative/Opinion Writing Include: (All strategy descriptions/overviews can be found in the resource folder for the following documents) <ul style="list-style-type: none"> ○ Credibility of a Source (Resource) ○ Persuasion is All Around You (Resource) ○ Student Sample (Resource) | <p>Use this link to find Middle School Rubrics for writing on:</p> <p>English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>6 +1 Traits Assessment Rubrics Use this link to find Middle School Rubrics for writing on:</p> <p>English Language Arts Item and Task Specifications for: Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> <p>www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html</p> <p>Schrock guide to writing assessment Rubrics www.schrockguide.net/assessment-and-rubrics.html</p> <p>http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | | |
| Instructional Strategies | Assessment | Resources | Time |

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| <p>W.7.1c</p> <p>Overview Information: These lessons are meant to help students with organization in their writing and with word choice to make their argument clear and to the point. They are meant to go in conjunction with persuasive writing assignments.</p> <p>Lesson Focus: Students will practice using words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> | <p>Assessments for Learning suggestions:</p> <ul style="list-style-type: none"> • Reading Informational Texts and Argument Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project. <ul style="list-style-type: none"> ○ "Bottled Water Quality" (Link) - Retrieved from Teachers College - The Reading and Writing Project. ○ "City Council Shuns Bottles in Favor of Water from Tap" (Link) - Retrieved from Teachers College - The Reading and Writing Project. ○ "Water and You" (Link) - Retrieved from Teachers College - The Reading and Writing Project. ○ TCRWP Informational Reading and Argument Writing Rubric: 7th Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project. <p>Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/E</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

| | <p>EnglishLanguageArtsLiteracy/ELAGeneralItemandTask Specifications.pdf</p> <p>6 +1 Traits Assessment Rubrics Use this link to find Middle School Rubrics for writing on:</p> <p>English Language Arts Item and Task Specifications for: Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> <p>www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html</p> <p>Schrock guide to writing assessment Rubrics www.schrockguide.net/assessment-and-rubrics.html</p> | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W.7.1d</p> <p>Overview Information: In this lesson students will practice establishing and maintaining a formal style.</p> <p>Lesson Focus: Students will practice establishing and maintaining a formal style.</p> <p>Resources to Support Instruction: Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this</p> | <p>Assessments for Learning suggestions: Reading Informational Texts and Argument Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <ul style="list-style-type: none"> • "Bottled Water Quality" (Link) - Retrieved from Teachers College - The Reading and Writing Project. • "City Council Shuns Bottles in Favor of Water from Tap" (Link) - Retrieved from Teachers College - The Reading and Writing Project. • "Water and You" (Link) - Retrieved from Teachers College - The Reading and Writing Project. • TCRWP Informational Reading and Argument Writing Rubric: 7th Grade (Link) - Retrieved | <p>** Click Here to Link to Resource Folder **</p> | <p>1-2 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on</p> |

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| <p>particular section of the unit.</p> <ul style="list-style-type: none"> • NY Times - Constructing Arguments (Link) • Formal Writing Voice (Link) - Provide students some "student friendly" introductory explanations of the differences between formal and informal writing styles followed by specific guidelines and examples. • The Difference Between Formal and Informal Writing (Link) - Would be impressionable to have two students dress up (one formally and one informally) and ask the class to describe the differences in the two and then read the two writing examples given in the "Ezine@rticles site" to see which writing style fits the formally dressed student and which fits the informally dressed student and why? | <p>from Teachers College - The Reading and Writing Project.</p> <p><u>Smart Balance Assessment Consortium</u> Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p><u>6 +1 Traits Assessment Rubrics</u> Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> <p>www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html</p> <p><u>Schrock guide to writing assessment Rubrics</u> www.schrockguide.net/assessment-and-rubrics.html</p> | | <p>homework assignments</p> |
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<http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf>

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.7.e</p> <p>Overview Information: In this lesson students will practice providing a concluding statement or section that follows from and supports the argument presented.</p> <p>Lesson Focus: Students will practice providing a concluding statement or section that follows from and supports the argument presented.</p> <p>Resources to Support Instruction: Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <ul style="list-style-type: none"> • NY Times - Constructing Arguments (Link) • Writing Strategies for Argumentative/Opinion Writing <i>Include:</i> (All strategy descriptions/overviews can be found in the resource folder for the following documents) <ul style="list-style-type: none"> ○ Consolidating Thought (Resource) pg 28-29 | <p>Assessments for Learning suggestions:</p> <ul style="list-style-type: none"> • Reading Informational Texts and Argument Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project. <ul style="list-style-type: none"> ○ "Bottled Water Quality" (Link) - Retrieved from Teachers College - The Reading and Writing Project. ○ "City Council Shuns Bottles in Favor of Water from Tap" (Link) - Retrieved from Teachers College - The Reading and Writing Project. ○ "Water and You" (Link) - Retrieved from Teachers College - The Reading and Writing Project. ○ TCRWP Informational Reading and Argument Writing Rubric: 7th Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project. ○ Project. <p>Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

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| <ul style="list-style-type: none">○ Hints for Writing a Conclusion (Resource) | <p>Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>6 +1 Traits Assessment Rubrics Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> <p>www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html</p> <p>Schrock guide to writing assessment Rubrics www.schrockguide.net/assessment-and-rubrics.html</p> <p>http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | | |
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CCSS Standard: Text Types and Purposes Informative or Explanatory Writing

W.7.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.7.9a: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

W.7.2c: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2e: Establish and maintain a formal style.

Enduring Understandings:

- When writing to inform, writers introduce a topic clearly, follow an organizational pattern, and develop the topic, use transitions to create cohesion, use precise vocabulary and provide a concluding statement.

New Vocabulary:

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|-------------------------|------------------------------|------------------------------|--------------------|
| Appropriate Transitions | Graphics (charts and graphs) | Logos | Techniques |
| Claim | Kairos | Pathos | Transition Clauses |
| Cohesions | Logical Reasoning | Relevant Descriptive Details | Transition Phrases |
| Ethos | | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.7.2a</p> <p>Overview Information: In this unit of study, the focus is helping students understand the various types and purposes for writing; especially informational and explanatory writing. Give students a review and some exploration time to experiment with writing informational or explanatory writing for a variety of purposes.</p> <p>Lesson Focus: Informational/Explanatory Writing: Prior To Writing The Informational/Explanatory Piece - Read The Recommended Novel</p> <p>Writing Focus:</p> | <p>Assessments for Learning suggestions:</p> <p>Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>6 +1 Traits Assessment Rubrics Use this link to find Middle School Rubrics for writing on: English Language Arts</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>3-5 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

Students will write an informational/explanatory piece pertaining to what a community garden is and how it would be beneficial in a neighborhood. Students will focus on comparing and contrasting how the community garden has been beneficial in a certain area compared to prior its implementation, and also share the effects it has had on the community.

Informative Text Writing

Informative writing is used when you are telling facts to someone who doesn't know a lot about your topic. Informative writing can be used when doing research reports, book reviews, and when we explain how to do something.

1. Essay Map ([Link](#)) - Use this link to provide your students with an essay map when writing an informational text piece.
2. Even though you are writing facts (the who, what, where, when, why, & how), your writing should not be boring. You want to keep your readers interested in your topic.
3. Use a 5-paragraph essay graphic organizer to help

Item and Task Specifications for:

Original Short Stories
Poster Rubrics
Memoir Rubrics
Descriptive Writing Rubrics

www.glembok.com/pdf/6-1-short-story-rubric-middle-school.html

Schrock guide to writing assessment Rubrics

www.schrockguide.net/assessment-and-rubrics.html

<http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf>

you plan and write your essay.

Text Types and Purposes
Informative or Explanatory
Writing (Resource)

Resources to Support

Instruction:

Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.

- How to Write Right: Five Paragraph Essays ([Link](#)) - A five paragraph essay includes an introduction, three body paragraphs, and a conclusion. Below is an explanation of each paragraph.

Organize your topic by using:

- Description ([Link](#))
- Sequence ([Link](#))
- Comparison ([Link](#))
- Cause and Effect ([Link](#))
- Problem and Solution ([Link](#))

Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or

more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres

such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. *Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how.* Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the

“pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

Student Writing Samples:

Use the writing sample offered in the CCS development, Appendix C. The document will provide a sample of student writing with a full explanation of scoring results. The sample can be used with colleagues to assist with range finding for scoring purposes. The sample could also be used as an instructional tool to be used with students to help them evaluate another student's writing. Throughout the student activity use the annotative scoring information to develop question prompts or instructional reasoning of why the writing received the particular score.

- Student Sample, Grade 7: Informative/Explanatory (Resource)

Writing Strategies for Informational/Explanatory

Writing Include: (All strategy descriptions/overviews can be found in the resource folder for the following documents)

- Anticipation Guide
- Before, During, After Interactive Notes
- Cause Effect
- Compare Contrast
- Concept Vocabulary Expansion
- Conferring
- CRAFTS
- Essay Design
- FQIP (Focus, Question, Image, Predict)
- Math GIST (Generating Interactions Between Schemata and Text)
- Multi-Genre Paper
- Process Writing
- Response to Reading
- Structuring Compare and Contrast Variations
- Text Patterns Flipbook
- Thinking Through Writing
- Using Rubrics for Backwards Planning
- Writing Guidelines

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.7.9a</p> <p>Overview Information: In this lesson students will practice drawing evidence from literary or informational texts to support</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for:</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>3-5 weeks</p> <p>This may go longer depending on student</p> |

analysis, reflection, and research.

Lesson Focus:

Students will practice drawing evidence from literary or informational texts to support analysis, reflection, and research.

Lesson Elements to Support Instruction:

Instruction:

Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.

- Deconstructing your notes and ideas ([Link](#)) - see pages 25 through 26 for a lesson relating to this standard from the Georgia Department of Education.
- Reading text; exploring social issues within the text; analyzing and annotating text ([Link](#)) - see page 13 for a lesson relating to this standard from the Georgia Department of Education.
- Close study of “Sir Lancelot and Queen Guinevere,” SOAPStone method, comparison with “Images of Guinevere” ([Link](#)) - see page 19 for a lesson relating to this standard from the Georgia Department of Education.

Informative- Explanatory Analytic Writing Rubrics:

see pgs 39-47

Opinion- Argumentative Writing Analytic Rubrics:

See pgs 48-56

Narrative Writing Analytic Rubrics:

See pgs 57-61

www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf

6 +1 Traits Assessment Rubrics

Use this link to find Middle School Rubrics for writing on:

English Language Arts

Item and Task Specifications for:

Original Short Stories

Poster Rubrics

Memoir Rubrics

Descriptive Writing Rubrics

www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html

Schrock guide to writing assessment Rubrics

www.schrockguide.net/assessment-and-rubrics.html

<http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf>

progress and needed re-teach time

These CCSS Strategies will be revisited throughout the year in class and on homework assignments

| <ul style="list-style-type: none"> View PowerPoint or Prezi on Joseph Campbell and archetypes; supplement with text excerpts (Link) - see page 15 for a lesson relating to this standard from the Georgia Department of Education. Examine vocabulary pulled from texts in Tasks 2-6 (Link) - see pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W.7.2c</p> <p>Overview Information: In this lesson students will practice using appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Lesson Focus: Students will practice using appropriate transitions to create cohesion and clarify the relationships among ideas and</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in</p> |

concepts.

Resources to Support

Instruction:

Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.

- Transitional Words and Phrases ([Link](#)) - This website gives a number of transitional words and phrases broken into convenient categories. It also provides a printable version that can be used as a reference by students.

Writing Strategies for Informational/Explanatory

Writing Include: (All strategy descriptions/overviews can be found in the resource folder for the following documents)

- Invention
- Predict O Gram Writing
- Principles of Coherence

Lesson Elements to Support

Instruction:

Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce

6 +1 Traits Assessment Rubrics

Use this link to find Middle School Rubrics for writing on:

English Language Arts

Item and Task Specifications for:

Original Short Stories

Poster Rubrics

Memoir Rubrics

Descriptive Writing Rubrics

www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html

Schrock guide to writing assessment Rubrics

www.schrockguide.net/assessment-and-rubrics.html

<http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf>

class and on homework assignments

or teach the skills emphasized in this particular section of the unit.

- Culminating assessment ([Link](#)) - see page 28 for a lesson relating to this standard from the Georgia Department of Education.
- Study project parameters for culminating assessment ([Link](#)) - see pages 27 through 28 for a lesson relating to this standard from the Georgia Department of Education.
- Culminating assessment ([Link](#)) - see pages 22 through 23 for a lesson relating to this standard from the Georgia Department of Education.
- Brainstorming Ideas (1 day) ([Link](#)) - see page 14 for a lesson relating to this standard from the Georgia Department of Education.
- Culminating assessment ([Link](#)) - see page 10 for a lesson relating to this standard from the Georgia Department of Education.
- Brainstorming, pre-writing, drafting ([Link](#)) - see pages 9 through 10 for a lesson relating to this standard from the Georgia Department of Education.
- Reading text; researching and analyzing euthanasia

| <p>(Link) - see pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.</p> <ul style="list-style-type: none"> • Read excerpt from Le Morte de Arthur, compare to John William Waterhouse's "The Lady of Shalott" (Link) - see pages 19 through 20 for a lesson relating to this standard from the Georgia Department of Education. • Students will combine information from multiple texts to create informational essay (Link) - see pages 16 through 17 for a lesson relating to this standard from the Georgia Department of Education. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W7.2d</p> <p>Overview Information: In this lesson students will practice using precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Lesson Focus: Students will practice using precise language and domain-specific vocabulary to inform about or explain the topic.</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/En</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-2 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited</p> |

Lesson Elements to Support**Instruction:**

Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.

- What does it mean to have character? ([Link](#)) - see pages 34 through 35 for a lesson relating to this standard from the Georgia Department of Education.
- Culminating assessment ([Link](#)) - see page 28 for a lesson relating to this standard from the Georgia Department of Education.
- Study project parameters for culminating assessment ([Link](#)) - see pages 27 through 28 for a lesson relating to this standard from the Georgia Department of Education.
- Culminating assessment ([Link](#)) - see pages 22 through 23 for a lesson relating to this standard from the Georgia Department of Education.
- Culminating assessment ([Link](#)) - see page 10 for a lesson relating to this standard from the Georgia Department of Education.
- Brainstorming, pre-writing,

[EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf](#)

6 +1 Traits Assessment Rubrics

Use this link to find Middle School Rubrics for writing on:

English Language Arts**Item and Task Specifications for:**

Original Short Stories

Poster Rubrics

Memoir Rubrics

Descriptive Writing Rubrics

www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html

Schrock guide to writing assessment Rubrics

www.schrockguide.net/assessment-and-rubrics.html

<http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf>

throughout the year in class and on homework assignments

drafting ([Link](#)) - see pages 9 through 10 for a lesson relating to this standard from the Georgia Department of Education.

- Partner share and discussion of character traits and tolerance ([Link](#)) - see page 5 for a lesson relating to this standard from the Georgia Department of Education.
- Reading text; researching and analyzing euthanasia ([Link](#)) - see pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.
- Read excerpt from Le Morte de Arthur, compare to John William Waterhouse's "The Lady of Shalott" ([Link](#)) - see pages 19 through 20 for a lesson relating to this standard from the Georgia Department of Education.
- Students will combine information from multiple texts to create informational essay ([Link](#)) - see pages 16 through 17 for a lesson relating to this standard from the Georgia Department of Education.

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W7.6</p> <p>Overview Information: In this lesson students will practice using technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.</p> <p>Lesson Focus: Students will practice using technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>6 +1 Traits Assessment Rubrics Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> <p>www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html</p> <p>Schrock guide to writing assessment Rubrics www.schrockguide.net/assessment-and-rubrics.html</p> <p>http://www.bvsd.org/curriculum/curriculum/Docume</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>3-4 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W7.2f</p> <p>Overview Information: In this lesson students will practice providing a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Lesson Focus: Students will practice providing a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Writing Strategies for Informational/Explanatory Writing Include: (All strategy descriptions/overviews can be found in the resource folder for the following documents.</p> <ul style="list-style-type: none"> • Consolidating Thought • Idea Funnel • Main Idea • Orchestrating Organization • Report Writing | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>6 +1 Traits Assessment Rubrics Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> <p>www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-2 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

Additional Multimedia

Resources:

- I-Search Paper Guidelines from Gallaudet University ([Link](#))
- Kelly Gallagher's Article of the Week ([Link](#))
- Wordle ([Link](#)) - Word cloud creator
- Thinkmap ([Link](#)) - Graphic Organizer
- Inspiration ([Link](#)) - Graphic Organizer
- Prezi ([Link](#)) - Presentation/screencasting website
- Glogster EDU ([Link](#)) - Presentation/screencasting website
- Jing ([Link](#)) - Presentation/screencasting website
- Camtasia ([Link](#)) - Presentation/screencasting website
- GoAnimate ([Link](#)) - Digital storytelling tool
- PhotoStory3 (free download w/valid Windows install) ([Link](#)) - Digital storytelling tool
- KniteCite ([Link](#)) - Writing and citation tool
- Landmark Citation Machine ([Link](#)) - Writing and citation tool
- Bibme ([Link](#)) - Writing and citation tool

Schrock guide to writing assessment Rubrics

www.schrockguide.net/assessment-and-rubrics.html

<http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf>

- Purdue OWL ([Link](#)) - Writing and citation tool

Lesson Elements to Support

Instruction:

Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.

- Culminating assessment ([Link](#)) - see page 28 for a lesson relating to this standard from the Georgia Department of Education.
- Study project parameters for culminating assessment ([Link](#)) - see pages 27 through 28 for a lesson relating to this standard from the Georgia Department of Education.
- Culminating assessment ([Link](#)) - see pages 22 through 23 for a lesson relating to this standard from the Georgia Department of Education.
- Begin response to assessment prompt ([Link](#)) - see page 21 for a lesson relating to this standard from the Georgia Department of Education.
- Culminating assessment ([Link](#)) - see page 10 for a lesson relating to this

standard from the Georgia Department of Education.

- Brainstorming, pre-writing, drafting ([Link](#)) - see pages 9 through 10 for a lesson relating to this standard from the Georgia Department of Education.
- Reading text; researching and analyzing euthanasia ([Link](#)) - see pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.
- Comparing and Contrasting two points of view on the same topic ([Link](#)) - see pages 15 through 16 for a lesson relating to this standard from the Georgia Department of Education.
- Read excerpt from Le Morte de Arthur, compare to John William Waterhouse's "The Lady of Shalott" ([Link](#)) - see pages 19 through 20 for a lesson relating to this standard from the Georgia Department of Education.
- Students will combine information from multiple texts to create informational essay ([Link](#)) - see pages 16 through 17 for a lesson relating to this standard from the Georgia Department of Education.

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W7.2b</p> <p>Overview Information: In this lesson students will practice developing the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Lesson Focus: Students will practice developing the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Resources to Support Instruction: Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <ul style="list-style-type: none"> Gathering Grid (Resource) - This handout will be used by students to gather information (facts, definitions, details, etc.) that | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>6 +1 Traits Assessment Rubrics Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> <p>www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

will be used in the informative/explanatory writing tasks assigned.

Writing Strategies for Informational/Explanatory

Writing Include: (All strategy descriptions/overviews can be found in the resource folder for the following documents)

- Informational Writing
- Inquiry Chart
- I-Search
- Journalistic Reporting
- Orchestrating Organization
- Research Report

Lesson Elements to Support

Instruction:

Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.

- Goal setting ([Link](#)) - see pages 32 through 33 for a lesson relating to this standard from the Georgia Department of Education.
- Culminating assessment ([Link](#)) - see page 28 for a lesson relating to this standard from the Georgia Department of Education.
- Study project parameters

Schrock guide to writing assessment Rubrics

www.schrockguide.net/assessment-and-rubrics.html

<http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf>

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| <p>for culminating assessment (Link) - see pages 27 through 28 for a lesson relating to this standard from the Georgia Department of Education.</p> <ul style="list-style-type: none"> • Conducting further research to support assessment (Link) - see page 27 for a lesson relating to this standard from the Georgia Department of Education. • Culminating assessment (Link) - see pages 22 through 23 for a lesson relating to this standard from the Georgia Department of Education. • Drafting (Link) - see page 15 for a lesson relating to this standard from the Georgia Department of Education. • Brainstorming Ideas (1 day) (Link) - see page 14 for a lesson relating to this standard from the Georgia Department of Education. • Culminating assessment (Link) - see page 10 for a lesson relating to this standard from the Georgia Department of Education. • Brainstorming, pre-writing, drafting (Link) - see pages 9 through 10 for a lesson relating to this standard from the Georgia | | | |
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| <p>Department of Education.</p> <ul style="list-style-type: none"> • Journalism (Link) - see page 7 for a lesson relating to this standard from the Georgia Department of Education. • Partnered close reading (Link) - see pages 5 through 6 for a lesson relating to this standard from the Georgia Department of Education. • Reading text; researching and analyzing euthanasia (Link) - see pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education. • Read excerpt from Le Morte de Arthur, compare to John William Waterhouse's "The Lady of Shalott" (Link) - see pages 19 through 20 for a lesson relating to this standard from the Georgia Department of Education. • Watch Part II of Excalibur (Link) - see pages 18 through 19 for a lesson relating to this standard from the Georgia Department of Education. • Watch Part I of Excalibur (Link) - see pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education. • Students will combine information from multiple | | | |
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| <p>texts to create informational essay (Link) - see pages 16 through 17 for a lesson relating to this standard from the Georgia Department of Education.</p> | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W7.2e</p> <p>Overview Information: Students will practice establishing and maintaining a formal style.</p> <p>Lesson Focus: Students will practice establishing and maintaining a formal style.</p> <p>Lesson Elements to Support Instruction: Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.</p> <ul style="list-style-type: none"> • Film (Link) - see page 35 for a lesson relating to this standard from the Georgia Department of Education. • Acrostic poem (Link) - see page 34 for a lesson relating to this standard from the Georgia Department of Education. • Culminating assessment | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>6 +1 Traits Assessment Rubrics Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> <p>www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-2 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

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| <p>(Link) - see page 28 for a lesson relating to this standard from the Georgia Department of Education.</p> <ul style="list-style-type: none"> • Study project parameters for culminating assessment (Link) - see pages 27 through 28 for a lesson relating to this standard from the Georgia Department of Education. • Culminating assessment (Link) - see pages 22 through 23 for a lesson relating to this standard from the Georgia Department of Education. • Outline (Link) - see page 22 for a lesson relating to this standard from the Georgia Department of Education. • Culminating assessment (Link) - see page 10 for a lesson relating to this standard from the Georgia Department of Education. • Brainstorming, pre-writing, drafting (Link) - see pages 9 through 10 for a lesson relating to this standard from the Georgia Department of Education. • Informative/expository writing study/practice (Link) - see page 6 for a lesson relating to this standard from the Georgia Department of Education. • Rituals and routines (Link) - | <p>Schrock guide to writing assessment Rubrics www.schrockguide.net/assessment-and-rubrics.html</p> <p>http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | | |
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see page 4 for a lesson relating to this standard from the Georgia Department of Education.

- Reading text; researching and analyzing euthanasia ([Link](#)) - see pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.
- Comparing and Contrasting two points of view on the same topic ([Link](#)) - see pages 15 through 16 for a lesson relating to this standard from the Georgia Department of Education.
- Read excerpt from Le Morte de Arthur, compare to John William Waterhouse's "The Lady of Shalott" ([Link](#)) - see pages 19 through 20 for a lesson relating to this standard from the Georgia Department of Education.
- Students will combine information from multiple texts to create informational essay ([Link](#)) - see pages 16 through 17 for a lesson relating to this standard from the Georgia Department of Education.

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CCSS Standard: Text Types and Purposes Narrative Writing

W.7.3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.

Enduring Understandings:

- When writing narratives, writers engage and orient the reader through the use of effective techniques, relevant descriptive details, characters/narrator, and well-structured event sequences.

New Vocabulary:

Techniques

Transition Clauses

Transition Phrases

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.7.3a</p> <p>Overview Information:</p> <p>In this lesson, the focus is helping students understand the various types and purposes for writing;</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-3 weeks</p> <p>This may go longer depending on student progress</p> |

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| <p>especially narrative writing.</p> <p>Lesson Focus: Students will practice writing narratives by developing real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.</p> <ul style="list-style-type: none"> Books R4 Teens-Book Review: "Seedfolks" by Paul Fleishman (Link) - Prior to writing the narrative piece, read the recommended novel <p>Narrative Writing</p> <p>Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and</p> | <p>Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56</p> <p>Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>6 +1 Traits Assessment Rubrics</p> <p>Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> <p>www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html</p> <p>1</p> <p>Schrock guide to writing assessment Rubrics www.schrockguide.net/assessment-and-rubrics.html</p> <p>http://www.bvsd.org/curriculum/curriculum/Document s/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | | <p>and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
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interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Resources to Support

Instruction:

Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.

Writing Strategies for Narrative

Writing Include: (All strategy descriptions/overviews can be

found in the resource folder for the following documents)

- Cause Effect
- Conferring
- CRAFTS
- Narrative Writing
- Orchestrating Organization
- Poetry
- Process Writing
- Response to Reading
- Thinking Through Writing
- Understanding Story
- Writing Guidelines

Summary and Critique of

Seedfolks: Seedfolks is a carefully crafted, elegantly written novel about a community garden that springs up on a trash-laden, rat-infested vacant lot. Each of the thirteen chapters is devoted to a particular character and his/her situation. We learn about the changes in the garden as seen through their eyes. As the book progresses, each person weaves themselves into the garden's life--making improvements, getting to know others, sharing their time. The volunteers' interaction has a carry-over effect outside the garden; they begin to know other's names and become real people to one another. At the end they have a

"Harvest Celebration". They are celebrating more than a bunch of plants--they have become part of each other's lives. Fleischman, in sixty nine pages, created a tightly-written novel. Even though it's a quick read, the story stays with you long after you have put the book down. Fleischman creates amazingly realistic characters that speak to universal audiences and make his novel a delight to read.

Lesson Elements to Support

Instruction:

Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.

- Studying plot ([Link](#)) - see pages 31 through 32 for a lesson relating to this standard from the Georgia Department of Education.
- Improving your narrative writing ([Link](#)) - see pages 30 through 31 for a lesson relating to this standard from the Georgia Department of Education.
- Exploring types of sentence structure; narrative writing ([Link](#)) - see page 30 for a lesson relating to this

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| <p>standard from the Georgia Department of Education.</p> <ul style="list-style-type: none">• Narrative writing (Link) - see page 17 for a lesson relating to this standard from the Georgia Department of Education.• Reading text; exploring point of view; annotating and analyzing for point of view (Link) - see pages 15 through 16 for a lesson relating to this standard from the Georgia Department of Education.• Reading text; narrative writing (Link) - see pages 9 through 10 for a lesson relating to this standard from the Georgia Department of Education.• After reading the novel, students will focus their narrative assignment on writing an additional chapter to “Seedfolks”. Documents for this assignment can be found in the resources folder.• In a narrative writing style, students are expected to create their own chapter about being a “seed folk” in the garden as mentioned in the Seedfolks novel.• Guidelines: The chapter should fit within the book using a similar writing style as Paul Fleischman. Your | | | |
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character may be a character based on your own life, or a totally new character. The story must explain what the character plants and why. Somewhere within your narrative you must explain why the character is in the garden and what the character may gain from being in the garden.

Additional Writing Options and Activities:

If students are still struggling to grasp the concepts or skills in this particular section of the unit here are additional resources to implement.

- Seedfolks: Stories That Make A Difference ([Link](#)) - This link offers more activities that engage the reader as they travel through the book. It also offers other ways to look at this writing assignment.
- Kim’s Garden ([Link](#)) - This link contains objective, extensions, activities, and connections. (Service Learning Project Included)
- Seedfolk Web Quest ([Link](#))
- Novlet ([Link](#)) - Create nonlinear stories online - as

| <p>a class, create your own, finish someone else's. The world is your audience.</p> <ul style="list-style-type: none"> • Fan Fiction (Link) - Make a new ending to the story that you love but didn't like the ending, or loved and didn't want to end. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W.7.3b</p> <p>Overview Information: Students will practice use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.</p> <p>Lesson Focus: Model and provide direct instruction on Narrative Writing Techniques that include: Dialogue, Pacing, Description.</p> <p>Resources to Support Instruction: Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <ul style="list-style-type: none"> • How to Write Dialogue that Matters: Lessons from Aaron Sorkin (Link) this | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>6 +1 Traits Assessment Rubrics Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> <p>www.glembook.com/pdf/6-1-short-story-rubric-middle-</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-4 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

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| <p>student engagement article from Edutopia includes dialogue writing tips. It is written with high school students in mind, but the tips could be leveled to be used at all grade levels.</p> <p>Writing Strategies for Narrative Writing Include: (All strategy descriptions/overviews can be found in the resource folder for the following documents)</p> <ul style="list-style-type: none"> • Compare Contrasts • Journalistic Reporting • Visualizing, Recording and Reflecting on Mental Images <p>With help from the following links and information, students will be able to apply the following techniques in their narrative writings.</p> <p>Narratives will engage and orient the reader by:</p> <ol style="list-style-type: none"> 1. Establishing a context and point of view 2. Introducing a narrator and/or characters and 3. Organize an event sequence that unfolds naturally and logically. <p>Lesson Elements to Support</p> | <p>school.html</p> <p>Schrock guide to writing assessment Rubrics www.schrockguide.net/assessment-and-rubrics.html</p> <p>http://www.bvsd.org/curriculum/curriculum/Document s/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | | |
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Instruction:

Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.

- Essay ([Link](#)) - see pages 35 through 36 for a lesson relating to this standard from the Georgia Department of Education.
- Studying plot ([Link](#)) - see pages 31 through 32 for a lesson relating to this standard from the Georgia Department of Education.
- Improving your narrative writing ([Link](#)) - see pages 30 through 31 for a lesson relating to this standard from the Georgia Department of Education.
- Exploring types of sentence structure; narrative writing ([Link](#)) - see page 30 for a lesson relating to this standard from the Georgia Department of Education.
- Narrative writing ([Link](#)) - see page 17 for a lesson relating to this standard from the Georgia Department of Education.
- Reading text; narrative writing ([Link](#)) - see pages 9 through 10 for a lesson relating to this standard

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| <p>from the Georgia Department of Education.</p> <ul style="list-style-type: none">• Use narrative techniques (dialogue, pacing, and description) and develop experiences, events, and/or characters.<ul style="list-style-type: none">○ Through description, a writer helps the reader use the senses of feeling, seeing, hearing, smelling, and tasting to experience what the writer experiences. Description helps the reader more clearly understand the people, places, and things about which the writer is writing. It is the most common form of writing. You will find descriptive writing in newspapers, magazines, books, and most other forms of written communication.○ Developing Experiences, Events, and/or Characters Description○ Dialogue - Teach students how to write and use | | | |
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dialogue in narrative writing.

- Pacing is a technique that by which we vary the passage of time. This technique determines how slow or how fast we make the time pass in our narrative. Sometimes a writer will slow the pace to give more detail, or the writer may speed it up and hurry through some of the details in a story.
- Lesson Plan: Writing Effective Dialogue ([Link](#)) - This link provides lesson ideas that a teacher can walk students through in order for them to better understand the purpose of dialogue, use it correctly, and how to properly punctuate dialogue.
- How To Write A Narrative ([Link](#)) - Description: This link gives a clear explanation as to the elements that are used when writing a narrative. It explains the purpose of pacing and its role in a narrative.

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.7.3c</p> <p>Overview Information: In this lesson students will practice using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>Lesson Focus: Students will practice using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>Resources to Support Instruction: Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <ul style="list-style-type: none"> • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Transitional Words & Phrases (Link) - This link | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>6 +1 Traits Assessment Rubrics Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> <p>www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html</p> <p>Schrock guide to writing assessment Rubrics www.schrockguide.net/assessment-and-rubrics.html</p> <p>http://www.bvsd.org/curriculum/curriculum/Document</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-2 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

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| <p>provides examples and activities for transitional words, phrases, and clauses. Teachers may use to generate a basic understanding of what transitional words or phrases are and their purpose when writing.</p> <ul style="list-style-type: none">• Transition Words - A Comprehensive List (Link) <p>Writing Strategies for Narrative Writing Include: (All strategy descriptions/overviews can be found in the resource folder for the following documents)</p> <ul style="list-style-type: none">• Principles of Coherence• Time Sequence <p>Lesson Elements to Support Instruction: Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.</p> <ul style="list-style-type: none">• Studying plot (Link) - see pages 31 through 32 for a lesson relating to this standard from the Georgia Department of Education.• Improving your narrative writing (Link) - see pages 30 through 31 for a lesson | <p>s/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | | |
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| <p>relating to this standard from the Georgia Department of Education.</p> <ul style="list-style-type: none"> • Exploring types of sentence structure; narrative writing (Link) - see page 30 for a lesson relating to this standard from the Georgia Department of Education. • Narrative writing (Link) - see page 17 for a lesson relating to this standard from the Georgia Department of Education. • Reading text; narrative writing (Link) - see pages 9 through 10 for a lesson relating to this standard from the Georgia Department of Education. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W.7.3d</p> <p>Overview Information: Students will practice using precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Lesson Focus: Students will practice using precise words and phrases, relevant descriptive details, and sensory language to capture the action and</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout</p> |

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| <p>convey experiences and events.</p> <p>Resources to Support Instruction:</p> <p>Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <ul style="list-style-type: none"> • Descriptive Detail Focus: Show Don't Tell When Writing (Link) • Writing Short Stories with Vivid Details (Link) blog article • Sensory Description: Use All Five Senses (Link) <p>Writing Strategies for Narrative Writing Include: (All strategy descriptions/overviews can be found in the resource folder for the following documents)</p> <ul style="list-style-type: none"> • Invention • Poetry • Principles of Coherence <p>Lesson Elements to Support Instruction:</p> <p>Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in</p> | <p>6 +1 Traits Assessment Rubrics</p> <p>Use this link to find Middle School Rubrics for writing on:</p> <p>English Language Arts Item and Task Specifications for:</p> <p>Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> <p>www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html</p> <p>Schrock guide to writing assessment Rubrics</p> <p>www.schrockguide.net/assessment-and-rubrics.html</p> <p>http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | | <p>the year in class and on homework assignments</p> |
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| <p>this particular section of the unit.</p> <ul style="list-style-type: none"> • Studying plot (Link) - see pages 31 through 32 for a lesson relating to this standard from the Georgia Department of Education. • Improving your narrative writing (Link) - see pages 30 through 31 for a lesson relating to this standard from the Georgia Department of Education. • Exploring types of sentence structure; narrative writing (Link) - see page 30 for a lesson relating to this standard from the Georgia Department of Education. • Narrative writing (Link) - see page 17 for a lesson relating to this standard from the Georgia Department of Education. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W.7.3e</p> <p>Overview Information: In this lesson students will practice providing a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Lesson Focus: Students will practice providing a</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> |

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| <p>conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Resources to Support Instruction:</p> <p>Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <ul style="list-style-type: none"> • Friends of Burlington Gardens: A Vermont Community Garden Network (Link) - This link provides many ideas for teachers and students to take and implement in their own communities. • Kids Gardening (Link) - This is an additional site to go to for reference and ideas for this type of project. KidsGardening.org • Examples of Schools That Implemented This Project and The Steps They Took To Accomplish Their Goal: <ul style="list-style-type: none"> ◦ Community Newsletter (Link) - Class turns 'Seedfolks' story into hands-on learning - This link provides a story on how a classroom developed their | <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>6 +1 Traits Assessment Rubrics</p> <p>Use this link to find Middle School Rubrics for writing on:</p> <p>English Language Arts Item and Task Specifications for:</p> <p>Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> <p>www.glembok.com/pdf/6-1-short-story-rubric-middle-school.html</p> <p>Schrock guide to writing assessment Rubrics</p> <p>www.schrockguide.net/assessment-and-rubrics.html</p> <p>http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | | <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
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community garden on the school grounds and what it has been used for, for many years.

- Kids Gardening ([Link](#)) - This link gives multiple cross curricular activities and a service learning project.
- SLICE Resource: Learn and Serve National Service Learning Clearing House ([Link](#)) - This link provides ways in which you can implement this project, and ways to make your “crops” (flowers, vegetables, etc.) useful to the community in return.
- STEPS Summer Program ([Link](#)) - Lesson plan link and service steps for this project.

Writing Strategies for Narrative

Writing Include: (All strategy descriptions/overviews can be found in the resource folder for the following documents)

- Narrative Writing

- Response to Reading
- Seedfolks Writing Assignment Outline and Checklist
- Seedfolks Writing Assignment Rubric

Lesson Elements to Support

Instruction:

Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.

- Studying plot ([Link](#)) - see pages 31 through 32 for a lesson relating to this standard from the Georgia Department of Education.
- Improving your narrative writing ([Link](#)) - see pages 30 through 31 for a lesson relating to this standard from the Georgia Department of Education.
- Exploring types of sentence structure; narrative writing ([Link](#)) - see page 30 for a lesson relating to this standard from the Georgia Department of Education.
- Narrative writing ([Link](#)) - see page 17 for a lesson relating to this standard from the Georgia Department of Education.
- In the conclusion of the

narrative piece, students should tell how the story ends, or how everything was resolved. Some narratives may end with the lesson that was learned and/or with a message left to the reader.

- Narrative Essays ([Link](#)) - This link provides a sample narrative essay along with guidance to show that in the final paragraph, the author should come to an important conclusion about the experience that has just been described.

Service Learning Project

Connection: “Seedfolks” by Paul Fleishman

After reading the novel “Seedfolks”, teachers and students would brainstorm ways in which they could implement a community garden in their area. It may have to be adapted according to availability of land, school grounds usage, and location of project. This project may be done by your classroom and their “crops”/flowers are shared with the community, or they may develop a community garden in an area where community members join in the effort of making this

project happen.

- Seedfolks: Individual and Community ([Link](#)) - This link gives a lesson plan with a Service Learning opportunity attached.

CCSS Standard: Production and Distribution of Writing

W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Enduring Understandings:

- The writer needs development, organization, and style that are appropriate to task, purpose, and audience to produce clear and coherent writing.
- Writers collaborate with others to improve.
- Writers produce clear, coherent writing that is appropriate to the task, purpose, and audience.
- Technology can be used to produce and publish writing, link to and cite sources, as well as to interact and collaborate with others.

New Vocabulary:

Appropriate Development

Command of Conventions

Written Work

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.7.4</p> <p>Overview Information: In this lesson students will practice producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Lesson Focus: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Resources to Support Instruction: Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>6 +1 Traits Assessment Rubrics Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

particular section of the unit.

Lesson Elements to Support Instruction:

Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.

- Completing essays ([Link](#)) - see page 17 for a lesson relating to this standard from the Georgia Department of Education.
- Revising and editing ([Link](#)) - see pages 16 through 17 for a lesson relating to this standard from the Georgia Department of Education.
- Revising and editing ([Link](#)) - see page 16 for a lesson relating to this standard from the Georgia Department of Education.
- Culminating assessment ([Link](#)) - see page 10 for a lesson relating to this standard from the Georgia Department of Education.
- Brainstorming, pre-writing, drafting ([Link](#)) - see pages 9 through 10 for a lesson relating to this standard

www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html

Schrock guide to writing assessment Rubrics
www.schrockguide.net/assessment-and-rubrics.html

<http://www.bvsvd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf>

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| <p>from the Georgia Department of Education.</p> <ul style="list-style-type: none">• Pre-writing; brainstorming (Link) - see pages 35 through 36 for a lesson relating to this standard from the Georgia Department of Education.• Pre-writing; brainstorming; ideas and organization (Link) - see page 27 for a lesson relating to this standard from the Georgia Department of Education.• Writing Assessment (Link) - see page 20 for a lesson relating to this standard from the Georgia Department of Education.• Reading author’s biography; exploring and researching utopian communities (Link) - see pages 5 through 6 for a lesson relating to this standard from the Georgia Department of Education.• Structure (Link) - see pages 35 through 36 for a lesson relating to this standard from the Georgia Department of Education.• Multimedia and visual displays in presentations (Link) - see pages 33 through 34 for a lesson relating to this standard from the Georgia Department of Education.• Conciseness, redundancy, | | | |
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| <p>wordiness (Link) - see pages 25 through 26 for a lesson relating to this standard from the Georgia Department of Education.</p> <ul style="list-style-type: none"> • Coordinating adjectives (Link) - see page 25 for a lesson relating to this standard from the Georgia Department of Education. • The value of historical events (Link) - see pages 24 through 25 for a lesson relating to this standard from the Georgia Department of Education. • Sentence types (Link) - see pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education. • Research skills (Link) - see pages 22 through 23 for a lesson relating to this standard from the Georgia Department of Education. • Comparing and contrasting similar texts (Link) - see page 19 for a lesson relating to this standard from the Georgia Department of Education. • Word Choice-Power Verbs (Link) - see pages 16 through 17 for a lesson relating to this standard from the Georgia Department of Education. • Citing sources (Link) - see | | | |
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| <p>pages 13 through 14 for a lesson relating to this standard from the Georgia Department of Education.</p> <ul style="list-style-type: none"> • Continue group work on presentation (Link) - see pages 21 through 22 for a lesson relating to this standard from the Georgia Department of Education. • Students will combine information from multiple texts to create informational essay (Link) - see pages 16 through 17 for a lesson relating to this standard from the Georgia Department of Education. • Group peer review chart, rubric review/edit (Link) - see pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W.7.5</p> <p>Overview Information: In this lesson students will practice developing and strengthening writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>3-5 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS</p> |

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| <p>Lesson Focus: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>Resources to Support Instruction:</p> <p>Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <p>Lesson Elements to Support Instruction:</p> <p>Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.</p> <ul style="list-style-type: none"> • Improving your narrative writing (Link) - see pages 30 through 31 for a lesson relating to this standard from the Georgia Department of Education. • Completing essays (Link) - see page 17 for a lesson | <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>6 +1 Traits Assessment Rubrics Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> <p>www.glembok.com/pdf/6-1-short-story-rubric-middle-school.html</p> <p>Schrock guide to writing assessment Rubrics www.schrockguide.net/assessment-and-rubrics.html</p> <p>http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | | <p>Strategies will be revisited throughout the year in class and on homework assignments</p> |
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| <p>relating to this standard from the Georgia Department of Education.</p> <ul style="list-style-type: none">• Revising and editing (Link) - see pages 16 through 17 for a lesson relating to this standard from the Georgia Department of Education.• Revising and editing (Link) - see page 16 for a lesson relating to this standard from the Georgia Department of Education.• Culminating assessment (Link) - see page 10 for a lesson relating to this standard from the Georgia Department of Education.• Brainstorming, pre-writing, drafting (Link) - see pages 9 through 10 for a lesson relating to this standard from the Georgia Department of Education.• Pre-writing; brainstorming (Link) - see pages 35 through 36 for a lesson relating to this standard from the Georgia Department of Education.• Pre-writing; brainstorming; ideas and organization (Link) - see page 27 for a lesson relating to this standard from the Georgia Department of Education.• Structure (Link) - see pages | | | |
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| <p>35 through 36 for a lesson relating to this standard from the Georgia Department of Education.</p> <ul style="list-style-type: none"> • Conciseness, redundancy, wordiness (Link) - see pages 25 through 26 for a lesson relating to this standard from the Georgia Department of Education. • Comparing and contrasting similar texts (Link) - see page 19 for a lesson relating to this standard from the Georgia Department of Education. • Citing sources (Link) - see pages 13 through 14 for a lesson relating to this standard from the Georgia Department of Education. • Continue group work on presentation (Link) - see pages 21 through 22 for a lesson relating to this standard from the Georgia Department of Education. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W.7.6</p> <p>Overview Information: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics:</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-3 weeks</p> <p>This may go longer depending on student progress and needed</p> |

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| <p>linking to and citing sources.</p> <p>Lesson Focus: Resources Pertaining To Incorporating The Internet to Produce and Publish Writing</p> | <p>See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>6 +1 Traits Assessment Rubrics Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> <p>www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html</p> <p>Schrock guide to writing assessment Rubrics www.schrockguide.net/assessment-and-rubrics.html</p> <p>http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | | <p>re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignment s</p> |
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CCSS Standard: Research to Build and Present Knowledge

W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9a: Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

W.7.9b: Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Enduring Understandings:

- Writers will conduct short research projects and draw upon multiple sources to ask more related and focused questions for further investigation.
- The writer should gather relevant information from multiple print and digital sources, using search terms effectively. b. It is importance to quote or paraphrase the data and conclusions of others while avoiding plagiarism. c. A standard form of citation needs to be used.
- Writers draw evidence from literary or informational text to support analysis, reflection, and research.

New Vocabulary:

| | | | |
|-----------|--------------------|--------------------|-----------------|
| Analysis | Citation Format | Historical Fiction | Specific Claims |
| Arguments | Historical Account | Search Terms | |

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| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.7.7</p> <p>Overview Information: In this lesson students will practice conducting short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>Lesson Focus: Refer back to the Informational Writing section in Texts, Types, and Purposes. In this section a question is posed, and students will need to draw from several sources to answer the question. In this section, students can take it a step further by adding additional related, focused questions to prompt further research and investigation.</p> <p>Lesson Elements to Support Instruction:</p> <p>Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.</p> <ul style="list-style-type: none"> • Conducting further research to support assessment (Link) - see page 27 for a lesson relating to this | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>6 +1 Traits Assessment Rubrics Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> <p>www.glembok.com/pdf/6-1-short-story-rubric-middle-school.html</p> <p>Schrock guide to writing assessment Rubrics www.schrockguide.net/assessment-and-rubrics.html</p> <p>http://www.bvsvd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
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standard from the Georgia Department of Education.

- Learning about good citizenship ([Link](#)) - see pages 12 through 13 for a lesson relating to this standard from the Georgia Department of Education.
- Mock Supreme Court nominations ([Link](#)) - see pages 11 through 12 for a lesson relating to this standard from the Georgia Department of Education.
- Mini-research project ([Link](#)) - see page 11 for a lesson relating to this standard from the Georgia Department of Education.
- Reading text; exploring social issues within the text; analyzing and annotating text ([Link](#)) - see page 13 for a lesson relating to this standard from the Georgia Department of Education.
- Reading author's biography; exploring and researching utopian communities ([Link](#)) - see pages 5 through 6 for a lesson relating to this standard from the Georgia Department of Education.
- Research skills ([Link](#)) - see pages 22 through 23 for a lesson relating to this standard from the Georgia Department of Education.

| <ul style="list-style-type: none"> Consolidating portfolios, introduction to Arthurian legend (Link) - see page 17 for a lesson relating to this standard from the Georgia Department of Education. Establish text context, make predictions (Link) - see pages 5 through 6 for a lesson relating to this standard from the Georgia Department of Education. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W.7.8</p> <p>Overview Information: In this lesson students will practice gathering relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>Lesson Focus: Students will practice gathering relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>6 +1 Traits Assessment Rubrics Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Original Short Stories Poster Rubrics Memoir Rubrics</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>3-5 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

while avoiding plagiarism and following a standard format for citation

Lesson Elements to Support

Instruction:

Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.

- Conducting research ([Link](#)) - see pages 21 through 22 for a lesson relating to this standard from the Georgia Department of Education.
- Learning about good citizenship ([Link](#)) - see pages 12 through 13 for a lesson relating to this standard from the Georgia Department of Education.
- Reading text; exploring social issues within the text; analyzing and annotating text ([Link](#)) - see page 13 for a lesson relating to this standard from the Georgia Department of Education.
- Citing sources ([Link](#)) - see pages 13 through 14 for a lesson relating to this standard from the Georgia Department of Education.
- View selected clips from Disney's "The Sword and

Descriptive Writing Rubrics

www.glembok.com/pdf/6-1-short-story-rubric-middle-school.html

Schrock guide to writing assessment Rubrics

www.schrockguide.net/assessment-and-rubrics.html

<http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf>

| <p>the Stone” (Link) - see page 21 for a lesson relating to this standard from the Georgia Department of Education.</p> <ul style="list-style-type: none"> • Consolidating portfolios, introduction to Arthurian legend (Link) - see page 17 for a lesson relating to this standard from the Georgia Department of Education. • Establish text context, make predictions (Link) - see pages 5 through 6 for a lesson relating to this standard from the Georgia Department of Education. • Using Critical Thinking to Find Trustworthy Websites - Video from the Teaching Channel (Link) | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W.7.9a</p> <p>Overview Information: In this lesson students will practice comparing and contrasting a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics: see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics:</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> |

authors of fiction use or alter history.

Lesson Focus:

Students will practice comparing and contrasting a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Lesson Elements to Support Instruction:

Instruction:

Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.

- Comparison and contrast of sources ([Link](#)) - see pages 26 through 27 for a lesson relating to this standard from the Georgia Department of Education.
- Comparing versions of a text ([Link](#)) - see page 26 for a lesson relating to this standard from the Georgia Department of Education.
- Compare written and visual text/take notes ([Link](#)) - see pages 23 through 24 for a lesson relating to this standard from the Georgia

See pgs 57-61

www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGenerallItemandTaskSpecifications.pdf

6 +1 Traits Assessment Rubrics

Use this link to find Middle School Rubrics for writing on:

English Language Arts Item and Task Specifications for:

- Original Short Stories
- Poster Rubrics
- Memoir Rubrics
- Descriptive Writing Rubrics

www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html

Schrock guide to writing assessment Rubrics

www.schrockguide.net/assessment-and-rubrics.html

<http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf>

These CCSS Strategies will be revisited throughout the year in class and on homework assignments

| <p>Department of Education.</p> <ul style="list-style-type: none"> Viewing film; comparing and contrasting text and film (Link) - see pages 19 through 20 for a lesson relating to this standard from the Georgia Department of Education. The value of historical events (Link) - see pages 24 through 25 for a lesson relating to this standard from the Georgia Department of Education. Reading the text-group reading and note taking (Link) - see page 9 for a lesson relating to this standard from the Georgia Department of Education. | | | |
|--|---|---|---|
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>W7.9b</p> <p>Overview Information: In this lesson students will practice tracing and evaluating the argument and specific claims in a</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Informative- Explanatory Analytic Writing Rubrics:</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-3 weeks</p> <p>This may go longer depending on student</p> |

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| <p>text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>Lesson Focus: Students will practice tracing and evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>Lesson Elements to Support Instruction:</p> <p>Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.</p> <ul style="list-style-type: none"> • Using your notes (Link) - see page 25 for a lesson relating to this standard from the Georgia Department of Education. • Note-Taking (1 day) (Link) - see page 24 for a lesson relating to this standard from the Georgia Department of Education. • Reading speech; analyzing and annotating speech; viewing interview clip | <p>see pgs 39-47 Opinion- Argumentative Writing Analytic Rubrics: See pgs 48-56 Narrative Writing Analytic Rubrics: See pgs 57-61</p> <p>www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralltemandTaskSpecifications.pdf</p> <p>6 +1 Traits Assessment Rubrics Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for: Original Short Stories Poster Rubrics Memoir Rubrics Descriptive Writing Rubrics</p> <p>www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html</p> <p>Schrock guide to writing assessment Rubrics www.schrockguide.net/assessment-and-rubrics.html</p> <p>http://www.bvsvd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | | <p>progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
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[\(Link\)](#) - see pages 18 through 19 for a lesson relating to this standard from the Georgia Department of Education.

- Point of view [\(Link\)](#) - see pages 34 through 35 for a lesson relating to this standard from the Georgia Department of Education.
- Comparing and contrasting similar texts [\(Link\)](#) - see page 19 for a lesson relating to this standard from the Georgia Department of Education.
- Powerful Persuasive Words [\(Link\)](#) - see pages 18 through 19 for a lesson relating to this standard from the Georgia Department of Education.
- Understanding and developing arguments and relevant counter arguments [\(Link\)](#) - see pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.
- Identifying and correcting misplaced modifiers [\(Link\)](#) - see page 11 for a lesson relating to this standard

from the Georgia Department of Education.

- Tracing and evaluating arguments ([Link](#)) - see pages 10 through 11 for a lesson relating to this standard from the Georgia Department of Education.
- Reading the text-group reading and note taking ([Link](#)) - see page 9 for a lesson relating to this standard from the Georgia Department of Education.

CCSS Standard: Range of Writing

W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Enduring Understandings:

- Extended time frames for writing are used for research, reflection, and revision.
- Shorter time frames (a single sitting or a day or two) are used for discipline-specific tasks, purposes, and audiences.

New Vocabulary:

Reflection

Research

Revision

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|--|---|--|
| <p>W.7.10</p> <p>Overview Information: The Common Core Standards brings a new level of writing requirements. <i>This unit will provide teachers the background information needed in order to effectively teach the writing standards in seventh grade across the curriculum throughout the entire year. The resources contained in this unit can be used for direct instruction in the other seventh grade units of instruction. This unit will also provide ideas for benchmarking and formative assessments to ensure students progress through the writing requirements outlined in the CCS.</i></p> <p>Lesson Focus: NONE GIVEN</p> | <p>Assessments for Learning suggestions:</p> <p>Formative/Benchmarking Assessment Ideas:</p> <ul style="list-style-type: none"> • Quick Writes/ Free Writes (Resource) • Using Rubrics for Backwards Planning (Resource) • Response to Reading (Resource) • Writing is used as a summative assessment for many other subjects, so the writing standards will be assessed not only in English, but also across the curriculum. • ELA teachers can support writing across the curriculum by teaching writing techniques that can be used in multiple content areas. • Goal is for Students to Write Routinely Over Extended Time Frames and Shorter Time Frames: <p>Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for writing on: English Language Arts Item and Task Specifications for:</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>All 4 quarter card markings</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

Resources to Support

Instruction:

Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.

Writing Strategies for Argument/Opinion Writing

Include: (All strategy descriptions/overviews can be found in the resource folder for the following documents)

- Anticipation Guide
- Conferring
- Consolidating Thoughts
- CRAFTS
- Credibility of a Source
- Essay Design
- FQIP (Focus, Question, Image, Predict)
- Idea Funnel
- Informational Writing
- Inquiry Charts
- Invention
- Journalistic Reporting
- Multi-Genre Paper
- Orchestrating Organization
- Peer Reviewing
- Previewing or Planning Prediction
- Principles of Coherence
- Report Writing
- Structuring Compare and Contrast Variation
- Toulmin's Model of

Informative- Explanatory Analytic Writing Rubrics:

see pgs 39-47

Opinion- Argumentative Writing Analytic Rubrics:

See pgs 48-56

Narrative Writing Analytic Rubrics:

See pgs 57-61

www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf

6 +1 Traits Assessment Rubrics

Use this link to find Middle School Rubrics for writing on:

English Language Arts

Item and Task Specifications for:

Original Short Stories

Poster Rubrics

Memoir Rubrics

Descriptive Writing Rubrics

www.glembook.com/pdf/6-1-short-story-rubric-middle-school.html

Schrock guide to writing assessment Rubrics

www.schrockguide.net/assessment-and-rubrics.html

<http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf>

Argumentation

- Write Pair Share Write

Writing Strategies for Informational/Explanatory

Writing Include: (All strategy descriptions/overviews can be found in the resource folder for the following documents)

- Anticipation Guide
- Before, During, After Interactive Notes
- Cause Effect
- Compare Contrast
- Concept Vocabulary Expansion
- Conferring
- Consolidating Thoughts
- CRAFTS
- Essay Design
- Focus, Question, Image, Predict (FQIP)
- Idea Funnel
- Informational Writing
- Inquiry Charts
- Invention
- I-Search
- Journalistic Reporting
- Main Idea
- Math GIST (Generating Interactions Between Schemata and Text)
- Multi-Genre Paper
- Orchestrating Organization
- Predict O Gram Writing
- Principle of Coherence
- Process Writing
- Report Writing

- Research Report
- Thinking Through Writing
- Using Rubrics for Backwards Planning
- Writing Guidelines

Extended Time Frames Writing Assignment: (time for research, reflection, and revision)

- Research Paper Focus: Useful Tools For This Writing Process
- Basic Steps In The Research Process Description: This link provides the basic steps students will need to follow when composing a research paper. It offers step by step guidance when writing: a statement of purpose, thesis statement, body of the paper, citations, etc. It also presents the reflection and revision process. ([Link](#))
- Seven Steps To the Research Process - Description: This link provides a seven step outline that contains simple and effective strategies for finding information. It also contains information on documenting the sources used. You can also adapt this to the needs of your

students. ([Link](#))

Shorter Time Frame Writing Assignments: (a single day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Quiet Hour Journal This link provides a quiet and fun activity that gets your students writing and focusing on proofreading skills. ([Link](#))
- Six Traits: (Lessons Plans, Ideas, and Activities)
Description: This link will provide you with many ideas for lesson plans, ideas, and activities for each of the traits. ([Link](#))
- Six Traits: (Rubrics for Writing)
 - Ideas and Content ([Link](#))
 - Word Choice ([Link](#))
 - Organization ([Link](#))
 - Sentence Fluency ([Link](#))
 - Voice ([Link](#))
 - Conventions ([Link](#))
- 6+1 Traits For Revision -
Description: This link offers a revision activity for each of the traits. ([Link](#))
- Traci's List of Ten: Ten Short Creative Writing Assignments (Jumble Story

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| <p>Ideas) Description: This link guides you through a short writing assignment. The writing activity is for the students to compose a Jumble Story. This activity allows students to write a short story using a main character, setting, time period, and situation. (Link)</p> <ul style="list-style-type: none">• Journal Writing Ideas (Journaling) Description: This link offers a list of journal entry ideas students could choose from for daily journaling. (Link)• Can Teach (Journaling/Quick Writes) Description: This link offers a list of writing prompts/journal entries useful for short writing assignments. (Link) | | | |
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Grade Level: Seventh

Subject: Speaking and Listening

CCSS Standard: Comprehension and Collaboration

SL.7.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.7.1b: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1c: Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SL.7.1d: Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

- Enduring Understandings:**
- Speakers read and research their material so they can refer to it directly when engaging in a presentation or discussion.
 - Groups follow rules for discussion, track progress toward goals, and define the roles of group members. Groups also pose and respond to each other's questions and keep the group on topic.
 - Good listeners analyze the main ideas and details presented in different forms of media.
 - Good listeners understand how different forms of media clarify a topic, text, or issue.
 - Good listeners delineate a presenter's arguments and specific claims.
 - When listening to a presentation, good listeners evaluate the soundness of reasoning and the relevance and sufficiency of evidence.

New Vocabulary:

| | | | |
|---------------------------|-----------------------|-----------|---------------------------|
| Argument (speaker's) | Collegial Discussions | Elicit | Soundness (of reasoning) |
| Clarify | Deadlines | Reasoning | Sufficiency (of evidence) |
| Collaborative Discussions | | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|---|---|---|
| <p>SL.7.1a</p> <p>Overview Information:</p> <p>In this lesson students will come to</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for Speaking and listening on: English Language Arts</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>3-4 weeks</p> <p>This may go longer depending on</p> |

| <p>discussions prepared, having read or researched material under study and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>Lesson Focus: Students will come to discussions prepared, having read or researched material under study and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> | <p>Item and Task Specifications for: Speech Analytic Rubrics: See pgs 62-66 www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>McGraw Hill Glencoe Use this link to find Middle School Rubrics for Speaking and listening on: English Language Arts Item and Task Specifications for: Rubrics for assessing students in Speaking and Listening www.glencoe.com/sec/glencowriting/HighschoolRubrics876544.indd.pdf</p> | | <p>student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
|--|--|---|---|
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>SL.7.1b</p> <p>Overview Information: In this lesson students will practice following rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>Lesson Focus: Students will practice following rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for Speaking and listening on: English Language Arts Item and Task Specifications for: Speech Analytic Rubrics: See pgs 62-66 www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>McGraw Hill Glencoe Use this link to find Middle School Rubrics for Speaking</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-4 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in</p> |

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| | and listening on: English Language Arts Item and Task Specifications for: Rubrics for assessing students in Speaking and Listening www.glencoe.com/sec/glencoe/writing/HighschoolRubrics876544.indd.pdf | | class and on homework assignments |
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>SL.7.1c</p> <p>Overview Information: In this lesson students will practice posing questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>Lesson Focus: Students will practice posing questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for Speaking and listening on: English Language Arts Item and Task Specifications for: Speech Analytic Rubrics: See pgs 62-66 www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>McGraw Hill Glencoe Use this link to find Middle School Rubrics for Speaking and listening on: English Language Arts Item and Task Specifications for: Rubrics for assessing students in Speaking and Listening www.glencoe.com/sec/glencoe/writing/HighschoolRubrics876544.indd.pdf</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-4 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>SL.7.1d</p> <p>Overview Information:</p> | | <p>** Click Here to Link to Resource Folder **</p> | <p>3-5 weeks</p> <p>This may go</p> |

| <p>In this lesson students will practice acknowledging new information expressed by others and, when warranted, modify their own views.</p> <p>Lesson Focus: Students will practice acknowledging new information expressed by others and, when warranted, modify their own views.</p> | | | <p>longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>SL.7.2</p> <p>Overview Information: In this lesson students will practice analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.</p> <p>Lesson Focus: Students will practice analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for Speaking and listening on: English Language Arts Item and Task Specifications for: Speech Analytic Rubrics: See pgs 62-66 www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>McGraw Hill Glencoe Use this link to find Middle School Rubrics for Speaking and listening on: English Language Arts Item and Task Specifications for: Rubrics for assessing students in Speaking and Listening</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-4 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

| | www.glencoe.com/sec/glencoe/writing/HighschoolRubrics876544.indd.pdf | | |
|---|--|---|---|
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>SL.7.3</p> <p>Overview Information: In this lesson students will practice delineating a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>Lesson Focus: Students will practice delineating a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for Speaking and listening on: English Language Arts Item and Task Specifications for: Speech Analytic Rubrics: See pgs 62-66 www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>McGraw Hill Glencoe Use this link to find Middle School Rubrics for Speaking and listening on: English Language Arts Item and Task Specifications for: Rubrics for assessing students in Speaking and Listening www.glencoe.com/sec/glencoe/writing/HighschoolRubrics876544.indd.pdf</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>3-5 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

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CCSS Standard: Presentation of Knowledge and Ideas

SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Enduring Understandings:

- Speakers present their knowledge in a focused/organized manner.
- Speakers include visual evidence to clarify big ideas/points.
- Speakers use appropriate speech, eye contact, volume and pronunciation.

New Vocabulary:

| | | | |
|-------------------|------------------|-----------|------------------|
| Coherent (points) | Focused (points) | Pertinent | Salient (points) |
| Displays | Multimedia | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|---|---|---|
| <p>SL.7.4</p> <p>Overview Information: In this lesson students will practice presenting claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Students will also practicing using appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for Speaking and listening on: English Language Arts Item and Task Specifications for: Speech Analytic Rubrics: See pgs 62-66 www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/E</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>3-4 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> |

| <p>Lesson Focus: Students will practice presenting claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Students will also practicing using appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p>nglishLanguageArtsLiteracy/ELAGeneralItemandTask Specifications.pdf</p> <p>McGraw Hill Glencoe Use this link to find Middle School Rubrics for Speaking and listening on: English Language Arts Item and Task Specifications for: Rubrics for assessing students in Speaking and Listening www.glencoe.com/sec/glencoewriting/HighschoolRubrics876544.indd.pdf</p> | | <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
|---|---|---|---|
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>SL.7.5</p> <p>Overview Information: In this lesson students will practice including multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>Lesson Focus: Students will practice including multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for Speaking and listening on: English Language Arts Item and Task Specifications for: Speech Analytic Rubrics: See pgs 62-66 www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTask Specifications.pdf</p> <p>McGraw Hill Glencoe Use this link to find Middle School Rubrics for Speaking and listening on: English Language Arts Item and Task Specifications for: Rubrics for assessing students in Speaking and Listening www.glencoe.com/sec/glencoewriting/HighschoolRubrics876544.indd.pdf</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>3-4 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|--|---|---|
| <p>SL.7.6</p> <p>Overview Information: In this lesson students will practice adapting speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Lesson Focus: Students will practice adapting speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>Assessments for Learning suggestions: Smart Balance Assessment Consortium Use this link to find Middle School Rubrics for Speaking and listening on: English Language Arts Item and Task Specifications for: Speech Analytic Rubrics: See pgs 62-66 www.smartbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>McGraw Hill Glencoe Use this link to find Middle School Rubrics for Speaking and listening on: English Language Arts Item and Task Specifications for: Rubrics for assessing students in Speaking and Listening www.glencoe.com/sec/glencowriting/HighschoolRubrics876544.indd.pdf</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

CCSS Standard: Conventions of Standard English

L.7.1a: Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1b: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.2a: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
L.7.2b: Spell correctly.

Enduring Understandings:

- A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling.
- Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form).

New Vocabulary:

| | | | |
|-------------------|----------------------------|---------------------|-----------------|
| Commas | Compound-Complex Sentences | Dangling Modifiers | Phrases |
| Complex Sentence | Coordinate Adjectives | Misplaced Modifiers | Simple Sentence |
| Compound Sentence | | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|---|---|---|
| <p>L.7.1a</p> <p>Overview Information: In this lesson students will practice explaining the function of phrases and clauses in general and their function in specific sentences.</p> <p>Lesson Focus: Students will practice explaining the function of phrases and clauses in general and their function in specific sentences.</p> | <p>Assessments for Learning suggestions: Use this link to find Middle School Rubrics for Language/ Grammar/ Convention usage</p> <p>Language Arts Item and Task Specifications for: Language/ Grammar/ Convention usage</p> <p>www.plattscsd.org/parents/6+1overview.pdf</p> <p>www.schrockguide.net/assessment-and-rubrics.html</p> <p>www.qualityrubrics.pbworks.com/w/page/60841359/cclsRubrics</p> <p>http://www.bvsd.org/curriculum/curriculum/Do</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-2 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout</p> |

| | cuments/LA%20Middle%20School%20Curriculum%20Resources.pdf | | the year in class and on homework assignments |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.7.1b</p> <p>Overview Information: Students will practice choosing among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>Lesson Focus: Students will practice choosing among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> | <p>Assessments for Learning suggestions: Use this link to find Middle School Rubrics for Language/ Grammar/ Convention usage Language Arts Item and Task Specifications for: Language/ Grammar/ Convention usage</p> <p>www.plattscsd.org/parents/6+1overview.pdf</p> <p>www.schrockguide.net/assessment-and-rubrics.html</p> <p>www.qualityrubrics.pbworks.com/w/page/60841359/cclsRubrics</p> <p>http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.7.1c</p> <p>Overview Information: In this lesson students will practice placing phrases and clauses within a sentence, recognizing and correcting misplaced and</p> | <p>Assessments for Learning suggestions: Use this link to find Middle School Rubrics for Language/ Grammar/ Convention usage Language Arts Item and Task Specifications for: Language/ Grammar/ Convention usage</p> <p>www.plattscsd.org/parents/6+1overview.pdf</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-2 weeks</p> <p>This may go longer depending on student progress and needed</p> |

| <p>dangling modifiers.</p> <p>Lesson Focus: Students will practice placing phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> | <p>www.schrockguide.net/assessment-and-rubrics.html</p> <p>www.qualityrubrics.pbworks.com/w/page/60841359/cclsRubrics</p> <p>http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | | <p>re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.7.2a</p> <p>Overview Information: In this lesson students will practice use a comma to separate coordinate adjectives.</p> <p>Lesson Focus: Students will practice use a comma to separate coordinate adjectives.</p> | <p>Assessments for Learning suggestions: Use this link to find Middle School Rubrics for Language/ Grammar/ Convention usage</p> <p>Language Arts</p> <p>Item and Task Specifications for: Language/ Grammar/ Convention usage</p> <p>www.plattscsd.org/parents/6+1overview.pdf</p> <p>www.schrockguide.net/assessment-and-rubrics.html</p> <p>www.qualityrubrics.pbworks.com/w/page/60841359/cclsRubrics</p> <p>http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
| Instructional Strategies | Assessment | Resources | Time Frame |

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| <p>L.7.2b</p> <p>Overview Information: In this lesson students will practice spelling correctly.</p> <p>Lesson Focus: Students will practice spelling correctly.</p> | <p>Assessments for Learning suggestions:</p> <ul style="list-style-type: none"> • Am I a Good Speller (Resource) This is a self assessment for students to look at the components of what makes a good speller so they can tell what skills they might need to work on to become a good speller • Classroom Spelling Activities (Resource) ideas for whole class games/ activities to assess whether students are spelling focus words correctly <p>Assessments for Learning suggestions: Use this link to find Middle School Rubrics for Language/ Grammar/ Convention usage Language Arts Item and Task Specifications for: Language/ Grammar/ Convention usage</p> <p>www.plattscsd.org/parents/6+1overview.pdf</p> <p>www.schrockguide.net/assessment-and-rubrics.html</p> <p>www.qualityrubrics.pbworks.com/w/page/60841359/cclsRubrics</p> <p>http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>1-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
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CCSS Standard: Knowledge of Language

L.7.3: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Enduring Understandings:

- Writers recognize and eliminate wordiness and redundancy to produce concise text.

New Vocabulary:

Redundancy

Wordiness

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L.7.3</p> <p>Overview Information: In this lesson students will practice choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>Lesson Focus: Students will practice choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> | <p>Assessments for Learning suggestions: Use this link to find Middle School Rubrics for Language/ Grammar/ Convention usage</p> <p>Language Arts Item and Task Specifications for: Language/ Grammar/ Convention usage</p> <p>www.plattscsd.org/parents/6+1overview.pdf</p> <p>www.schrockguide.net/assessment-and-rubrics.html</p> <p>www.qualityrubrics.pbworks.com/w/page/6084135</p> | <p>** Click Here to Link to Resource Folder **</p> | <p>2-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS</p> |

[9/cclsRubrics](http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf)
<http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf>

Strategies will be revisited throughout the year in class and on homework assignments

CCSS Standard: Vocabulary Acquisition and Use

L.7.4a : Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
L.7.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
L.7.4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.7.4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.7.5a: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.5b: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.7.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- Enduring Understandings:**
- Readers use context, affixes, roots, consult references, verify their preliminary determination, interpret figures of speech, and use relationships between words to understand unfamiliar words.
 - Writers acquire new words/phrases and use them to make precise decisions about word choice in their writing.
 - Good writers use language that expresses ideas precisely and concisely.
 - Good writers recognize and eliminate wordiness and redundancy.
 - The meaning of a word or phrase could be found by using context clues.
 - Affixes and roots can be used as clues to determine the meaning of a word.

- Pronunciation or clarification of a word, its meaning, or its part of speech can be found through general and specialized reference materials.
- Checking the inferred meaning of a word in context, or in a dictionary, may help in the preliminary determination of the meaning of a word or phrase.
- Good readers can interpret literary, biblical and mythological allusions in context
- Good readers use relationships between synonyms, antonyms, and analogies to better understand the meaning of words.
- Good readers distinguish among the connotation and denotation of words.
- Good readers acquire and use domain-specific grade level vocabulary and phrases.

New Vocabulary:

Analogies

Denotations

Nuances

Preliminary

Connotations

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L7.4a</p> <p>Overview Information: In this lesson students will practice using context as a clue to the meaning of a word or phrase.</p> <p>Lesson Focus: Students will practice using context as a clue to the meaning of a word or phrase.</p> <p>Lesson Elements to Support Instruction: Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.</p> <ul style="list-style-type: none"> • Character traits of a responsible person (Link) - see page 29 for a | <p>Assessments for Learning suggestions: Use this link to find Middle School Rubrics for Language/ Grammar/ Convention usage Language Arts Item and Task Specifications for: Language/ Grammar/ Convention usage</p> <p>www.plattscsd.org/parents/6+1overview.pdf</p> <p>www.schrockguide.net/assessment-and-rubrics.html</p> <p>www.qualityrubrics.pbworks.com/w/page/60841359/cclsRubrics</p> <p>http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Additional Resources: If students are still struggling to grasp the concepts or skills in this particular section of the unit, here are additional resources to implement.</p> <ul style="list-style-type: none"> • Context Clues: You Be the Detective (Link) this slideshare presentation could be used as a self-paced study guide. It includes a good practice activity. • 7th Grade - Multi meaning Words (Link) links to thirteen activities • Explanation and Practice Exercises <ul style="list-style-type: none"> ○ Learning Words from Context Clues (Link) | <p>2-4 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

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| <p>lesson relating to this standard from the Georgia Department of Education.</p> <ul style="list-style-type: none"> • Exploring types of conflicts; reading new text; analyzing and annotating text (Link) - see pages 28 through 29 for a lesson relating to this standard from the Georgia Department of Education. • Inferred meanings and context clues (Link) - see page 28 for a lesson relating to this standard from the Georgia Department of Education. • View PowerPoint or Prezi on Joseph Campbell and archetypes; supplement with text excerpts (Link) - see page 18 for a lesson relating to this standard from the Georgia Department of Education. • Read “The Martian,” from The Martian Chronicles, identify new vocabulary, complete Frayer Models (Link) - see page 14 for a lesson relating to this standard from the Georgia Department of Education. • Model and discuss together the literary elements in chapters 11-13 (Link) - see page 9 for a lesson relating to this standard from the Georgia Department of Education. • Illustrate terms, search text, diagram sentences, echo write (Link) - see pages 6 through 7 for a lesson relating to this standard from the Georgia Department of Education. • Group and independent reading and | | <ul style="list-style-type: none"> ○ Context Clues (Link) ○ Lesson: Context Clues (Link) ○ Lesson: Context Clues (Link) ○ Practice: Context Clues (Link) • Guessing Vocabulary in Context 1 (Link) online practice activity • Printable Worksheets: <ul style="list-style-type: none"> ○ Context Clues (Link) ○ Context Clues 2.1 (Link) ○ Context Clues 2.2 (Link) <p>Use the following resources to generate a student's basic understanding of methods for determining the meaning of a word by using context clues:</p> <ul style="list-style-type: none"> • Clueing into Context Clues (Resource Folder) • Vocabulary Development Student Strategies (Resource Folder) • Vocabulary Worksheet (Resource Folder) • Word Journal (Resource Folder) | |
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| <p>note-taking (Link) - see page 6 for a lesson relating to this standard from the Georgia Department of Education.</p> <ul style="list-style-type: none"> • NC Common Core Instructional Support Tools (Link) - Vocabulary Graphic Organizer • Context Clues Lesson Plans (Link) word detectives unlocking word meaning • Context Clues (Link) - Detailed description of context clues and how to teach them. Includes examples of context clues in a text. • Context Clues (Link) explanation of four types of context clues. It might be a good refresher and give good ideas for teachers to pass on to students. | | | |
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| <p>L7.4b</p> <p>Overview Information: In this lesson students will practice using common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p>Lesson Focus: Students will practice using common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> | <p>Assessments for Learning suggestions: Use this link to find Middle School Rubrics for Language/ Grammar/ Convention usage</p> <p>Language Arts</p> <p>Item and Task Specifications for: Language/ Grammar/ Convention usage</p> <p>www.plattscsd.org/parents/6+1overview.pdf</p> <p>www.schrockguide.net/assessment-and-rubrics.html</p> <p>www.qualityrubrics.pbworks.com/w/page/60841359/cclsRubrics</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Additional Resources: If students are still struggling to grasp the concepts or skills in this particular section of the unit, here are additional resources to implement. Use the following resources to generate a student's basic understanding of how the understanding of how knowledge of Greek affixes can help determine the</p> | <p>1-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited</p> |

Resources to Support Instruction:

Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.

- List of common prefixes and suffixes ([Link](#))
- Teaching Affixes ([Link](#)) Ballard and Tighe article on what teachers should know about teaching students affixes.
- How to Teach Prefixes, Roots, and Suffixes ([Link](#)) Pennington Publishing Blog writes its belief about the best instructional methods for teaching these important vocabulary building blocks.
- Building Vocabulary: Prefixes, Roots, and Suffixes ([Link](#)) This is a list of prefixes, suffixes, and roots – with their meanings and example words. One study has shown that a set of 20 prefixes and 14 roots, and knowing how to use them, will unlock the meaning of over 100,000 words. A similar study showed that a set of 29 prefixes and 25 roots will give the meaning to over 125,000 words. Imagine adding suffixes!
- Breaking Down Words to Build Meaning: Morphology, Vocabulary, and Reading Comprehension in the Urban Classroom ([Link](#)) article about the importance of teaching

<http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf>

meaning of an unknown term.

- Target Terms (Resource) Vocabulary Activity that has students predict definition based on affixes and roots
- Tossed Terms (Resource) Vocabulary terms are written on the face of a three-dimensional shape. Students take turns rolling the cube. Terms on the cube serve as prompts for recalling definitions and important information.
- Visualizing Words (Resource) Vocabulary activity to be used with a single term student finds definition, part of speech, antonym, uses in sentence, etc
- Word Grids (Resource) Provides students with an organized framework for learning related terms through analysis of their similarities and differences.
- Word Sorts (Resource) Word Sorts involve the manipulation of a set of words, usually written on individual slips of paper or index cards. This activity has students study the relationships between words. Word Sorts typically consist of 10 to 20 terms and can be closed - categories provided by teacher- or open -students create a set of categories to reflect their understanding of the relationships.

throughout the year in class and on homework assignments

root words, prefixes, and suffixes

Lesson Elements to Support Instruction:

Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.

- Exploring types of conflicts; reading new text; analyzing and annotating text ([Link](#)) - see pages 28 through 29 for a lesson relating to this standard from the Georgia Department of Education.
- Greek and Latin affixes and roots - Module 4 ([Link](#)) - see pages 30 through 32 for a lesson relating to this standard from the Georgia Department of Education.
- Greek and Latin affixes and roots - Module 3 ([Link](#)) - see pages 28 through 30 for a lesson relating to this standard from the Georgia Department of Education.
- Greek and Latin affixes and roots - Module 2 ([Link](#)) - see pages 20 through 21 for a lesson relating to this standard from the Georgia Department of Education.
- Greek and Latin affixes and roots Module 1 ([Link](#)) - see pages 7 through 9 for a lesson relating to this standard from the Georgia Department of Education.
- View PowerPoint or Prezi on Joseph Campbell and archetypes; supplement with text excerpts

- Common Prefixes, Suffixes and Root Words ([Link](#))
- Greek Roots, Prefixes and Suffixes ([Link](#))
- Greek and Latin Root Words ([Link](#))
- Prefixes Say Plenty ([Link](#)) - This site has a lesson on the computer that can be used with the class and the smart board or projector.
- Greek and Latin Root Words ([Link](#)) - Greek and Latin affixes and roots may be used to determine the meaning of a word.
- Root Words ([Link](#)) Dividing Root Words and Root Word Meaning Match games
- Why Learn About Root Words? ([Link](#)) one minute video
- Latin and Greek Word Elements ([Link](#))

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| <p>(Link) - see page 18 for a lesson relating to this standard from the Georgia Department of Education.</p> <ul style="list-style-type: none"> • Read “The Martian,” from The Martian Chronicles, identify new vocabulary, complete Frayer Models (Link) - see page 14 for a lesson relating to this standard from the Georgia Department of Education. • Model and discuss together the literary elements in chapters 11-13 (Link) - see page 9 for a lesson relating to this standard from the Georgia Department of Education. • Group and independent reading and note-taking (Link) - see page 6 for a lesson relating to this standard from the Georgia Department of Education. • NC Common Core Instructional Support Tools (Link) - Vocabulary Graphic Organizer • Greek and Latin Word Games (Link) these games mostly refer to roots. They can also be used with Greek or Latin prefixes and suffixes • Rooting One's Way to Meaning (Link) an inquiry based approach to discovering the meanings of some common Latin and Greek roots. • Multiple Strategies for Recognizing Words (Link) sixth through eighth grade vocabulary exercise from Deb's Data Digest about understanding figures of speech through their root words | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L7.4c</p> <p>Overview Information: In this lesson students will practice consulting general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Lesson Focus: Students will practice consulting general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Lesson Elements to Support Instruction: Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.</p> <ul style="list-style-type: none"> • Research Thurgood Marshall timeline (Link) - see pages 13 through 14 for a lesson relating to this standard from the Georgia Department of Education. • Learning about good citizenship | <p>Assessments for Learning suggestions: Use this link to find Middle School Rubrics for Language/ Grammar/ Convention usage</p> <p>Language Arts Item and Task Specifications for: Language/ Grammar/ Convention usage</p> <p>www.plattscsd.org/parents/6+1overview.pdf</p> <p>www.schrockguide.net/assessment-and-rubrics.html</p> <p>www.qualityrubrics.pbworks.com/w/page/60841359/cclsRubrics</p> <p>http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Additional Resources: If students are still struggling to grasp the concepts or skills in this particular section of the unit, here are additional resources to implement.</p> <p>Use the following resources to generate a student's basic understanding of how to use resource materials to determine a word's meaning. Located in resource folder.</p> <ul style="list-style-type: none"> • Mosaic Magic (Resource) Vocabulary activity to be used with a single term, student finds definition, part of speech, antonym,uses in sentence, etc • Visualizing Words (Resource) Vocabulary activity to be used with a single term, student finds definition, part of speech, antonym,uses in sentence, etc • Vocabulary Development Student Strategies (Resource) Vocabulary activity to be used with a single term, student finds definition, part of speech, antonym,uses in sentence, etc | <p>1-2 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

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| <p>(Link) - see pages 12 through 13 for a lesson relating to this standard from the Georgia Department of Education.</p> <ul style="list-style-type: none"> • Looking for techniques from admired writers (Link) - see pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education. • Exploring types of conflicts; reading new text; analyzing and annotating text (Link) - see pages 28 through 29 for a lesson relating to this standard from the Georgia Department of Education. • Multiple meaning texts (Link) - see page 35 for a lesson relating to this standard from the Georgia Department of Education. • Synonyms and antonyms (Link) - see pages 26 through 27 for a lesson relating to this standard from the Georgia Department of Education. • Point of view (Link) - see page 22 for a lesson relating to this standard from the Georgia Department of Education. • View PowerPoint or Prezi on Joseph Campbell and archetypes; supplement with text excerpts (Link) - see page 18 for a lesson relating to this standard from the Georgia Department of Education. • Read "The Martian," from The Martian Chronicles, identify new vocabulary, complete Frayer Models (Link) - see page 14 for a lesson relating to this standard | | <ul style="list-style-type: none"> • Vocabulary Worksheet (Resource) Vocabulary activity to be used with a single term, student finds definition, part of speech, antonym, uses in sentence, etc • Vocabulary Journal (Resource) Vocabulary activity to be used with several new terms, student finds definition, part of speech, antonym, uses in sentence, etc • Spelling City (Link) Have a list of spelling words you need your students to learn? This website includes a "Teach Me" function that spells out the word using both visual and auditory input to improve retention of word understanding. The games also enable student to use their own words or saved list. • Use Reference Material (Link) Lesson idea and activity • The Great Library Scavenger Hunt (Link) This online hunt has been designed to help middle-school students learn to use library resources in their research. | |
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from the Georgia Department of Education.

- Model and discuss together the literary elements in chapters 11-13 ([Link](#)) - see page 9 for a lesson relating to this standard from the Georgia Department of Education.
- Illustrate terms, search text, diagram sentences, echo write ([Link](#)) - see pages 6 through 7 for a lesson relating to this standard from the Georgia Department of Education.
- Group and independent reading and note-taking ([Link](#)) - see page 6 for a lesson relating to this standard from the Georgia Department of Education.
- NC Common Core Instructional Support Tools ([Link](#)) - Vocabulary Graphic Organizer
- Literacy Head ([Link](#)) Each week Literacy Head publishes lessons for teaching visuals-based reading, writing, and vocabulary lessons.
- BrainPOP: Dictionary and Thesaurus ([Link](#)) Watch a short movie explaining the difference between dictionary and thesaurus and when to use one of these. There is also an example on how to look up a word in a dictionary and thesaurus. Include an activity and a quiz related to the topic. NOTE: A subscription is required to watch the movie.
- Zoom Games form PBS ([Link](#)) All you need to play this fun game is a dictionary and a partner. The link

| <p>takes you to directions for an offline activity idea.</p> <ul style="list-style-type: none"> • Dictionary Activities for Middle School (Link) • Dictionary Games for Middle School (Link) | | | |
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| <p>L7.4d</p> <p>Overview Information: In this lesson students will practice verifying the preliminary determination of the meaning of a word or phrase.</p> <p>Lesson Focus: Students will practice verifying the preliminary determination of the meaning of a word or phrase.</p> <p>Lesson Elements to Support Instruction: Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.</p> <ul style="list-style-type: none"> • Research Thurgood Marshall timeline (Link) - see pages 13 through 14 for a lesson relating to | <p>Assessments for Learning suggestions: Use this link to find Middle School Rubrics for Language/ Grammar/ Convention usage Language Arts Item and Task Specifications for: Language/ Grammar/ Convention usage</p> <p>www.plattscsd.org/parents/6+1overview.pdf</p> <p>www.schrockguide.net/assessment-and-rubrics.html</p> <p>www.qualityrubrics.pbworks.com/w/page/60841359/cclsRubrics</p> <p>http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Additional Resources: If students are still struggling to grasp the concepts or skills in this particular section of the unit, here are additional resources to implement.</p> <p>Use the following resources to generate a student's basic understanding of how to verify preliminary determination of the meaning of a word or phrase.</p> <ul style="list-style-type: none"> • Clueing Into Context Clues (Resource) • Cognitive Dictionary (Resource) • Target Words (Resource) • Visualizing Words (Resource) • Vocabulary Development Student Strategies (Resource) • Vocabulary Worksheet (Resource) | <p>2-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

this standard from the Georgia Department of Education.

- Partner share and discussion of character traits and tolerance ([Link](#)) - see page 5 for a lesson relating to this standard from the Georgia Department of Education.
- Exploring types of conflicts; reading new text; analyzing and annotating text ([Link](#)) - see pages 28 through 29 for a lesson relating to this standard from the Georgia Department of Education.
- Inferred meanings and context clues ([Link](#)) - see page 28 for a lesson relating to this standard from the Georgia Department of Education.
- Point of view ([Link](#)) - see page 22 for a lesson relating to this standard from the Georgia Department of Education.
- View PowerPoint or Prezi on Joseph Campbell and archetypes; supplement with text excerpts ([Link](#)) - see page 18 for a lesson relating to this standard from the Georgia Department of Education.
- Read “The Martian,” from The Martian Chronicles, identify new vocabulary, complete Frayer Models ([Link](#)) - see page 14 for a lesson relating to this standard from the Georgia Department of Education.
- Model and discuss together the literary elements in chapters 11-13 ([Link](#)) - see page 9 for a lesson relating to this standard from the

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| <p>Georgia Department of Education.</p> <ul style="list-style-type: none"> • Illustrate terms, search text, diagram sentences, echo write (Link) - see pages 6 through 7 for a lesson relating to this standard from the Georgia Department of Education. • Group and independent reading and note-taking (Link) - see page 6 for a lesson relating to this standard from the Georgia Department of Education. • NC Common Core Instructional Support Tools (Link) - Vocabulary Graphic Organizer • Vocabulary (Link) 80 pages of lesson plans, activities, worksheets, and printables to help students learn vocabulary and use dictionary skills • Oxford English Dictionary: Teacher Notes (Link) four lessons, with appropriate worksheets for students to teach students dictionary skills • Teaching Meaning Vocabulary: Productive Approaches for Poor Readers (Link) article • Dictionary Tag (Link) vocabulary activity for kinesthetic learners • Food Dictionary - Harvest Festival (Link) lesson plan | | | |
| Instructional Strategies | Assessment | Resources | Time Frame |

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| <p>L7.5a</p> <p>Overview Information: In this lesson students will practice interpreting figures of speech in context.</p> <p>Lesson Focus: Students will practice interpreting figures of speech in context.</p> <p>Resources to Support Instruction: Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <ul style="list-style-type: none"> • Understanding Figurative Language (Link) how-to article • Using Figures of Speech in Descriptive Paragraphs (Link) examples of good and bad uses of figurative language along with an explanation of the pitfalls that teachers and students need to avoid when using figurative language. • Inference: Figurative Language (Link) discusses figurative language its prevalence in language and its implications for reading and writing. • Teaching Figurative Language in Writing Workshop (Link) one teacher's idea of how to best teach figurative language. • Imagery and Figurative Language | <p>Assessments for Learning suggestions: Use this link to find Middle School Rubrics for Language/ Grammar/ Convention usage</p> <p>Language Arts</p> <p>Item and Task Specifications for: Language/ Grammar/ Convention usage</p> <p>www.plattscsd.org/parents/6+1overview.pdf</p> <p>www.schrockguide.net/assessment-and-rubrics.html</p> <p>www.qualityrubrics.pbworks.com/w/page/60841359/cclsRubrics</p> <p>http://www.bvsvd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Additional Resources: If students are still struggling to grasp the concepts or skills in this particular section of the unit, here are additional resources to implement. Teachers can use the following links to access references to biblical, mythical, and literary allusions:</p> <ul style="list-style-type: none"> • Biblical Allusions (Link) • Mythological Allusions (Link) • Literary Allusions (Link) • Allusion Activity (Link) worksheet | <p>1-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |
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[\(Link\)](#) explanation

- Allusion [\(Link\)](#) literature and poetry with examples of allusion
- What Type of Figurative Language is an Allusion [\(Link\)](#)
- Stylistic Devices - Allusion [\(Link\)](#) explanation

Lesson Elements to Support Instruction:

Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.

- Exploring symbolism; annotating and analyzing text [\(Link\)](#) - see page 24 for a lesson relating to this standard from the Georgia Department of Education.
- Figurative language [\(Link\)](#) - see page 27 for a lesson relating to this standard from the Georgia Department of Education.
- The importance of word choice [\(Link\)](#) - see page 10 for a lesson relating to this standard from the Georgia Department of Education.
- Watch Part II of Excalibur [\(Link\)](#) - see pages 18 through 19 for a lesson relating to this standard from the Georgia Department of Education.
- Review literary terms, phrases and clauses, and sentence fluency [\(Link\)](#) - see pages 12 through 13 for a lesson relating to this standard from the Georgia Department of

Education.

- Discuss/peer review Assessment 1, preview next assessment ([Link](#)) - see pages 11 through 12 for a lesson relating to this standard from the Georgia Department of Education.
- Discuss the concept of literary allusion; examine allusions in the text ([Link](#)) - see pages 9 through 10 for a lesson relating to this standard from the Georgia Department of Education.
- Group peer review chart, rubric review/edit ([Link](#)) - see pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.
- View clips, group discussion of artistic choices, employ literary terms ([Link](#)) - see page 7 for a lesson relating to this standard from the Georgia Department of Education.
- Illustrate terms, search text, diagram sentences, echo write ([Link](#)) - see pages 6 through 7 for a lesson relating to this standard from the Georgia Department of Education.
- Allusion Examples and Lesson Plan ([Link](#))
- Teaching Allusion in Mary Shelley's Frankenstein ([Link](#)) this lesson plan is for high school but could have some good ideas that can be used for a text appropriate for middle school students.
- Just Like Brian Wilson Did: Using

| <p>Allusion to Teach Imagery and Theme (Link)</p> <ul style="list-style-type: none"> • It's All an Allusion: Identifying Allusions, in Literature and in Life (Link) article and lesson plan • Multiple Strategies for Recognizing Words (Link) sixth through eighth grade vocabulary exercise from Deb's Data Digest about understanding figures of speech through their root words | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L7.5b</p> <p>Overview Information: In this lesson students will practice using the relationship between particular words to better understand each of the words.</p> <p>Lesson Focus: Students will practice using the relationship between particular words to better understand each of the words.</p> <p>Resources to Support Instruction: Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <ul style="list-style-type: none"> • Word Relationships (Link) | <p>Assessments for Learning suggestions: Use this link to find Middle School Rubrics for Language/ Grammar/ Convention usage</p> <p>Language Arts Item and Task Specifications for: Language/ Grammar/ Convention usage</p> <p>www.plattscsd.org/parents/6+1overview.pdf</p> <p>www.schrockguide.net/assessment-and-rubrics.html</p> <p>www.qualityrubrics.pbworks.com/w/page/60841359/cclsRubrics</p> <p>http://www.bvsvd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Additional Resources:</p> <p>If students are still struggling to grasp the concepts or skills in this particular section of the unit, here are additional resources to implement. Use the following resources to generate a student's basic understanding of how identifying relationships between words can help better understand the meaning of the term.</p> <ul style="list-style-type: none"> • Shades of Meaning (Resource) • Mosaic Magic (Resource) • Word Sorts (Resource) • Analogy Graphic Organizer (Resource) • Words (Link) ten sites to help | <p>1- weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

Synonyms, Antonyms, Homonyms, Analogies

- Using Word Relationships ([Link](#)) Common word relationships
- Analogy Relationships ([Link](#)) analogies best mirror the relationship between the two words, so understanding analogies will also help students understand word relationships and vocabulary
- Exploring Word Relationships ([Link](#)) explanation and links to strategies to use in the classroom
- How to Teach Analogies ([Link](#))

Lesson Elements to Support Instruction:

Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.

- Partner share and discussion of character traits and tolerance ([Link](#)) - see page 5 for a lesson relating to this standard from the Georgia Department of Education.
- Discuss note-taking ([Link](#)) - see pages 4 through 5 for a lesson relating to this standard from the Georgia Department of Education.
- Exploring symbolism; annotating and analyzing text ([Link](#)) - see page 24 for a lesson relating to this standard from the Georgia Department of Education.
- Reading text; exploring

teach words and word meanings

- Worksheets:
 - Word Categories 1 ([Link](#))
 - Word Categories 2 ([Link](#))
 - Word Categories 3 ([Link](#))
 - Word Categories 4 ([Link](#))
 - Animal Analogies ([Link](#))

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| <p>euphemisms; annotating text for euphemisms (Link) - see pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education.</p> <ul style="list-style-type: none">• Synonyms and antonyms (Link) - see pages 26 through 27 for a lesson relating to this standard from the Georgia Department of Education.• Analogy and Word Choice (Link) - see page 12 for a lesson relating to this standard from the Georgia Department of Education.• Review literary terms, phrases and clauses, and sentence fluency (Link) - see pages 12 through 13 for a lesson relating to this standard from the Georgia Department of Education.• Discuss the concept of literary allusion; examine allusions in the text (Link) - see pages 9 through 10 for a lesson relating to this standard from the Georgia Department of Education.• Group peer review chart, rubric review/edit (Link) - see pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.• Kick Me: Making Vocabulary Interactive (Link) - Video from the Teaching Channel• Building Vocabulary Using Analogies (Link) 6-12th grade lesson plan | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L7.5c</p> <p>Overview Information: In this lesson students will practice distinguishing among the connotations of words with similar denotations.</p> <p>Lesson Focus: Students will practice distinguishing among the connotations of words with similar denotations.</p> <p>Resources to Support Instruction: Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <ul style="list-style-type: none"> • Connotations and Denotations (Link) brief explanation • Connotation and Denotation (Link) detailed explanation with ideas for exercises • How to Teach Connotation and Denotation (Link) <p>Lesson Elements to Support Instruction: Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the</p> | <p>Assessments for Learning suggestions: Use this link to find Middle School Rubrics for Language/ Grammar/ Convention usage</p> <p>Language Arts</p> <p>Item and Task Specifications for: Language/ Grammar/ Convention usage</p> <p>www.plattscsd.org/parents/6+1overview.pdf</p> <p>www.schrockguide.net/assessment-and-rubrics.html</p> <p>www.qualityrubrics.pbworks.com/w/page/60841359/cclsRubrics</p> <p>http://www.bvsd.org/curriculum/curriculum/Documents/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Additional Resources:</p> <p>If students are still struggling to grasp the concepts or skills in this particular section of the unit, here are additional resources to implement. Use the following resource to generate a student's basic understanding of how to distinguish between connotations and denotations of words.</p> <ul style="list-style-type: none"> • Shades of Meaning (Resources) • Free World U: Shades of Meaning (Link) This interactive learning module allows students to learn to distinguish between shades of meaning in related words. • Choosing the Best Words: Denotations and Connotations (Link) explanation and practice exercises along with connecting links • Denotations and Connotations: Word Overtones (Link) worksheet • What's the Big Idea Ben Franklin (Link) activity • Feature: Connotation and Denotation (Link) worksheet with three activities • Denotation and Connotation | <p>1-3 weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout the year in class and on homework assignments</p> |

unit.

Solving Word Meanings: Engaging Strategies for Vocabulary Development ([Link](#)) asks students to apply their vocabulary learning by creating context clues and semantic gradients of their own.

- Reading text; exploring euphemisms; annotating text for euphemisms ([Link](#)) - see pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education.
- Analogy and Word Choice ([Link](#)) - see page 12 for a lesson relating to this standard from the Georgia Department of Education.
- Review literary terms, phrases and clauses, and sentence fluency ([Link](#)) - see pages 12 through 13 for a lesson relating to this standard from the Georgia Department of Education.
- Discuss the concept of literary allusion; examine allusions in the text ([Link](#)) - see pages 9 through 10 for a lesson relating to this standard from the Georgia Department of Education.
- Group peer review chart, rubric review/edit ([Link](#)) - see pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.
- Solving Word Meanings: Engaging Strategies for Vocabulary

([Link](#)) worksheet

| <p>Development (Link) asks students to apply their vocabulary learning by creating context clues and semantic gradients of their own.</p> <ul style="list-style-type: none"> • The Literary Apprentice: Connotations and Denotations (Link) explanation and four exercise ideas • Teaching Denotations and Connotations Part I (Link) Teaching Idea/Suggestion • Teaching Denotations and Connotations Part II (Link) Teaching Idea/Suggestion • Lesson Plan: Using Connotation to Improve Word Choice (Link) this lesson activity idea says it's for high school, but I think the activity could be used in Middle school depending on word choice. | | | |
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| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L7.6</p> <p>Overview Information: In this lesson students will practice gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Lesson Focus: Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>Resources to Support Instruction:</p> | <p>Assessments for Learning suggestions: Use this link to find Middle School Rubrics for Language/ Grammar/ Convention usage</p> <p>Language Arts Item and Task Specifications for: Language/ Grammar/ Convention usage</p> <p>www.plattscsd.org/parents/6+1overview.pdf</p> <p>www.schrockguide.net/assessment-and-rubrics.html</p> <p>www.qualityrubrics.pbworks.com/w/page/60841359/cclsRubrics</p> <p>http://www.bvsd.org/curriculum/curriculum/D</p> | <p>** Click Here to Link to Resource Folder **</p> <p>Use the following vocabulary resources to generate a student's basic understanding of how to acquire and use new vocabulary:</p> <ul style="list-style-type: none"> • NCLRC Teacher's Corner: Vocabulary Activities (Link) - Ideas for using vocabulary (including great vocabulary games) • Wiki-Teacher: Vocabulary Chart (Link) This vocabulary graphic | <p>1- weeks</p> <p>This may go longer depending on student progress and needed re-teach time</p> <p>These CCSS Strategies will be revisited throughout</p> |

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| <p>Use these links and resources to find teaching strategies that will be useful in your classroom for teaching the skills needed for this particular section of the unit.</p> <ul style="list-style-type: none"> • The Clarifying Routine: Elaborating Vocabulary Instruction (Link) - LD online provides ideas for elaborating vocabulary instruction • Wiki-Teacher: Robust Vocabulary Instruction (Link) sign in to this free account to gather resources related to the common core - like this vocabulary instruction video of classroom instruction • Generative Vocabulary Instruction: Teaching Core Academic and Content-Specific Academic Vocabulary to English-Only and English Learning Students (Link) PDF PowerPoint <p>Lesson Elements to Support Instruction: Here are some sample lesson plans, lesson ideas, or lesson openers that a teacher can use to introduce or teach the skills emphasized in this particular section of the unit.</p> <ul style="list-style-type: none"> • What does it mean to have character? (Link) - see pages 34 through 35 for a lesson relating to this standard from the Georgia Department of Education. • Acrostic poem (Link) - see page 34 for a lesson relating to this standard | <p>ocuments/LA%20Middle%20School%20Curriculum%20Resources.pdf</p> | <p>organizer may help many students organize what they know/need to know about a word into a one-page, easily read sheet.</p> <ul style="list-style-type: none"> • The Word Steps (Link) - Is a place for people to learn foreign words and keep their vocabularies in fit condition. Here you can not only enrich your vocabulary, but you can also track your progress and recall the words you could forget. <p>I. Before Reading:</p> <ol style="list-style-type: none"> a. Vocabulary Cards (Resource) b. Vocabulary Self-Awareness Activity (Resource) c. Vocabulary Scavenger Hunt (Resource) d. Word Sorts (Resource) <p>II. During Reading:</p> <ol style="list-style-type: none"> a. Word Grids (Resource Folder) <p>III. After Reading:</p> <ol style="list-style-type: none"> a. Tossed Terms (Resource Folder) b. Vocabulary Cartoons (Resource Folder) c. Mystery Word Clues (Resource | <p>the year in class and on homework assignments</p> |
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| <p>from the Georgia Department of Education.</p> <ul style="list-style-type: none"> • Studying patience (Link) - see pages 33 through 34 for a lesson relating to this standard from the Georgia Department of Education. • Looking for techniques from admired writers (Link) - see pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education. • Reading new text; annotating and analyzing text; comparing and contrasting texts (Link) - see pages 23 through 24 for a lesson relating to this standard from the Georgia Department of Education. • Multiple meaning texts (Link) - see page 35 for a lesson relating to this standard from the Georgia Department of Education. • Greek and Latin affixes and roots - Module 4 (Link) - see pages 30 through 32 for a lesson relating to this standard from the Georgia Department of Education. • Greek and Latin affixes and roots - Module 3 (Link) - see pages 28 through 30 for a lesson relating to this standard from the Georgia Department of Education. • Inferred meanings and context clues (Link) - see page 28 for a lesson relating to this standard from the Georgia Department of Education. • Synonyms and antonyms (Link) - see pages 26 through 27 for a lesson relating to this standard | | <p>Folder)</p> <p>d. Ideas for Vocabulary Assessment (Resource Folder)</p> | |
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from the Georgia Department of Education.

- Greek and Latin affixes and roots - Module 2 ([Link](#)) - see pages 20 through 21 for a lesson relating to this standard from the Georgia Department of Education.
- Analogy and Word Choice ([Link](#)) - see page 12 for a lesson relating to this standard from the Georgia Department of Education.
- The importance of word choice ([Link](#)) - see page 10 for a lesson relating to this standard from the Georgia Department of Education.
- Greek and Latin affixes and roots Module 1 ([Link](#)) - see pages 7 through 9 for a lesson relating to this standard from the Georgia Department of Education.
- Student presentations ([Link](#)) - see page 22 for a lesson relating to this standard from the Georgia Department of Education.
- Examine vocabulary pulled from texts in Tasks 2-6 ([Link](#)) - see pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.
- Group peer review chart, rubric review/edit ([Link](#)) - see pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.

EIGHTH

CCSS Standard: Utilize key ideas and details when reading literature.

RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Enduring Understandings:

- Dialogue and incidents influence the action, characterization, or decisions made in a story or drama.
- Explicit ideas and details from the text provide evidence that can support analysis of the text.
- Inferred ideas and details from the text provide evidence that can support analysis of the text.
- Repeated events or images in a story become the main idea of the story.
- Stories and dramas are comprised of relationships of characters, setting, and plot.
- Themes of text develop over time due to emerging relationships of characters, setting, and plot.

New Vocabulary:

Objective Summary Propel the Action Provoke a Decision Recurring Images

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.8.1 Overview Information: In narrative text, characters' actions, motives, problems, and personalities all contribute to the overall theme(s) of the story. The main idea often depends on the reader; if the reader has had similar experiences to the character, the reader is more likely to enjoy a richer, more fulfilling reading experience. On the other hand, poems, which use figurative language, metaphor, and imagery, require the reader to dig deeper for meaning; it may not be what it appears to be on</p> | <p>Project Based Learning Project: Student Book Clubs; Student Book Clubs Grid Rubric; and Student Book Clubs Unwrapping the Standards Rubric (Resources) Now let's apply finding and analyzing theme in text. In this activity we will create student book club groups to read and analyze a book of their choice from a teacher generated list that have a common theme. Students will work in small groups to discuss the passage and respond to their thinking in various ways. Students will work collaboratively to discuss the recurring themes and cite evidence to support their claims based on the prompts. The prompts will guide teams in generating the collective thinking to help them analyze global themes and universal truths that will lead them to understand that through reading various</p> | <p>Michigan's Mission Possible Literacy Website Critical Reading (Link) - Visit this site for information, assessments, and strategies on critical reading.</p> <p>Michigan's Mission Possible Literacy Website Reading Comprehension (Link) - Visit this site for information, assessments, and strategies on reading comprehension.</p> <p>Power Points for ELA (Link) - This site will require some exploration but it is full of excellent PowerPoint slideshows that are available for free use.</p> | |

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| <p>the surface.</p> <p>Lesson Focus: Identifying elements in a story is an important task to assist a reader in gaining a better understanding of the story. Once the elements are determined the actual story told then is based on how the elements in the story interact. This interaction of the elements will have an influence on the specific main idea or theme which then leads to the analysis to support the identified idea or theme.</p> | <p>passages from different cultures they can create a deeper understanding of the text as well as the world around them. Besides the interaction with their classmates about the book, each student will submit either a podcast or a written response to the question(s) of the week on the classroom wiki/blog. Students will also need to review at least 2 other classmates blog comments and respond, using proper netiquette (web-etiquette) when responding to his/her classmates blog comments.</p> | <p>Learning about Butterflies through Literature and Informational Text (Link) Model lesson that can be changed to fit your classroom needs</p> <p>Building Blocks of Comprehension: What's the Big Idea (Link) - This page from the Resource Room gives an idea for teaching main idea by starting small. It also includes a couple of activities to put the teaching strategy into practice in the classroom.</p> |
| <p>RL.8.2 Overview Information Stories and dramas are built on essential components including a moving action, characterization, and different decisions made that alter the outcome of the story. The key component in this lesson is to aid students in identifying what components of stories lead to these changing outcomes.</p> <p>Lesson Focus: Specifically in this lesson we will focus on the impact that dialogue or incidents in stories can have on these essential components.</p> | <p><u>SBAC Assessment Content Specifications Samples</u> Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below. Standards: RL.8.2 Resources include: <ul style="list-style-type: none"> Grade 8 ELA Claim 1 Target 2 SR RL.8.2 Literary text (Resource) </p> | <p>Reading Quotations Notebook (Resource) - Use this notebook activity to get students to really focus in on the use of dialogue in text. Once they identify dialogue they then take critical reading questions to see how the dialogue can influence components of a story.</p> <p>Critical Literacy in Reading (Resource) - Critical Literacy is a way of thinking, questioning and challenging attitudes and beliefs of text to uncover social inequities and injustices.</p> <p>Great Lesson Plan on Exploring Impact of Dialogue on a Story (Link) - Lesson on analyzing gender stereotypes through interpretation of dialogue. Includes resources and other interactive resources. Note when you open this link the actual title of the lesson mentions "Gender Roles" but the focus of the lesson is truly on looking at dialogue and how it contributes to "Gender Stereotypes."</p> |

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| <p>R.L.8.3 Overview Information: In order for students to be successful in supporting the analysis of text they need to use a variety of reading strategies. In these strategies students need to make determinations/interpretations of what it is they have read and then in turn dig into the story and find explicit (obvious) evidence to support their ideas as well as inferred (obscure) evidence to support their ideas.</p> <p>Lesson Focus: In this lesson focus on getting the students comfortable with reading strategies that will help them with comprehension of the text they are reading. This is important as comprehension will be key to assist them in determining exactly what explicit and inferred evidence best supports the analysis that they will have of the selected text.</p> | <p>SBAC Assessment Content Specifications Samples Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Standards: RL.8.1 RL.8.3 Reading Selection: "The Southland" (Attached) Resources include:</p> <ul style="list-style-type: none"> • Grade 8 ELA Claim 1 Target 1 SR RL.8.1 RL.8.3 The Southland (Resource) • Grade 8 ELA Claim 1 Target 1 SR TE CR RL.8.1 RL.8.3 Literary text (Resource) <p>Standards: RL.8.1 RL.8.3 Reading Selection: "Remember" (Attached) Resources include: Grade 8 ELA Claim 1 Target 1 TE RL.8.1 RL.8.3 Remember (Resource)</p> <p>POSSIBLE CULMINATING ACTIVITY AND RUBRIC: (Link) - Or in document form: Write Your Own Mystery Google Doc (Resource) This activity provides a project and application based assessment for development of plot, inferences, development of characters, making inferences, analysis of quotations, analysis of and development of theme, main idea, and development of setting, mood and tone. Here is a possible set-up for the activity.</p> <ul style="list-style-type: none"> • Read a Choose Your Own Adventure book to students. <ul style="list-style-type: none"> ○ Discuss the elements of literature contained in the book. ○ Discuss the format of a 'choose your own adventure' book. • Introduce the "Write Your Own Mystery" Project. • Have students begin brainstorming their story on the attached Story Planner • Review the rubric. • Give students index cards and have them label | <p>Teaching Inference (Link) - This resource gives a nice overview of key points to use in teaching inference to students.</p> <p>Short Story Analysis Rubric (Link) - This is a generic rubric you can use to analyze a short story of the student's choice. It has 5 criteria and is on a 4 point scale.</p> <p>Character Analysis Activity (Link) - Maybe the whole story analysis is difficult for a student start with just one element in the story and analyze that first then work to the entire story analysis.</p> <p>Lit2Go Stories and Poems in MP3 Audiobook Format (Link) - Lit2Go is a free online collection of stories and poems in Mp3 (audiobook) format. You can: Download the files to your Mp3 player and listen on the go, listen to the Mp3 files on your computer, view the text on a webpage and read along as you listen, or print out the stories and poems to make your own book.</p> |
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- each with page numbers.
- Have them begin to write out their story on the index cards based on the story planner located on the explanation handout for students.
- Edit stories and create a final, publishable product.

CCSS Standard: Use the craft and structure of the text to help understand the literature.

RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Enduring Understandings:

- Authors use different text structures to create meaning and style.
- Point of view of characters can affect the audiences' interpretation of the text.
- Word choice in text has an impact on the tone/mood of a piece of writing.

New Vocabulary:

Allusions

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|--|---|------------|
| <p>RL.8.4 Overview Information: In this lesson work through the understanding of the standard by starting with helping students get an understanding of how to determine the meaning of words and phrases.</p> <p>Lesson Focus: Give students a review and some exploration time on finding the meaning of figurative and connotative meaning; as well as the impact word choices have on meaning and tone.</p> | <p>Assessment: Students <i>analyze</i> Walt Whitman’s “O Captain! My Captain!” to uncover the poem’s <i>analogies</i> and <i>allusions</i>. They <i>analyze the impact of specific word choices</i> by Whitman, such as <i>rack</i> and <i>grim</i>, and <i>determine</i> how they contribute to the overall <i>meaning and tone</i> of the poem.</p> <p>Literary Device Online Practice Quiz (Link)</p> | <p>Tone and Mood (Link) - Tone and mood are difficult literary elements for any age group to grasp. With this lesson, you will not only capture the attention of your students, you will help them establish the difference between tone and mood.</p> <p>Context Clues (Link) - This site gives a brief reminder of how to use context clues while reading and gives online practice with immediate feedback for students.</p> <p>Connotations and Denotations (Link) -</p> | |

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| | | <p>Besides determining the literal meaning of a word, or the denotation, through context clues, one must also determine the connotative meanings of words in a text. This helps to determine an author's viewpoint and the tone of a text. Use this link for background information on denotative and connotative word meanings in text.</p> | |
| <p>RL.8.5 Overview Information: In this lesson students will practice comparing and contrasting the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>Lesson Focus: Students will practice comparing and contrasting the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> | <p>Performance Based Assessment: Students as Editors (Link) - In this link, students create an anthology of poetry, analyzing the author, text structure, style, etc.</p> | <p>Analyze Literature Critically Using the SIFT Method (Link) - Video from the Teaching Channel</p> <p>Innovative Approaches to Poetry: Pre-Reading Strategies (Link) - Video from the Teaching Channel</p> <p>NC Common Core Instructional Support Tools (Link) - Vocabulary Graphic Organizer</p> <p>Read excerpt “War” from Knots in My Yo Yo String and analyze the impact of specific words or phrases from the text (Link) - See page 18 for a lesson relating to this topic from the Georgia Department of Education.</p> <p>Suggested Reading for Middle School Students (Link) - These titles are great for literature circles as well.</p> | |
| <p>RL.8.6: Overview Information: In this lesson students will practice analyzing how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</p> | <p>Performance Based Assessment: A Picture's Worth a Thousand Words: From Image to Detailed Narrative (Link) - After looking at an image that tells a story, students brainstorm about the possible events and characters the image illustrates. Students then write from the point of view of one of the characters in the image, sharing the character's thoughts and feelings, describing the events that led up to the picture, or imagining the</p> | <p>Comparing the linguistic approaches of two poets and examining their respective authorial purpose and audience. (Link) - See pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>The Big Bad Wolf: Analyzing Point of</p> | |

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| <p>Lesson Focus: Students will practice analyzing how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</p> | <p>events that followed.</p> <p>Purpose and point of view online quiz (Link)</p> <p>Author's purpose and point of view post test. (Link)</p> <p>Author's Purpose--read <i>A Winning Breakfast</i> and answer questions on paper - a detailed explanation follows passage, teaching how to find the answers in passages (Link)</p> <p>Author's Purpose--read <i>Save the Wilbur</i> and answer questions on paper - a detailed explanation follows passage, teaching how to find the answers in passages (Link)</p> | <p>View in Texts (Link) - This lesson encourages sixth- through eighth-grade students to question what they are reading by providing them with the language and skills needed to analyze a text. Students learn to look at the author's purpose, examine multiple viewpoints, and also recognize gaps in the text. By reading two versions of the same tale and completing an interactive Venn diagram, students recognize that there are not only different versions of a story, but also different viewpoints to consider when reading. Extension activities include debating a fairy tale using different character viewpoints.</p> | |
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CCSS Standard: Demonstrate an integration of knowledge and ideas to understand the literature.

RL.8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.8: (Not applicable to literature)

RL.8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Enduring Understandings:

- A director has the discretion to adapt a production of a written text to his/her interpretation.
- Modern fiction develops events and characters based on allusions.

New Vocabulary:

Director Evaluate Fiction Modern Work Production Religious Works Script Traditional Stories

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.8.7: Overview Information: In this lesson students will practice analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>Lesson Focus: Students will practice analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> | <p>SBAC Assessment Materials: Grade 8: SBAC Released Sample Content Specification Chart: The following is a released SBAC content specification assessment sample to use with your students to determine progress on the standards listed below. <u>White Fang</u>: link to the following standards: RL.8.7 Secondary Standards: RL.8.1, R-3.R, L.8.3, RL.8.9, RL-4; L-4; L-5b; L-5c; L-6</p> | <p>View and analyze video clip from Soul Surfer (immediately after the shark attack) and dissect differences between film version and memoir (Link) - See page 8 for a lesson relating to this unit from the Georgia Department of Education.</p> <p>Using the text “Who are you?” from Alice in Wonderland and the 1951 film version compare and contrast the Caterpillar’s questioning rant of young Alice’s identity (Link) - See pages 18 through 19 for a lesson relating to this topic from the Georgia Department of Education.</p> <p>Viewing visual text (Link) - See page 8 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
| <p>RL.8.9:</p> | <p>SBAC Assessment Content Specifications Samples</p> | <p>Writing task: Compare the opening</p> | |

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| <p>Overview Information: In this lesson students will practice analyzing how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>Lesson Focus: Students will practice analyzing how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> | <p>Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Standards: RL.8.3 RL.8.9</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 1 Target 5 SR CR RL.8.3 RL.8.9 Literary text (Resource) <p>Standards: L.8.1, L.8.3a, L.8.6, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, W.8.1a, W.8.1b, W.8.7, W.8.8, W.8.9, RL.8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.7, RL.8.9, RI.8.1, RI.8.2, RI.8.3, RI.8.6, RI.8.8, RI.8.9</p> <p>Resources include: Grade 8 ELA Claim 3 Target 3 PT L SL RI RL W (Resource)</p> | <p>passages of Fitzgerald’s novel to the opening scenes of the film (Link) - See page 37 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Mini-writing assessment (Link) - See pages 39 through 40 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Students will reflect on what they have learned about dystopian literature and determine its purpose in the literary canon (Link) - See pages 4 through 5 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Analyze allusions in texts and the reasons for their use (Link) - See pages 11 through 12 for a lesson relating to this standard from the Georgia Department of Education.</p> |
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CCSS Standard: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

RL.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Enduring Understandings:

It is important to use appropriate independent strategies when reading literature.

New Vocabulary:

Comprehend Independent

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RL.8.10:</p> <p>Overview Information: The Common Core Standards brings a new level of reading band requirements, as well as the research on the importance of adhering to the increasing text complexity in successive years of schooling. This unit will provide teachers the background information needed in order to effectively teach the reading literature standards in eighth grade across the curriculum throughout the entire year. The resources contained in this unit can be used for direct instruction in the other eighth grade units of instruction. This unit will also provide ideas for benchmarking and formative assessments to ensure students’ progress through the reading complexity bands requirements as outlined in the CCS.</p> | <p>Benchmarking/Formative Assessment Ideas:</p> <p>In each student’s reading journal, have students track by date, duration, and genre of what the student has read on a daily basis. Students should document a short statement or reason for reading the text selection, as well as a short overview of the selection read.</p> <p>3-2-1 Making Meaning and Summarizing (Resource) This activity provides a formative assessment structure for student’s to create meaning and to summarize the key information from the daily lesson or through the reading selection. The 3-2-1 responses can be designed specifically to match the kind of thinking or level of thinking you want the students to do.</p> <p>Use formative assessments from other grade level units of instruction that</p> | <p>Use the resource Students <i>summarize the development of the morality of Tom Sawyer in Mark Twain’s novel of the same name and analyze its connection to themes of accountability and authenticity by noting how it is conveyed through characters, setting, and plot.</i> [RL.8.2] (Resource)</p> <p>Students <i>analyze</i> Walt Whitman’s “O Captain! My Captain!” to uncover the poem’s <i>analogies</i> and <i>allusions</i>. They <i>analyze the impact of specific word choices</i> by Whitman, such as <i>rack</i> and <i>grim</i>, and <i>determine</i> how they contribute to the overall <i>meaning and tone</i> of the poem. [RL.8.4] (Resource)</p> <p>TCRWP Non-fiction Reading and Argument Writing (Link) - This packet, from the New York City Department of Education, contains two units designed to support students’ journeys towards proficiency in reading and analyzing nonfiction texts, analyzing information across multiple texts, and writing argument essays based on their research. The task included asks each student to read and watch several nonfiction texts that give information about an issue, to take a stance on that issue, and defend that stance in an argument essay, drawing on the provided texts for support.</p> | |

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| <p>Lesson Focus: Arrange reading groups based on reading level. Use the following ideas and strategies to work with students in small groups to encourage them to identify what it takes to improve their reading skills. Developing this awareness and confidence in students will encourage them to improve their reading ability by identifying the strategies they need to improve their comprehension and reading ability.</p> | <p>demonstrates that by the end of the year the students' are reading at the high end of the grade 6-8 text complexity with proficiency.</p> <p>ELA teachers can support reading across the curriculum by teaching reading strategies that can be used in multiple content areas.</p> | <p>Forensic Anthropology (Link) - This task, also from the New York City Department of Education, is embedded in a 4-week curricular unit on informational texts in which students read four informational texts on the subject of forensic anthropology. The students complete three assessments tasks that build in complexity and are sequenced to scaffold student learning.</p> <p>Interactive Annotated Student Work (Link)</p> | |
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CCSS Standard: Utilize key ideas and details when reading Informational Text.

RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Enduring Understandings:

- Connections can be made between ideas presented in informational texts.
- Explicit evidence is needed to support an analysis of text.
- Inferences about text can be arrived at by analyzing textual evidence.
- The supporting ideas in a text relate to and develop the central idea.

New Vocabulary:

Cite Distinctions Infer Objective Summary Provide Supporting Ideas

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|--|---|------------|
| <p>RI.8.1: Overview Information: In this lesson students will practice citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Lesson Focus: Students will practice citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> | <p>SBAC Assessment Materials: Grade 8: SBAC Released Sample Content Specification Chart: The following is a released SBAC content specification assessment sample to use with your students to determine progress on the standards listed below. <u>Eyes on the Solar System</u>: link to the following standards: RST.8.2, RI.8.1 Secondary Standards: RH.8.2, RI.8.1, RI.8.3 *Constructed Response Sample Questions Documents include:</p> <ul style="list-style-type: none"> • Eyes on the Solar System Constructed Response (Includes Student Task – Item Prompt and Rubric) (Resource) <p>Eyes on the Solar System Selected Response (Resource)</p> | <p>TCRWP Non-fiction Reading and Argument Writing (Link) - This packet, from the New York City Department of Education, contains two units designed to support students’ journeys towards proficiency in reading and analyzing nonfiction texts, analyzing information across multiple texts, and writing argument essays based on their research. The task included asks each student to read and watch several nonfiction texts that give information about an issue, to take a stance on that issue, and defend that stance in an argument essay, drawing on the provided texts for support.</p> <p>Forensic Anthropology (Link) - This task, also from the New York City Department of Education, is embedded in a 4-week curricular unit on informational texts in which students read four informational texts on the subject of forensic anthropology. The students complete three assessments tasks that build in</p> | |

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| | | complexity and are sequenced to scaffold student learning. <ul style="list-style-type: none"> Interactive Annotated Student Work (Link) | |
| <p>RI.8.2:</p> <p>Overview Information: In this lesson students will practice determining a central idea of a text and analyzing its development over the course of the text, including its relationship to supporting ideas and provide an objective summary of the text.</p> <p>Lesson Focus: Students will practice determining a central idea of a text and analyzing its development over the course of the text, including its relationship to supporting ideas and provide an objective summary of the text.</p> | <p>Nonfiction and Research-Based Argument Essay Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <ul style="list-style-type: none"> <i>Text Packet (Link)</i> - Retrieved from Teachers College - The Reading and Writing Project. <i>TCRWP Informational Reading and Writing Rubric: 8th Grade (Link)</i> - Retrieved from Teachers College - The Reading and Writing Project. <p>Project Based Learning Assessment: Project: As a class, compile a newspaper focused around a single current event. The newspaper should include the basic components of a newspaper, including news stories, feature articles, editorials, political cartoons, obituaries, classifieds, etc.</p> | <p>Main Idea Study Skills (Link) - This website gives some good information on where to find the main idea in a story and how to determine if it is correct.</p> <p>TCRWP Non-fiction Reading and Argument Writing (Link) - This packet, from the New York City Department of Education, contains two units designed to support students’ journeys towards proficiency in reading and analyzing nonfiction texts, analyzing information across multiple texts, and writing argument essays based on their research. The task included asks each student to read and watch several nonfiction texts that give information about an issue, to take a stance on that issue, and defend that stance in an argument essay, drawing on the provided texts for support.</p> <p>NC Common Core Instructional Support Tools (Link) - Dialectic Graphic Organizer</p> <p>Students will read “The Great Rat Hunt” and draw inferences from the text, using peer collaboration to support their claims (Link) - See pages 15 through 16 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
| <p>RI.8.3:</p> <p>Overview Information: In this lesson students will practice analyzing how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>Lesson Focus: Students will practice analyzing how a text makes connections among and distinctions between individuals,</p> | <p>SBAC Assessment Content Specifications Samples Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below. Standards: RI.8.1 RI.8.3 and RST.8.3 Reading Selection: “Native Americans” (Attached)</p> | <p>Define terms, invitation to imitate/mentor texts (Link) - See page 5 for a lesson relating to this unit from the Georgia Department of Education.</p> <p>Examining modern media for evidence of stereotypes. (Link) - See page 20 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Analyzing Du Bois’ and King’s Biblical allusions. (Link) - See page 24 for a lesson relating to this</p> | |

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| <p>ideas, or events.</p> | <p>Resources include:</p> <ul style="list-style-type: none"> • Grade 8 ELA Claim 1 Target 8 SR CR RI.8.1 RI.8.3 Informational text (Resource) • Grade 8 ELA Claim 1 Target 8 SR RI.8.1 RST.8.3 Native Americans (Resource) <p>Standards: L.8.1, L.8.3a, L.8.6, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, W.8.1a, W.8.1b, W.8.7, W.8.8, W.8.9, RL.8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.7, RL.8.9, RI.8.1, RI.8.2, RI.8.3, RI.8.6, RI.8.8, RI.8.9</p> <p>Resources include:</p> <p>Grade 8 ELA Claim 3 Target 3 PT L SL RI RL W (Resource)</p> | <p>standard from the Georgia Department of Education.</p> <p>Pre-reading and contextualization pt. 1: Introducing the concepts and ideas relevant to this unit and how they relate within historical and contemporary American culture. (Link) - See pages 4 through 6 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Pre-writing (Link) - See pages 13 through 14 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Writing Assessment (Link) - See pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.</p> |
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CCSS Standard: Use the craft and structure of the text to help understand informational text selections.

RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Enduring Understandings:

- Every text has a purpose depending upon the author's viewpoint.
- Specific word choice and sentence structure convey meaning and the author's point of view in informational text.

New Vocabulary:

Allusions Conflicting Evidence Technical Viewpoints Word Choice

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.8.4: Overview Information: In this lesson students will practice determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Lesson Focus: Students will practice determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> | <p>Summative online quiz for context clues geared for eighth grade vocabulary. (Link)</p> <p>This site gives reading samples and multiple choice questions that assess the learner’s comprehension of author's word choice in a given selection. (Link)</p> <p>This link incorporates both multiple choice reading assessments and writing assessments about an informational passage that incorporates not only word choice but also summarization and main idea focused on in the previous unit. (Link)</p> | <p>This site gives a brief reminder of how to use context clues while reading and gives online practice with immediate feedback for students. (Link)</p> <p>Lesson Plan: Using Context Clues (Link) - This is a good starter for class after going over background information on context clues.</p> <p>Introductory Lesson for denotative and connotative meanings of words. (Link)</p> <p>This site delves into biases presented in connotative meanings of words. (Link)</p> <p>Reading and analyzing a short informational text. (Link) - See pages 40 through 41 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Close reading of the text (Link) - See pages 10 through 11 for a lesson relating to this standard from the Georgia</p> | |

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| <p>RI.8.5: Overview Information: In this lesson students will practice analyzing in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Lesson Focus: Students will practice analyzing in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> | <p>Informational Text Structure Paragraphs (Link) - This document gives several paragraphs with different text structures depending on the organizational pattern of the paragraph. The student needs to match the type of text structure to the paragraph.</p> <p>Project Based Learning Opportunities: Divide students into groups and assign each group a different paragraph structure for informational text. Have that group come up with a lesson to teach that informational text structure to the class. The lesson must incorporate an anticipatory set, incorporation of the lesson, guided practice, independent practice and assessment. The following links could help students with their teaching of the lesson:</p> <ul style="list-style-type: none"> • Animoto.com (Link) • Toondoo.com (Link) • Prezi.com (Link) | <p>Department of Education.</p> <p>Pull a paragraph from “Good Boy” a chapter in Spinelli’s Knots in My Yo Yo String and analyze style, diction, sentence choice and their effects on the audience (Link) - See pages 22 through 23 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Identifying and clarifying the six types of text structure. (Link) - See pages 18 through 20 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Students will read the opening paragraphs of three novels, including the extended text, and create their own introductory paragraph (Link) - See page 12 for a lesson relating to this standard from the Georgia Department of Education.</p> |
| <p>RI.8.6: Overview Information: In this lesson students will practice determining an author’s point of view or purpose in a text and analyzing how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>Lesson Focus: Author bias is a personal and largely unreasoned judgment either for or against a particular person, position, or thing; a prejudice. Word choice is</p> | <p>Grade 8: SBAC Released Sample Content Specification Chart: The following is a released SBAC content specification assessment sample to use with your students to determine progress on the standards listed below. <u>How Do We Measure the Quality of Our Water:</u> link to the following standards: RI.8.6, RST.6-8.6 Secondary Standards: RI.8.8 Documents include:</p> <ul style="list-style-type: none"> • How Do We Measure the Quality of Our Waters (Resource) • Claim 1 Target 11 How Do We Measure | <p>Background Information: This link gives background information on how to determine an author's viewpoint on a particular subject in informational text. (Link)</p> <p>Read “Who are the Ninety-Nines?” (Link) - See pages 11 through 12 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Pre-reading: Activating background knowledge. Reading: introduction of informational text. (Link) - See pages 15 through 17 for a lesson relating to this standard from the Georgia Department of Education.</p> |

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| <p>the effective use of the words to enhance style, tone, or clarity in writing or speaking. For example, an author who is biased in favor of small schools might write a text showing all the benefits of attending a small school and none of the problems of attending a small school. Students should be taught and assessed using similar methods. For example, in this indicator, the verb is “analyze.” Students should be challenged to analyze author bias in a variety of informational texts and to demonstrate how author bias contributes to the overall meaning and effect of the text. The teacher may provide examples of print or non-print informational text that is biased for students to identify the specific elements of bias and explain how those elements of bias impact the intended message of the piece.</p> | <p>the Quality of Our Waters (Resource)</p> <ul style="list-style-type: none"> Claim 1 Target 13 How Do We Measure the Quality of Our Waters (Resource) <p><u>SBAC Assessment Content Specifications Samples</u></p> <p>Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Standards: RI.8.6 RI.8.8</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 1 Target 11 SR CR RI.8.6 RI.8.8 Informational text (Resource) <p>Standards: RI.8.6 RI.8.8 W.8.2d W.8.3d L.8.3a L.8.6</p> <p>Reading Selection: Robot Pets (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 7 PT RI.8.6 RI.8.8 W.8.2d W.8.3d L.8.3a L.8.6 Robot Pets (Resource) <p>Standards: L.8.1, L.8.3a, L.8.6, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, W.8.1a, W.8.1b, W.8.7, W.8.8, W.8.9, RL.8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.7, RL.8.9, RI.8.1, RI.8.2, RI.8.3, RI.8.6, RI.8.8, RI.8.9</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 3 Target 3 PT L SL RI RL W (Resource) | <p>Analyzing rhetorical strategies and how they work to support the text. (Link) - See pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
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CCSS Standard: Demonstrate an integration of knowledge and ideas to understand the informational text selection.

- RI.8.7:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

- Enduring Understandings:**
- Different forms of informational text have advantages and disadvantages.
 - Different informational texts can vary in interpretation of the same idea.
 - There are biases in informational text that can make an argument unsound.

New Vocabulary:

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| Advantages | Disadvantages | Irrelevant Evidence |
| Assess | Disagree | Mediums |
| Conflicting Information | Evaluate | Present |
| Delineate | Identify | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.8.7: Overview Information: In this lesson, the focus is helping students evaluate the advantages and disadvantages of using different mediums.</p> <ul style="list-style-type: none"> • <i>PLEASE NOTE: All lessons in standards 1 and 2 of this unit are geared towards preparing the students to be able to complete the performance based assessment in standard 3. They are to be used in</i> | <p>SBAC Assessment Materials: Modeling to Increasing Comprehension (Resource)</p> | <p>How to Evaluate Media as a Research Tool (Link) - Lora K. Kaisler's 2005 article compares and contrasts different forms of media to determine credibility and trustworthiness.</p> <p>Strategy: "Credibility of a Source" (Resource) This checklist allows one to make judgments about source credibility for investigations leading to written pieces. The focus is assessment of the author's biases and the accuracy of her claims.</p> <p>Teen Scene (Link) - In this lesson, students learn about the popularity of the MTV series, "My Super Sweet 16."</p> | |

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| <p><i>conjunction with standard 3. Also, Standard three links to various speaking and listening standards and writing standards and will be referenced in those units as well.</i></p> <p>Lesson Focus: Students will practice evaluating the advantages and disadvantages of using different mediums to present a particular topic or idea.</p> | | <p>They then investigate and analyze a number of teen-focused television shows, movies, magazines, advertisements, and websites to explore the relationship between the media and teen culture.</p> <p>Wading Through the Web: Teaching Internet Research Strategies (Link) - In this lesson, students hold a class discussion about Internet research, including the differences between this type of research and traditional research and how to cite sources found on the Internet. Students view an interactive PowerPoint presentation that covers Internet search strategies, features of several search engines, and citation of Internet sources. As students watch, they conduct activities related to the topics introduced in the presentation.</p> |
| <p>RI.8.8: Overview Information: In this lesson students will practice delineating and evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.</p> <p>Lesson Focus: Students will practice delineating and evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.</p> | <p>SBAC Assessment Materials: Grade 8: SBAC Released Sample Content Specification Chart: The following is a released SBAC content specification assessment sample to use with your students to determine progress on the standards listed below. <u>Robot Pets</u> – Link to the following Standards: RI.8.8, W.8.1 Secondary Standards: RI-6, L.8.1, L.8.2, L.8.3a, L.8.6, W.8.2, W.8.3, W.8.4, W.8.5, W.8.8. W.8.9 Document Include: • Robot Pets (Resource)</p> <p>SBAC Assessment Content Specifications Samples Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> | <p>Students will receive a role of gender, culture, societal expectation, and historical time period and argue their understanding of the issues, concerns and hardships. (Link) - See pages 14 through 15 for a lesson relating to this topic from the Georgia Department of Education.</p> <p>Using radio ads, television ads and print ads (from various time periods 1920s-2010s) determine the purpose of the content (Link) - See pages 20 through 21 for a lesson relating to this topic from the Georgia Department of Education.</p> <p>Examining modern media for evidence of stereotypes. (Link) - See page 20 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Students will explore the topic of stem-cell research and analyze the differences in points of view and evidence (Link) - See pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Students will understand the science behind and the</p> |

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| | <p>Standards: RI.8.6 RI.8.8 Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 1 Target 11 SR CR RI.8.6 RI.8.8 Informational text (Resource) <p>Standards: RI.8.6 RI.8.8 W.8.2d W.8.3d L.8.3a L.8.6 Reading Selection: Robot Pets (Attached) Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 7 PT RI.8.6 RI.8.8 W.8.2d W.8.3d L.8.3a L.8.6 Robot Pets (Resource) <p>Standards: L.8.1, L.8.3a, L.8.6, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, W.8.1a, W.8.1b, W.8.7, W.8.8, W.8.9, RL.8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.7, RL.8.9, RI.8.1, RI.8.2, RI.8.3, RI.8.6, RI.8.8, RI.8.9 Resources include: Grade 8 ELA Claim 3 Target 3 PT L SL RI RL W (Resource)</p> | <p>benefits of organ donation (Link) - See pages 15 through 16 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
| <p>RI.8.9: Overview Information: In this lesson, the focus is helping students analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.</p> <p>Lesson Focus: Students will practice analyzing a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.</p> | <p>Nonfiction and Research-Based Argument Essay Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <ul style="list-style-type: none"> Text Packet (Link) - Retrieved from Teachers College - The Reading and Writing Project. TCRWP Informational Reading and Writing Rubric: 8th Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project. | <p>Ideas for reading informational text in social studies:</p> <ul style="list-style-type: none"> Public Policy issue—Immigration (Link) Public Policy issue—Federal Budget (Link) <p>This site promotes critical thinking, education, and informed citizenship by presenting research on controversial issues in a straightforward, nonpartisan, and primarily pro-con format. (Link)</p> <p>In this lesson, students use a Discussion Web to engage in meaningful discussions. Students work in groups to answer the question, "Are people equal?," analyzing all sides of the response, forming a consensus, and presenting it to the class. Students then read "Harrison Bergeron," by Kurt Vonnegut, Jr., and use supporting details to complete another Discussion Web that looks at whether people are equal in the story. Each group forms a consensus, presents its position to the class, and</p> | |

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| | | engages in class discussion. (Link) | |
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CCSS Standard: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Enduring Understandings:

- It is important to use appropriate independent strategies when reading non-fiction text.

New Vocabulary:

Comprehend Independent Non-Fiction

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>RI.8.10: Overview Information: The Common Core Standards brings a new level of reading band requirements, as well as the research on the importance of adhering to the increasing text complexity in successive years of schooling. <i>This unit will provide teachers the background information needed in order to effectively teach the reading informational text standards in eighth grade across the curriculum throughout the entire year. The resources contained in this unit can be used for direct instruction in the other eighth grade units of instruction across the curriculum. This unit will also provide ideas for benchmarking and formative assessments to ensure students' progress through the informational reading complexity bands</i></p> | <p>Benchmarking/Formative Assessment Ideas:</p> <p>Ticket Out the Door (Resource) This formative assessment strategy provides the teacher with formative assessment data and have students sort through and demonstrate what they have learned.</p> <p>ABC XYZ Learning (Resource) This resource provides a few different ideas of how to end a lesson and see what your students are grasping from the concept being taught.</p> <p>Use formative assessments from other grade level units of instruction that demonstrates that by the end of the year the students' are reading at the high end of the grade 6-8 text complexity with proficiency.</p> <p>ELA teachers can support reading across the curriculum by teaching reading</p> | <p>Use the resource Sample Annotative Reading Text: <i>Narrative of the Life of Frederick Douglass</i>. This is a modeled lesson for you to use with your students and can be replicated with other text throughout the entire school year. [RI.8.2]</p> <p>Manhattan on the Web (Link) - Students construct a holistic picture of the history of Manhattan by <i>comparing and contrasting the information gained from Donald Mackay's <i>The Building of Manhattan</i> with the multimedia sources available on the "Manhattan on the Web" portal hosted by the New York Public Library</i> [RST.6–8.9]</p> <p>Students learn about fractal geometry by reading Ivars Peterson and Nancy Henderson's <i>Math Trek: Adventures in the Math Zone</i> and then generate their own fractal geometric structure by <i>following the multistep procedure for creating a Koch's curve</i>. [RST.6–8.3]</p> | |

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| <p><i>requirements as outlined in the CCS.</i></p> <p>Lesson Focus: Arrange reading groups based on reading level. Use the following ideas and strategies to work with students in small groups to encourage them to identify what it takes to improve their reading skills. Developing this awareness and confidence in students will encourage them to improve their reading ability by identifying the strategies they need to improve their comprehension and reading ability.</p> | <p>strategies that can be used in multiple content areas.</p> <p>Nonfiction and Research-Based Argument Essay Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <ul style="list-style-type: none"> • Text Packet (Link) - Retrieved from Teachers College - The Reading and Writing Project. • TCRWP Informational Reading and Writing Rubric: 8th Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project. | | |
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CCSS Standard: Write a variety of argumentative type text for different purposes.

- W.8.1:** Write arguments to support claims with clear reasons and relevant evidence.
- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

- Enduring Understandings:**
- Argumentative writing appeals to logic and not emotions.
 - Each text type has a specific structure with a unique set of components.
 - We write for a variety of purposes/reasons.

New Vocabulary:
Varied Transitions

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.8.1a: Overview Information: In this lesson students will review claims and opposing claims and how to organize the reasons and evidence for each claim in a logical way.</p> <p>Lesson Focus: Give students a review of claims and then emphasize the importance of being able to identify both claims and counterclaims in order to provide the most important and appropriate reasons and evidence to support each claim.</p> | <p>Nonfiction and Research-Based Argument Essay Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <ul style="list-style-type: none"> • Text Packet (Link) - Retrieved from Teachers College - The Reading and Writing Project. • TCRWP Informational Reading and Writing Rubric: 8th Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project. | <p>“Can You Convince Me?” Developing Argumentative Writing (Link)</p> <p>Persuasive Essay Collection (Link) - This a simple list of writing prompts. Great for middle school to high school age (with a little tweaking).</p> <p>ProCon.org (Link) - Straight forward research of the pros and cons of controversial issues.</p> <p>Writing Character Editorials (Link) - Lesson plan: Students will write an editorial defending or challenging the protagonist's decision in a story. Anticipatory Set: Should Goldilocks have trespassed in the bears' home? Should Little Red Riding Hood have talked to the wolf in the forest?</p> <p>Creation and discussion of rubric (student led) understanding of assessment (Link) - See pages 9</p> | |

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| | | <p>through 10 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Using the rubric students will create in class essay for the culminating assessment. (Link) - See pages 10 through 11 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
| <p>W.8.1b: Overview Information: In this lesson students will examine topics to locate and understand reasons and relevant evidence that support given claims.</p> <p>Lesson Focus: Students should analyze evidence and reasoning of claims to interpret which information is the most important, relevant and credible.</p> | <p>Nonfiction and Research-Based Argument Essay Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <ul style="list-style-type: none"> • Text Packet (Link) - Retrieved from Teachers College - The Reading and Writing Project. <p>TCRWP Informational Reading and Writing Rubric: 8th Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> | <p>The Art of Argument and Persuasion (Link) - The lessons work to raise student understanding of the elements of media in use today; newspaper, television, and internet. They analyze how different elements are used to influence different audience groups, and use both these elements of advertising and traditional writing strategies for persuasive communication.</p> <p>Use Valid, Credible Sources for Information (Link) - Use the following web resource to help students understand plagiarism.</p> <p>Evidence Handout (Link) - Will help student decide what evidence, where to locate appropriate evidence, and how to use it in writing.</p> <p>Comparing the linguistic approaches of two poets and examining their respective authorial purpose and audience. (Link) - See pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
| <p>W.8.1c: Overview Information: These lessons are meant to help students with organization in their writing and with word choice to make their argument clear and to the point. They are meant to go in conjunction with persuasive writing assignments.</p> | <p>Nonfiction and Research-Based Argument Essay Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <ul style="list-style-type: none"> • Text Packet (Link) - Retrieved from Teachers College - The Reading and | <p>Transition Sentences (Link) - This handout reviews transitional words and provides an explanation to the purpose of transitional sentences in writing.</p> <p>Word Choice for Persuasive/Argumentative Writing (Link) - This handout gives examples of good word choice for persuasive writing.</p> <p>Students will review the elements of argumentative</p> | |

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| <p>Lesson Focus: Students will practice using words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> | <p>Writing Project. TCRWP Informational Reading and Writing Rubric: 8th Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> | <p>writing and will create a rubric for this assessment (Link) - See page 14 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
| <p>W.8.1d: Overview Information: In this lesson students will practice establishing and maintaining a formal style.</p> <p>Lesson Focus: Students will differentiate between formal and informal writing processes.</p> | <p>Nonfiction and Research-Based Argument Essay Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <ul style="list-style-type: none"> Text Packet (Link) - Retrieved from Teachers College - The Reading and Writing Project. <p>TCRWP Informational Reading and Writing Rubric: 8th Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> | <p>Formal Writing Voice (Link) - Provide students some "student friendly" introductory explanations of the differences between formal and informal writing styles followed by specific guidelines and examples.</p> <p>The Difference Between Formal and Informal Writing (Link) - Would be impressionable to have two students dress up (one formally and one informally) and ask the class to describe the differences in the two and then read the two writing examples given in the "Ezine@rticles site" to see which writing style fits the formally dressed student and which fits the informally dressed student and why?</p> <p>Class brainstorm the words "informal" and "formal" as it applies to writing. Come up with a list of acceptable informal and formal writings as a whole group. Use Excel to create a chart. Analyze the chart. Discuss: Do these same things apply to the art of speaking?</p> | |
| <p>W.8.1e: Overview Information: In this lesson students will review/practice writing good concluding statements and paragraphs which are based on and drawing from their arguments.</p> <p>Lesson Focus: Students will analyze examples of concluding paragraphs and commonly used concluding strategies and apply this knowledge in writing their own conclusions.</p> | <p>Nonfiction and Research-Based Argument Essay Writing Performance Assessment (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> <ul style="list-style-type: none"> Text Packet (Link) - Retrieved from Teachers College - The Reading and Writing Project. <p>TCRWP Informational Reading and Writing Rubric: 8th Grade (Link) - Retrieved from Teachers College - The Reading and Writing Project.</p> | <p>Conclusions: Writing a Developed and Detailed Conclusion (Link) - This is Purdue University's Online Writing Lab - this page explains writing a conclusion; the site walks you through the basic steps of writing a paper with examples.</p> <p>Comparing the linguistic approaches of two poets and examining their respective authorial purpose and audience. (Link) - See pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Conclusions Worksheet (Link) - This site offers a handout that explains the functions of conclusions and introduces strategies for writing effective conclusions. It</p> | |

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| | | also suggests conclusion strategies to avoid. Conclusion Mistakes (Link) - This video explains some of the mistakes made in writing conclusions for argumentative essays. | |
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CCSS Standard: Write a variety of informative or explanatory type text for different purposes.

w.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Enduring Understandings:

- Each text type has a specific structure with a unique set of components.
- Key elements used when developing a topic are: well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- We write for a variety of purposes/reasons.
- Writing is structured through the organization of ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension in order to incorporate a topic/theme.

New Vocabulary:

Varied Transitions

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.8.2a: Overview Information: In this lesson students will practice introducing a topic clearly, previewing what is to follow; organizing ideas, concepts, and information into broader categories; including formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>Lesson Focus: Students will practice introducing</p> | <p>SBAC Assessment Materials: Grade 8: SBAC Released Sample Content Specification Chart: The following is a released SBAC content specification assessment sample to use with your students to determine progress on the standards listed below. <u>Invasive Plants – Performance Task (PT)</u>: link to the following standards: W.8.2a-f Secondary Standards: W.8.4, W.8.5, W.8.8, W.8.9 Documents include: Invasive Plants – Performance Task</p> | <p>Student Writing Samples: Use the two writing samples offered in the CCS development, Appendix C. Both of the following samples provide a sample of student writing with a full explanation of scoring results. These samples can be used with colleagues to assist with range finding for scoring purposes. These samples could also be used as an instructional tool to be used with students to help them evaluate another student's writing. Throughout the student activity use the annotative scoring information to develop question prompts or instructional reasoning of why the writing received the particular score.</p> <ul style="list-style-type: none"> • Student Sample, Grade 8: Informative/Explanatory | |

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| <p>a topic clearly, previewing what is to follow; organizing ideas, concepts, and information into broader categories; including formatting, graphics, and multimedia when useful to aiding comprehension.</p> | <p>Example 1 (Resource)</p> <p><u>SBAC Assessment Content Specifications Samples</u></p> <p>Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Standards: W.8.2a-f</p> <p>Resources include:</p> <p>Grade 8 ELA Claim 2 Target 3 SR TE CR W.8.2a-f Informational texts (Resource)</p> <p>Standards: W.8.2 W.8.4 W.8.5 W.8.8 W.8.9</p> <p>Resources include:</p> <p>Grade 8 ELA Claim 2 Target 4 PT W.8.2 W.8.4 W.8.5 W.8.8 W.8.9 (Resource)</p> <p>Standards: W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f, W.8.3d, W.8.4, W.8.5, W.8.8, W.8.9, L.8.1, L.8.2, L.8.3, L.8.3a, L.8.6, RI.8.9; RST.8.1-3 and 7.8.9; W.8.8, W.8.9; WLiteracy8.8, WLiteracy8.9, RI.8.1; RL.8.1; W.8.1a, W.8.1b</p> <p>Reading Selection: Positive Digital Footprint (Attached)</p> <p>Resources include:</p> <p>Grade 8 ELA Claim 2 Target 7 PT W L RI RL.8.1 RST.8.1-3 RST.8.7-9 Positive Digital Footprint (Resource)</p> | <p>Writing Sample 1 (Resource)</p> <p>Student Sample, Grade 8: Informative/Explanatory Writing Sample 2 (Resource)</p> <p>Read “Identity” by Julia Noboa and “Where I’m From” by George Ella Lyons (Link) - See pages 8 through 9 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Students review elements of informational writing (at this point it should take all of 5 minutes) and work collaboratively with the teacher to create final assessment rubric/presentation standards (Link) - See pages 24 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
| <p>W.8.2b: Overview Information: In this lesson the students will practice developing the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> | | <p>Pre-writing (Link) - See pages 13 through 14 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Writing Assessment (Link) - See pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Part one (mini-assessment, formative): Composing</p> | |

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| <p>Lesson Focus: Students will practice developing the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> | | <p>an interview questionnaire (Link) - See pages 20 through 21 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Part Two (Mini-assessment, formative): Composing business correspondence. (Link) - See pages 21 through 22 for a lesson relating to this standard from the Georgia Department of Education</p> | |
| <p>W.8.2c: Overview Information: In this lesson students will practice using appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Lesson Focus: Students will practice using appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> | | <p>Pre-writing writing (Link) - See pages 24 through 25 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Writing Assessment (Link) - See pages 25 through 26 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Pre-writing writing (Link) - See pages 33 through 34 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
| <p>W.8.2d: Overview Information: Students will practice using precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Lesson Focus: Students will practice using precise language and domain-specific vocabulary to inform about or explain the topic.</p> | <p><u>SBAC Assessment Content Specifications Samples</u> Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below. Standards: W.8.1a-b W.8.2d W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 L.8.1-3 L.8.6 RI.8.9 Reading Selection: “Fan Fiction” (Attached) Resources include: • Grade 8 ELA Claim 2 Target 2 PT W.8.1a-b W.8.2d W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 L.8.1-3 L.8.6 RI.8.9 Fan Fiction (Resource) Standards: W.8.2a-f</p> | <p>Pre-writing writing (Link) - See pages 42 through 43 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Writing Assessment (Link) - See pages 43 through 44 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Students will write a short informative essay on the topic of their choosing and demonstrate an appropriate conclusion (Link) - See pages 13 through 14 for a lesson relating to this standard from the Georgia Department of Education.</p> | |

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| | <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 3 SR TE CR W.8.2a-f Informational texts (Resource) <p>Standards: W.8.2 W.8.4 W.8.5 W.8.8 W.8.9</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 4 PT W.8.2 W.8.4 W.8.5 W.8.8 W.8.9 (Resource) <p>Standards: RI.8.6 RI.8.8 W.8.2d W.8.3d L.8.3a L.8.6</p> <p>Reading Selection: Robot Pets (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 7 PT RI.8.6 RI.8.8 W.8.2d W.8.3d L.8.3a L.8.6 Robot Pets (Resource) <p>Standards: W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f, W.8.3d, W.8.4, W.8.5, W.8.8, W.8.9, L.8.1, L.8.2, L.8.3, L.8.3a, L.8.6, RI.8.9; RST.8.1-3 and 7.8.9; W.8.8, W.8.9; WLiteracy8.8, WLiteracy8.9, RI.8.1; RL.8.1; W.8.1a, W.8.1b</p> <p>Reading Selection: Positive Digital Footprint (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 7 PT W L RI RL.8.1 RST.8.1-3 RST.8.7-9 Positive Digital Footprint (Resource) <p>Standards: W.8.2d W.8.3d L.8.3a L.8.6</p> <p>Reading Selection: Short Text Needing Revision (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 8 SR TE CR W.8.2d W.8.3d L.8.3a L.8.6 Short texts needing revision (Resource) <p>Grade 8 ELA Claim 2 Target 8 SR W.8.2d W.8.3d L.8.3a L.8.6 Student text for revision (Resource)</p> | | |
| <p>W.8.2e: Overview Information:</p> | | <p>Interest Grabber: Take a slang/local color filled sample, identify and replace the “offensive/informal words” with</p> | |

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| <p>Formal writing is almost always targeted at an audience that has existing knowledge on a topic. Whether it is an academic paper or a business report, the key is to know how much existing knowledge those who are to read the publication possess. In formal writing, it is important that you steer clear of slang and colorful words that you'd normally find in a creative writing publication. Another guideline when writing in a formal style is to not use contractions.</p> <p>Lesson Focus: Students will practice establishing and maintaining a formal style.</p> | | <p>formal style words.</p> <p>Writing Formal Letter (Link) - YouTube video on formal writing</p> | |
| <p>W.8.2f: Overview Information: Students will practice providing a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Lesson Focus: To instruct students to write a Concluding statement: The student will pull together or summarizes the main points in the paragraph in a single sentence. They will provide a definite ending point for the paragraph.</p> | | <p>Concluding Paragraph (Link) - This has a paragraph about the importance of a memorable ending. It also has examples of different types of concluding paragraphs.</p> <p>Students will write a short informative essay on the topic of their choosing and demonstrate an appropriate conclusion (Link) - See pages 13 through 14 for a lesson relating to this standard from the Georgia Department of Education.</p> | |

CCSS Standard: Write a variety of narrative type text for different purposes.

W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Enduring Understandings:

- Each text type has a specific structure with a unique set of components.
- We write for a variety of purposes/reasons.

New Vocabulary:

Varied Transitions

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.8.3a: Overview Information: In this lesson, the focus is helping students understand the various types and purposes for writing; especially narrative writing.</p> <p>Lesson Focus: Give students a review and some exploration time to experiment with writing narrative text for a variety of purposes.</p> | <p>SBAC Assessment Materials: Grade 8: SBAC Released Sample Content Specification Chart: The following is a released SBAC content specification assessment sample to use with your students to determine progress on the standards listed below. <u>George Washington</u>: link to the following standards: W.8.3a-e *Selected Response Sample Questions Document include:</p> <ul style="list-style-type: none"> • George Washington Selected Response Sample 1 and Distracters (Resource) <p>SBAC Assessment Content Specifications</p> | <p>Character Development in Narratives (Link) Model lesson that can be changed to fit your classroom needs</p> <p>Review the previous day's reading assignment (Link) - See pages 7 through 8 for a lesson relating to this unit from the Georgia Department of Education.</p> <p>Compare and Contrast Author's Style (Link) - See pages 13 through 14 for a lesson relating to this topic from the Georgia Department of Education.</p> | |

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| | <p>Samples Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Standards: W.8.3a-e Resources include:</p> <ul style="list-style-type: none"> • Grade 8 ELA Claim 2 Target 1 SR CR TE W.8.3a-e Short narrative texts (Resource) • Grade 8 ELA Claim 2 Target 1 SR W.8.3a-e Student Writing (Resource) <p>Standards: W.8.1a-b W.8.2d W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 L.8.1-3 L.8.6 RI.8.9 Reading Selection: “Fan Fiction” (Attached) Resources include:</p> <ul style="list-style-type: none"> • Grade 8 ELA Claim 2 Target 2 PT W.8.1a-b W.8.2d W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 L.8.1-3 L.8.6 RI.8.9 Fan Fiction (Resource) <p>Standards: W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 Resources include: Grade 8 ELA Claim 2 Target 2 PT W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 (Resource)</p> | | |
| <p>W.8.3b: Overview Information: In this lesson students will practice use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>Lesson Focus: Students will practice using narrative techniques, such as dialogue, pacing, description, and</p> | | <p>How to Write Dialogue that Matters: Lessons from Aaron Sorkin (Link) this student engagement article from Edutopia includes dialogue writing tips. It is written with high school students in mind, but the tips could be leveled to be used at all grade levels.</p> <p>Analyze Descriptive Writing (Link) Model lesson that can be changed to fit your classroom needs</p> <p>A Student's Perspective on the Writing Process (Link) - Video from the Teaching Channel</p> | |

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| <p>reflection, to develop experiences, events, and/or characters.</p> | | |
| <p>W.8.3c: Overview Information: In this lesson students will practice using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>Lesson Focus: Students will practice using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> | | <p>Transitions (Link) Model lesson that can be changed to fit your classroom needs</p> <p>Write a narrative using punctuation to indicate pauses or breaks in thought. (Link) - See page 28 for a lesson relating to this standard from the Georgia Department of Education.</p> |
| <p>W.8.3d: Overview Information: In this lesson students will practice using precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Lesson Focus: Students will practice using precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> | <p>SBAC Assessment Content Specifications Samples Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below. Standards: W.8.3a-e Resources include: <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 1 SR CR TE W.8.3a-e Short narrative texts (Resource) Grade 8 ELA Claim 2 Target 1 SR W.8.3a-e Student Writing (Resource) Standards: W.8.1a-b W.8.2d W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 L.8.1-3 L.8.6 RI.8.9 Reading Selection: "Fan Fiction" (Attached) Resources include:</p> | <p>Sensory Language Integration (Link) Model lesson that can be changed to fit your classroom needs</p> <p>Mini-writing assessment on student-generated figures of speech. (Link) - See pages 14 through 15 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Written reflection on stereotyping and cultural generalizations. (Link) - See pages 18 through 19 for a lesson relating to this standard from the Georgia Department of Education.</p> |

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| | <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 2 PT W.8.1a-b W.8.2d W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 L.8.1-3 L.8.6 RI.8.9 Fan Fiction (Resource) <p>Standards: W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 2 PT W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 (Resource) <p>Standards: RI.8.6 RI.8.8 W.8.2d W.8.3d L.8.3a L.8.6</p> <p>Reading Selection: Robot Pets (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 7 PT RI.8.6 RI.8.8 W.8.2d W.8.3d L.8.3a L.8.6 Robot Pets (Resource) <p>Standards: W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f, W.8.3d, W.8.4, W.8.5, W.8.8, W.8.9, L.8.1, L.8.2, L.8.3, L.8.3a, L.8.6, RI.8.9; RST.8.1-3 and 7.8.9; W.8.8, W.8.9; WLiteracy8.8, WLiteracy8.9, RI.8.1; RL.8.1; W.8.1a, W.8.1b</p> <p>Reading Selection: Positive Digital Footprint (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 7 PT W L RI RL.8.1 RST.8.1-3 RST.8.7-9 Positive Digital Footprint (Resource) <p>Standards: W.8.2d W.8.3d L.8.3a L.8.6</p> <p>Reading Selection: Short Text Needing Revision (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 8 SR TE CR W.8.2d W.8.3d L.8.3a L.8.6 Short texts needing revision (Resource) <p>Grade 8 ELA Claim 2 Target 8 SR W.8.2d W.8.3d L.8.3a L.8.6 Student text for revision (Resource)</p> | | |
| W.8.3e: | | Good Conclusion (Link) Model lesson that can be | |

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| <p>Overview Information: In this lesson students will practice providing a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Lesson Focus: Students will practice providing a conclusion that follows from and reflects on the narrated experiences or event</p> | | <p>changed to fit your classroom needs</p> <p>Identify different types of sentence structures, diagram sentences, and echo-write sentences toward greater compositional fluency and clarity. (Link) - See pages 10 through 11 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Media project: constructing a learning autobiography (Link) - See pages 30 through 31 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Narrative writing exercise (Link) - See pages 32 through 33 for a lesson relating to this standard from the Georgia Department of Education.</p> |
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CCSS Standard: Demonstrate the production and distribution of writing.

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Enduring Understandings:

- All writing can be improved by using the steps of the writing process.
- The use of technology allows writers to present ideas and interact with others.
- Writers have a clear understanding of their audience and purpose.

New Vocabulary:

Adults

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.8.4: Overview Information: In this lesson students will practice producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Lesson Focus: Students will practice producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p><u>SBAC Assessment Content Specifications Samples</u> Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below. Standards: W.8.1a-b W.8.2d W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 L.8.1-3 L.8.6 RI.8.9 Reading Selection: “Fan Fiction” (Attached) Resources include: • Grade 8 ELA Claim 2 Target 2 PT W.8.1a-b W.8.2d W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 L.8.1-3 L.8.6 RI.8.9 Fan Fiction (Resource) Standards: W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 Resources include: • Grade 8 ELA Claim 2 Target 2 PT W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 (Resource) Standards: W.8.2 W.8.4 W.8.5 W.8.8 W.8.9</p> | <p>A Student’s Perspective on the Writing Process (Link) - Video from the Teaching Channel</p> <p>View and analyze video clip from Soul Surfer (immediately after the shark attack) and dissect differences between film version and memoir (Link) - See page 8 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Recast (put into an alternate time period/place) the article “Flying” by Reeve Lindbergh (Link) - See pages 12 through 13 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Using the previous task as a springboard, students create a poem about their identities (including specific references to the time period) (Link) - See pages 19 through</p> | |

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| | <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 4 PT W.8.2 W.8.4 W.8.5 W.8.8 W.8.9 (Resource) <p>Standards: W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f, W.8.3d, W.8.4, W.8.5, W.8.8, W.8.9, L.8.1, L.8.2, L.8.3, L.8.3a, L.8.6, RI.8.9; RST.8.1-3 and 7.8.9; W.8.8, W.8.9; WLiteracy8.8, WLiteracy8.9, RI.8.1; RL.8.1; W.8.1a, W.8.1b</p> <p>Reading Selection: Positive Digital Footprint (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 7 PT W L RI RL.8.1 RST.8.1-3 RST.8.7-9 Positive Digital Footprint (Resource) | <p>20 for a lesson relating to this standard from the Georgia Department of Education.</p> |
| <p>W.8.5: Overview Information: In this lesson students will practice developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>Lesson Focus: Students will practice developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> | | <p>Using Personal Anecdotes to Improve Writing Skills (Link) - Video from the Teaching Channel</p> <p>Creation and discussion of rubric (student led) understanding of assessment (Link) - See pages 9 through 10 for a lesson relating to this standard from the Georgia Department of Education.</p> |
| <p>W.8.6: Overview Information: In this lesson students will practice using technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> | | <p>Classroom Wiki Page Example (Link) - This site is an example of an educator collecting student work/portfolios digitally. Scroll down to the lower section of the page for a model of a format of exemplar profile/portfolio pages of student work created by students.</p> <p>Buried in Wires Blog By Joel Malley (Link) -</p> |

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| <p>Lesson Focus: Students will practice using technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> | | <p>This resource has examples of students digital writing in many formats. It also has a nice overview of Writing in the Digital Age.</p> | |
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CCSS Standard: Participate in shared research to build and present knowledge.

W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Enduring Understandings:

- Accurate documentation is necessary for credibility.
- Research can be applied to various text and media to deepen understanding.
- The use of accurate and relevant sources is critical for informed research.

New Vocabulary:

Exploration Several Sources Standard

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.8.7: Overview Information: In this lesson students will practice conducting short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>Lesson Focus: Students will practice conducting short research projects to answer a question</p> | <p><u>SBAC Assessment Content Specifications Samples</u> Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below. Standards: L.8.1, L.8.3a, L.8.6, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, W.8.1a, W.8.1b, W.8.7, W.8.8, W.8.9, RL.8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.7, RL.8.9, RI.8.1, RI.8.2, RI.8.3, RI.8.6, RI.8.8, RI.8.9</p> | <p>Exploring the socio-cultural stereotypes though legacy, mannerisms, and attitudes. (Link) - See pages 28 through 29 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Researching alternative methods of instruction and education (Link) - See pages 29 through 30 for a lesson relating to this standard from the Georgia Department of Education.</p> | |

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| <p>(including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> | <p>Resources include: Grade 8 ELA Claim 3 Target 3 PT L SL RI RL W (Resource)</p> | | |
| <p>W.8.8: Overview Information: In this lesson students will practice gathering relevant information from multiple print and digital sources, using search terms effectively; assessing the credibility and accuracy of each source; and quoting or paraphrasing the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>Lesson Focus: Students will practice gathering relevant information from multiple print and digital sources, using search terms effectively; assessing the credibility and accuracy of each source; and quoting or paraphrasing the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> | <p><u>SBAC Assessment Content Specifications Samples</u> Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below. Standards: W.8.1a-b W.8.2d W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 L.8.1-3 L.8.6 RI.8.9 Reading Selection: “Fan Fiction” (Attached) Resources include: • Grade 8 ELA Claim 2 Target 2 PT W.8.1a-b W.8.2d W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 L.8.1-3 L.8.6 RI.8.9 Fan Fiction (Resource) Standards: W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 Resources include: • Grade 8 ELA Claim 2 Target 2 PT W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 (Resource) Standards: W.8.2 W.8.4 W.8.5 W.8.8 W.8.9 Resources include: • Grade 8 ELA Claim 2 Target 4 PT W.8.2 W.8.4 W.8.5 W.8.8 W.8.9 (Resource) Claim 3 Standards: L.8.1, SL.8.6, L.8.3a, L.8.3c, L.8.6, SL.8.1, SL.8.2, SL.8.3 Claim 4 Standards: RI.8.9, RH.8.1, RH.8.2, RH.8.3, RH.8.7, RH.8.8, RH.8.9, RST.8.1, RST.8.2, RST.8.3, RST.8.7, RST.8.9, W.8.8, W.8.9, WL.8.8, WL.8.9, RI.8.1, RL.8.1, W.8.1a, W.8.1b Reading Selection: The Internet Fundamental Right or Luxury (Attached) Resources include: • Grade 8 ELA Claim 2 Target 7 PT L SL RI RH RST W The Internet Fundamental</p> | <p>OUI Write (Link) will automatically format papers in MLA, APA or Chicago format. It will automatically find sources related to the paper topic based on what is in the paper.</p> <p>Using Critical Thinking to Find Trustworthy Websites (Link) - Video from the Teaching Channel</p> <p>Media project: constructing a learning autobiography (Link) - See pages 30 through 31 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Students will research AI and demonstrate a command of parenthetical citations (Link) - See pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education.</p> | |

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| | <p>Right or Luxury (Resource)</p> <p>Standards: W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f, W.8.3d, W.8.4, W.8.5, W.8.8, W.8.9, L.8.1, L.8.2, L.8.3, L.8.3a, L.8.6, RI.8.9; RST.8.1-3 and 7.8.9; W.8.8, W.8.9; WLiteracy8.8, WLiteracy8.9, RI.8.1; RL.8.1; W.8.1a, W.8.1b</p> <p>Reading Selection: Positive Digital Footprint (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 7 PT W L RI RL.8.1 RST.8.1-3 RST.8.7-9 Positive Digital Footprint (Resource) <p>Standards: L.8.1, L.8.3a, L.8.6, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, W.8.1a, W.8.1b, W.8.7, W.8.8, W.8.9, RL.8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.7, RL.8.9, RI.8.1, RI.8.2, RI.8.3, RI.8.6, RI.8.8, RI.8.9</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 3 Target 3 PT L SL RI RL W (Resource) <p>Standards: W.8.8 W.8.9</p> <p>Resources include:</p> <p>Grade 8 ELA Claim 4 Target 3 CR W.8.8 W.8.9 (Resource)</p> | |
| <p>W.8.9a:</p> <p>Overview Information:</p> <p>In this lesson students will practice analyzing how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>Lesson Focus:</p> <p>Students will practice analyzing how a modern work of fiction draws on themes,</p> | <p>SBAC Assessment Content Specifications Samples</p> <p>Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Standards: W.8.1a-b W.8.2d W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 L.8.1-3 L.8.6 RI.8.9</p> <p>Reading Selection: “Fan Fiction” (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 2 PT W.8.1a-b | <p>Write about “Pap coming to live with the Deans” in Chapter 10 from Pap’s point of view (Link) - See page 12 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Students will read an informational text about artificial intelligence and apply their new understanding to the information presented in the video clip from I, Robot Chapter 35 “Unauthorized Entry” (Link) - See pages 16 through 17 for a lesson relating to this standard from the Georgia Department</p> |

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| <p>patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> | <p>W.8.2d W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 L.8.1-3 L.8.6 RI.8.9 Fan Fiction (Resource) Standards: W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 Resources include: <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 2 PT W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 (Resource) Standards: W.8.2 W.8.4 W.8.5 W.8.8 W.8.9 Resources include: <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 4 PT W.8.2 W.8.4 W.8.5 W.8.8 W.8.9 (Resource) Claim 3 Standards: L.8.1, SL.8.6, L.8.3a, L.8.3c, L.8.6, SL.8.1, SL.8.2, SL.8.3 Claim 4 Standards: RI.8.9, RH.8.1, RH.8.2, RH.8.3, RH.8.7, RH.8.8, RH.8.9, RST.8.1, RST.8.2, RST.8.3, RST.8.7, RST.8.9, W.8.8, W.8.9, WL.8.8, WL.8.9, RI.8.1, RL.8.1, W.8.1a, W.8.1b Reading Selection: The Internet Fundamental Right or Luxury (Attached) Resources include: <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 7 PT L SL RI RH RST W The Internet Fundamental Right or Luxury (Resource) Standards: W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f, W.8.3d, W.8.4, W.8.5, W.8.8, W.8.9, L.8.1, L.8.2, L.8.3, L.8.3a, L.8.6, RI.8.9; RST.8.1-3 and 7.8.9; W.8.8, W.8.9; WLiteracy8.8, WLiteracy8.9, RI.8.1; RL.8.1; W.8.1a, W.8.1b Reading Selection: Positive Digital Footprint (Attached) Resources include: <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 7 PT W L RI RL.8.1 RST.8.1-3 RST.8.7-9 Positive Digital Footprint (Resource) Standards: L.8.1, L.8.3a, L.8.6, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, W.8.1a, W.8.1b, W.8.7, W.8.8, W.8.9, RL.8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.7, RL.8.9, RI.8.1, RI.8.2, RI.8.3, RI.8.6,</p> | <p>of Education</p> <p>Students will re-write a scene from The House of the Scorpion from El Patron's point of view (Link) - See page 21 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
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| | <p>RI.8.8, RI.8.9 Resources include: • Grade 8 ELA Claim 3 Target 3 PT L SL RI RL W (Resource) Standards: W.8.8 W.8.9 Resources include: Grade 8 ELA Claim 4 Target 3 CR W.8.8 W.8.9 (Resource)</p> | | |
| <p>W.8.9b: Overview Information: In this lesson students will practice delineating and evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.</p> <p>Lesson Focus: Students will practice delineating and evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.</p> | | <p>Reading, analyzing, and comparing/contrasting Arlington’s and Brooks’ texts. (Link) - See pages 9 through 10 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Identify different types of sentence structures, diagram sentences, and echo-write sentences toward greater compositional fluency and clarity. (Link) - See pages 10 through 11 for a lesson relating to this standard from the Georgia Department of Education.</p> | |

CCSS Standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Enduring Understandings:

- Writers can improve their craft through practice.
- Writers need short and long term practice.

New Vocabulary:

N/A

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>W.8.10: Overview Information: Students should be given a longer writing assignment in a specific writing genre that will require them to revise and reflect as part of the writing process and improve and build on what they write.</p> <p>Lesson Focus: This stage of the lesson should require students to practice writing over longer (extended periods) of time in specific writing genres in order to improve the organization, focus, and quality of their writing.</p> | | <p>NCTE Defines Writing for the 21st Century (Link)</p> <p>What Does 21st-Century Writing Look Like? (Link)</p> <p>Journal Writing (Link) - This site gives many purposes and topics for student journal writing as a regular or routine component to classroom writing activity.</p> <p>Writing Prompts: Daily Prompts & Journal Topics (Link)</p> <p>Write Source: Writing Topics (Link)</p> <p>End of unit reflection essay. (Link) - See page 42 for a lesson relating to this standard from the Georgia Department of Education.</p> | |

CCSS Standard: Build comprehension through collaborative conversations about grade 8 topics, texts, and issues.

SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Enduring Understandings:

- Collaboration through discussions strengthens understanding of diverse ideas.
- Connections need to be made between ideas and comments by questioning the evidence.

New Vocabulary:

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| Acknowledge | Formats | Observations | Qualify |
| Decision Making | Irrelevant Evidence | Pose | Reflect |
| Delineate | Justify | Probe | Views |
| Express | Motives | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>SL.8.1a: Overview Information: In this lesson students will practice coming to discussions prepared, having read or researched material under study; explicitly drawing on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> | | <p>English and Black History: Reading "Roll of Thunder" (Link) - Video from the Teaching Channel</p> <p>English and Black History: Role Playing "Roll of Thunder" (Link) - Video from the Teaching Channel</p> | |

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| <p>Lesson Focus: Students will practice coming to discussions prepared, having read or researched material under study; explicitly drawing on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> | | <p>Define terms, invitation to imitate/mentor texts (Link) - See page 5 for a lesson relating to this unit from the Georgia Department of Education.</p> | |
| <p>SL.8.1b: Overview Information: In this lesson students practice following rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>Lesson Focus: Students practice following rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> | <p>SBAC Assessment Content Specifications Samples Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below. Claim 3 Standards: L.8.1, SL.8.6, L.8.3a, L.8.3c, L.8.6, SL.8.1, SL.8.2, SL.8.3 Claim 4 Standards: RI.8.9, RH.8.1, RH.8.2, RH.8.3, RH.8.7, RH.8.8, RH.8.9, RST.8.1, RST.8.2, RST.8.3, RST.8.7, RST.8.9, W.8.8, W.8.9, WL.8.8, WL.8.9, RI.8.1, RL.8.1, W.8.1a, W.8.1b Reading Selection: The Internet Fundamental Right or Luxury (Attached) Resources include: <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 7 PT L SL RI RH RST W The Internet Fundamental Right or Luxury (Resource) Standards: SL.8.1 SL.8.2 SL.8.3 Resources include: Grade 8 ELA Claim 3 Target 4 SR CR SL.8.1 SL.8.2 SL.8.3 Informational or argumentative speech or video (Resource)</p> | <p>Includes background information on collaborative grouping and its benefits along with tips for the classroom with forming collaborative groups. (Link)</p> <p>Free online workshop to collaborative grouping. (Link)</p> <p>This site explains why cooperative learning is essential in a classroom and gives suggestions for mini-lessons in the classroom. (Link)</p> <p>Lesson Reflection: Getting Students to Talk (Link) - Video from the Teaching Channel</p> <p>Students will receive a role of gender, culture, societal expectation, and historical time period and argue their understanding of the issues, concerns and hardships. (Link) - See pages 14 through 15 for a lesson relating to this topic from the Georgia Department of Education.</p> | |
| <p>SL.8.1c: Overview Information: In this lesson students will practice posing questions that connect the ideas of several</p> | | <p>Online Talk: What's Safe and What's Risky? (Link) - Video from the Teaching Channel</p> <p>Students will review the elements of</p> | |

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| <p>speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>Lesson Focus: Students will practice posing questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> | | <p>argumentative writing and create the rubric for this assessment (Link) - See page 9 for a lesson relating to this standard from the Georgia Department of Education.</p> |
| <p>SL.8.1d: Overview Information: In this lesson students will acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>Lesson Focus: Students will acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> | | <p>Lesson Opener: Use these links to prompt discussions or develop journal entries. (Link, Link) Discuss with students the issues of self-esteem and a positive self-image. Examine how that may make a person more or less impressionable to the opinions and pressures of others. Discuss also the meaning of self-concept and how it differs from self-image. Resource: The Importance of a Positive Self Image (Link), Self Concept and Self Esteem (Link) <i>*Here is a good chance to use a cooperative learning strategy discussed in standard 3.</i></p> <p>Pre-reading and contextualization pt. 1: Introducing the concepts and ideas relevant to this unit and how they relate within historical and contemporary American culture. (Link) - See pages 4 through 6 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Pre-reading and contextualization pt. 2: Historical and cultural background on authors and selected readings; introduction of poetic texts. (Link) - See pages 6 through 7 for a lesson relating to this standard from the Georgia Department of Education.</p> |
| <p>SL.8.2:</p> | <p>SBAC Assessment Content Specifications</p> | <p>It's Not a Pipe: Teaching Kids to Read the</p> |

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| <p>Overview Information: In this lesson students practice analyzing the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.</p> <p>Lesson Focus: Students practice analyzing the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.</p> | <p>Samples Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Claim 3 Standards: L.8.1, SL.8.6, L.8.3a, L.8.3c, L.8.6, SL.8.1, SL.8.2, SL.8.3 Claim 4 Standards: RI.8.9, RH.8.1, RH.8.2, RH.8.3, RH.8.7, RH.8.8, RH.8.9, RST.8.1, RST.8.2, RST.8.3, RST.8.7, RST.8.9, W.8.8, W.8.9, WL.8.8, WL.8.9, RI.8.1, RL.8.1, W.8.1a, W.8.1b</p> <p>Reading Selection: The Internet Fundamental Right or Luxury (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 7 PT L SL RI RH RST W The Internet Fundamental Right or Luxury (Resource) <p>Standards: SL.8.1 SL.8.2 SL.8.3</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 3 Target 4 SR CR SL.8.1 SL.8.2 SL.8.3 Informational or argumentative speech or video (Resource) <p>Standards: L.8.1, L.8.3a, L.8.6, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, W.8.1a, W.8.1b, W.8.7, W.8.8, W.8.9, RL.8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.7, RL.8.9, RI.8.1, RI.8.2, RI.8.3, RI.8.6, RI.8.8, RI.8.9</p> <p>Resources include: Grade 8 ELA Claim 3 Target 3 PT L SL RI RL W (Resource)</p> | <p>Media (Link) an article from Edutopia's Teacher Leadership about how students need to be taught to be "visually literate"</p> <p>Read "Who are the Ninety-Nines?" (Link) - See pages 11 through 12 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Using the text "Who are you?" from Alice in Wonderland and the 1951 film version compare and contrast the Caterpillar's questioning rant of young Alice's identity (Link) - See pages 18 through 19 for a lesson relating to this standard from the Georgia Department of Education.</p> |
| <p>SL.8.3: Overview Information: In this lesson students will practice delineating a speaker's argument and</p> | <p>SBAC Assessment Content Specifications Samples Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The</p> | <p>Pre-reading (Link) - See pages 4 through 5 for a lesson relating to this standard from the Georgia Department of Education.</p> |

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| <p>specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>Lesson Focus: Students will practice delineating a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> | <p>following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Claim 3 Standards: L.8.1, SL.8.6, L.8.3a, L.8.3c, L.8.6, SL.8.1, SL.8.2, SL.8.3 Claim 4 Standards: RI.8.9, RH.8.1, RH.8.2, RH.8.3, RH.8.7, RH.8.8, RH.8.9, RST.8.1, RST.8.2, RST.8.3, RST.8.7, RST.8.9, W.8.8, W.8.9, WL.8.8, WL.8.9, RI.8.1, RL.8.1, W.8.1a, W.8.1b</p> <p>Reading Selection: The Internet Fundamental Right or Luxury (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 7 PT L SL RI RH RST W The Internet Fundamental Right or Luxury (Resource) <p>Standards: L.8.1, L.8.3a, L.8.6, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, W.8.1a, W.8.1b, W.8.7, W.8.8, W.8.9, RL.8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.7, RL.8.9, RI.8.1, RI.8.2, RI.8.3, RI.8.6, RI.8.8, RI.8.9</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 3 Target 3 PT L SL RI RL W (Resource) <p>Standards: SL.8.1 SL.8.2 SL.8.3</p> <p>Resources include: Grade 8 ELA Claim 3 Target 4 SR CR SL.8.1 SL.8.2 SL.8.3 Informational or argumentative speech or video (Resource)</p> | <p>Identify and understand gerunds, participles, and infinitives (Link) - See pages 7 through 8 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Pre-reading: Activating background knowledge. Reading: introduction of new texts. (Link) - See pages 11 through 12 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Writing character correspondence. (Link) - See pages 19 through 20 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Socratic Seminar on rhetoric and rhetorical strategies. (Link) - See page 25 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
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CCSS Standard: Add a visual or auditory presentation to enhance or to help clarify the knowledge and ideas.

SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Enduring Understandings:

- In a presentation it is important to use good communication skills.
- Information in a presentation needs to support a main idea.
- Language used in a presentation must be audience and content appropriate.
- Technology has a purpose in presentations.

New Vocabulary:

Coherent Manner Interests Valid Reasoning Volume

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>SL.8.4: Overview Information: In this lesson students will practice presenting claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Students will also practice using appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Lesson Focus: Students will practice presenting claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Students will also practice using appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p><u>SBAC Assessment Content Specifications Samples</u></p> <p>Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Standards: L.8.1, L.8.3a, L.8.6, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, W.8.1a, W.8.1b, W.8.7, W.8.8, W.8.9, RL.8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.7, RL.8.9, RI.8.1, RI.8.2, RI.8.3, RI.8.6, RI.8.8, RI.8.9</p> <p>Resources include:</p> <p>Grade 8 ELA Claim 3 Target 3 PT L SL RI RL W (Resource)</p> | <p>Formal debating (Link) - See page 29 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Students will research AI and demonstrate a command of parenthetical citations (Link) - See pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education</p> <p>Create a plan for a utopian society within the language arts classroom (Link) - See page 20 for a lesson relating to this standard from the Georgia Department of Education</p> | |
| <p>SL.8.5:</p> | <p>Project Based Learning Opportunities:</p> | <p>Using the collaborative rubric students will</p> | |

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| <p>Overview Information: In this lesson students will practice integrating multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Lesson Focus: Students will practice integrating multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> | <p>Divide students into groups and assign each group a different paragraph structure for informational text. Have that group come up with a lesson to teach that informational text structure to the class. The lesson must incorporate an anticipatory set, incorporation of the lesson, guided practice, independent practice and assessment. The following links could help students with their teaching of the lesson:</p> <p style="text-align: center;"> www.animoto.com (Link) www.toondoo.com (Link) prezi.com (Link) </p> <p><u>SBAC Assessment Content Specifications Samples</u> Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below. Standards: L.8.1, L.8.3a, L.8.6, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, W.8.1a, W.8.1b, W.8.7, W.8.8, W.8.9, RL.8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.7, RL.8.9, RI.8.1, RI.8.2, RI.8.3, RI.8.6, RI.8.8, RI.8.9 Resources include: Grade 8 ELA Claim 3 Target 3 PT L SL RI RL W (Resource)</p> | <p>create in class essay to the culminating assessment prompt (Link) - See page 25 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Exploring figurative and literal language through student-generated visual texts. (Link) - See page 12 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Further exploration of figurative and literal language. (Link) - See page 14 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Analyzing rhetorical strategies and how they work to support the text. (Link) - See pages 17 through 18 for a lesson relating to this standard from the Georgia Department of Education.</p> |
| <p>SL.8.6: Overview Information: In this lesson students will practice adapting speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Lesson Focus: Students will practice adapting speech to a</p> | <p><u>SBAC Assessment Content Specifications Samples</u> Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below. Claim 3 Standards: L.8.1, SL.8.6, L.8.3a,</p> | <p>Improving Speaking Skills with Poetry Podcasting (Link) - Video from the Teaching Channel</p> <p>Read excerpt “War” from Knots in My Yo Yo String and analyze the impact of specific words or phrases from the text (Link) - See page 18 for a lesson relating to this standard from the Georgia Department of Education.</p> |

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| <p>variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>L.8.3c, L.8.6, SL.8.1, SL.8.2, SL.8.3 Claim 4 Standards: RI.8.9, RH.8.1, RH.8.2, RH.8.3, RH.8.7, RH.8.8, RH.8.9, RST.8.1, RST.8.2, RST.8.3, RST.8.7, RST.8.9, W.8.8, W.8.9, WL.8.8, WL.8.9, RI.8.1, RL.8.1, W.8.1a, W.8.1b Reading Selection: The Internet Fundamental Right or Luxury (Attached) Resources include: <ul style="list-style-type: none"> Grade 8 ELA Claim 2 Target 7 PT L SL RI RH RST W The Internet Fundamental Right or Luxury (Resource) Standards: L.8.1, L.8.3a, L.8.6, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, W.8.1a, W.8.1b, W.8.7, W.8.8, W.8.9, RL.8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.7, RL.8.9, RI.8.1, RI.8.2, RI.8.3, RI.8.6, RI.8.8, RI.8.9 Resources include: Grade 8 ELA Claim 3 Target 3 PT L SL RI RL W (Resource)</p> | <p>Draw evidence from the Lee and Soto texts to prepare text analysis. (Link) - See page 29 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
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CCSS Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - b. Form and use verbs in the active and passive voice.
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d. Recognize and correct inappropriate shifts in verb voice and mood.
- L.8.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - b. Use an ellipsis to indicate an omission.
 - c. Spell correctly.

Enduring Understandings:

- A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling
- Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form).

New Vocabulary:

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| Active Voice | Imperative Mood | Mood | Subjunctive Mood |
| Conditional Mood | Indicative Mood | Omission | Verb Voice |
| Dash | Interrogative Mood | Passive Voice | Verbals |
| Ellipsis | | | |

| Instructional Strategies | Assessment | Resources | Time Frame |
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| <p>L.8.1a: Overview Information: In this lesson students will practice explaining the function of verbals in general and their function in particular sentences.</p> <p>Lesson Focus: Students will practice explaining the function of verbals in general and their function in particular sentences.</p> | <p>SBAC Assessment Materials: Grade 8: SBAC Released Sample Content Specification Chart: The following is a released SBAC content specification assessment sample to use with your students to determine progress on the standards listed below. <u>Robotics Competition</u>: link to the following standards: L.8.1, L.8.2 Document include:</p> <ul style="list-style-type: none"> • Robotics Competition Constructive Response Example 1 (Resource) | <p>Gerunds (Link) - This handout provides a detailed overview (including descriptions and examples) of gerunds.</p> <p>Participals (Link) - This handout provides a detailed overview (including descriptions and examples) of participles.</p> <p>Infinitives (Link) - This handout provides a detailed overview (including descriptions and examples) of infinitives.</p> <p>Comparing Gerunds, Participles and Infinitives (Link) - This handout provides a</p> | |

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| | | <p>detailed overview (including descriptions and examples) of gerunds, participles, and infinitives.</p> <p>Teaching Gerunds and Infinitives (Link) - This explanation and lesson idea is geared towards helping ELLs, but will benefit all students.</p> | |
| <p>L.8.1b: Overview Information: We have listed several resources for background information on active and passive voice. It is best to teach grammar in conjunction with and in the context of writing. Be sure to give examples within the context of writing and have students practice within their own writing. Use these as a lesson opener and then have them integrate it with one of the writing units.</p> <p>Lesson Focus: Students will practice forming and using verbs in the active and passive voice.</p> | <p>Students will review active and passive voice and demonstrate a mastery of active and passive voice in their writing (Link) - See page 16 for a lesson relating to this standard from the Georgia Department of Education.</p> | <p>Active and Passive Voice (Link) - This handout will explain the difference between active and passive voice in writing. It gives examples of both, and shows how to turn a passive sentence into an active one. Also, it explains how to decide when to choose passive voice instead of active.</p> <p>Active/ Passive Verb Forms (Link) - Explanation of active and passive</p> <p>Choosing the Best Verb: An Active and Passive Voice Mini-lesson (Link) - This mini-lesson explores verb choice in a variety of online resources then encourages students to draw conclusions about verb use. They then explore the pieces they are writing, check for active and passive voice, and make necessary revisions.</p> <p>Lesson Plan: Active Voice vs. Passive Voice (Link) verbs</p> | |
| <p>L.8.1c: Overview Information: We have listed several resources for background information on verbs and verb moods. It is best to teach grammar in conjunction with and in the context of writing. Be sure to give examples within the context of writing and have students practice within their own writing. Use these as a</p> | | <p>English Grammar 101: Verb Mood (Link) indicative, imperative, subjunctive, infinitive moods explained, including examples.</p> <p>How to Use Indicative Verbs (Link)</p> <p>What is the Imperative Mood of English Verbs in English Grammar (Link) article with explanation and examples</p> | |

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| <p>lesson opener and then have them integrate it with one of the writing units.</p> <p>Lesson Focus: Students will practice forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> | | <p>How to Use Imperative Verbs (Link)</p> <p>Interrogative Sentences (Link) examples</p> <p>Conditional Verb Forms (Link) explanation and examples</p> <p>Identifying and clarifying proper use of transitive and intransitive verbs and the function of subjects and direct and indirect objects. (Link) - See pages 12 through 13 for a lesson relating to this standard from the Georgia Department of Education.</p> |
| <p>L.8.1d: Overview Information: In this lesson students will practice recognizing and correcting inappropriate shifts in verb voice and mood.</p> <p>Lesson Focus: Students will practice recognizing and correcting inappropriate shifts in verb voice and mood.</p> | | <p>Verbs Consistent in Mood and Voice (Link) explanation and examples</p> <p>Eliminating Distracting Shifts (Link) explanation and examples</p> <p>Shifting Tenses, Moods or Voices (Link) explanation</p> |
| <p>L.8.2a: Overview Information: The links listed here give background information on the uses of these punctuation marks with examples. The teaching of these punctuation marks are best used in conjunction with writing and reading units and not in isolation. Suggestions for links to units are as follows:</p> <ul style="list-style-type: none"> • Ellipsis - Use with panel discussions written speeches and narrative writing located in the Reading Literature Units #2,3. • Comma - Can be used in any writing | <p>SBAC Assessment Materials: Grade 8: SBAC Released Sample Content Specification Chart: The following is a released SBAC content specification assessment sample to use with your students to determine progress on the standards listed below. <u>Robotics Competition</u>: link to the following standards: L.8.1, L.8.2 Document include:</p> <ul style="list-style-type: none"> • Robotics Competition Constructive Response Example 1 (Resource) <p><u>SBAC Assessment Content Specifications Samples</u></p> | <p>Comma: Quick Rules (Link) - This resource offers a number of pages about comma use.</p> <p>Punctuation Rules: Ellipsis (Link) - Rules for using an ellipsis</p> <p>Dash Punctuation in Writing (Link) - Rules for using a dash</p> <p>Rules for Comma Usage (Link) - Online interactive comma practice and explanation of rules. Click on link and scroll to the bottom.</p> <p>English Grammar Lesson Plan:</p> |

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| <p>exercise provided in numerous units throughout the 8th grade year in Reading Literature Units, Reading Informational Text Units, and Communication Units.</p> <ul style="list-style-type: none"> • Dash - Can be used most effectively in conjunction with narrative writing units. <p>Lesson Focus: Students will practice using punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> | <p>Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Standards: W.8.1a-b W.8.2d W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 L.8.1-3 L.8.6 RI.8.9</p> <p>Reading Selection: “Fan Fiction” (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> • Grade 8 ELA Claim 2 Target 2 PT W.8.1a-b W.8.2d W.8.3a-e W.8.4 W.8.5 W.8.8 W.8.9 L.8.1-3 L.8.6 RI.8.9 Fan Fiction (Resource) <p>Standards: W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f, W.8.3d, W.8.4, W.8.5, W.8.8, W.8.9, L.8.1, L.8.2, L.8.3, L.8.3a, L.8.6, RI.8.9; RST.8.1-3 and 7.8.9; W.8.8, W.8.9; WLiteracy8.8, WLiteracy8.9, RI.8.1; RL.8.1; W.8.1a, W.8.1b</p> <p>Reading Selection: Positive Digital Footprint (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> • Grade 8 ELA Claim 2 Target 7 PT W L RI RL.8.1 RST.8.1-3 RST.8.7-9 Positive Digital Footprint (Resource) <p>Standards: L.8.1-3</p> <p>Reading Selection: Short Text Needing Revision (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> • Grade 8 ELA Claim 2 Target 9 SR L.8.1-3 Student text for revision (Resource) • Grade 8 ELA Claim 2 Target 9 SR TE L.8.1-3 Short texts needing revision (Resource) | <p>Punctuation (Link) - Students will learn how to use coordinating conjunctions and commas in their writing and will offer example sentences that demonstrate proper usage.</p> <p>Read a third selection from the Gary Soto collection and examine the texts for examples of punctuation indicating pauses or breaks in thought. (Link) - See page 27 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
| <p>L.8.2b: Overview Information: In this lesson students will practice using an</p> | | <p>The Elusive Ellipsis (Link) explanation and examples</p> | |

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| <p>ellipsis to indicate an omission.</p> <p>Lesson Focus: Students will practice using an ellipsis to indicate an omission.</p> | | <p>Grammar Girl: Ellipses (Link) podcast and transcript</p> <p>English Punctuation and Grammar: When to Use an Ellipsis (Link)</p> <p>Read a third selection from the Gary Soto collection and examine the texts for examples of punctuation indicating pauses or breaks in thought. (Link) - See page 27 for a lesson relating to this standard from the Georgia Department of Education.</p> |
| <p>L.8.2c:</p> <p>Overview Information: In this standard, it is best to teach spelling in conjunction with writing and use words that are individualized and differentiated for the needs of the students. Here are some helpful links to aid in classroom instruction.</p> <p>Lesson Focus: Students will practice spelling correctly.</p> | | <p>ERIC listing of article related to spelling instruction in Middle School:</p> <ul style="list-style-type: none"> • Effective Spelling Instruction in the Middle Grades: It's a Lot More than Memorization. (Link) • Getting Ready for Systematic and Sustained Spelling Instruction. (Link) <p>American Spelling Instruction: What History Tells Us (Link) discussion of best instructional practices related to spelling instruction</p> <p>How to Differentiate Spelling and Vocabulary Instruction (Link)</p> <p>Visual Spelling Strategies (Link) when to use these strategies for teaching spelling</p> |

CCSS Standard: Use the knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.3: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Enduring Understandings:

- Verb usage controls the mood of writing.

New Vocabulary:

Active Voice Conditional Mood Passive Voice Subjunctive Mood

| Instructional Strategies | Assessment | Resources | Time Frame |
|---|--|---|------------|
| <p>L.8.3: Overview Information: In this lesson students will practice using verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.</p> <p>Lesson Focus: Students will practice using verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.</p> | <p>SBAC Assessment Materials: Grade 8: SBAC Released Sample Content Specification Chart: The following is a released SBAC content specification assessment sample to use with your students to determine progress on the standards listed below. <u>Student Council Speech</u>: link to the following standards: L.8.3a, L.8.6 Secondary Standards: L.8.1, SL.8.6 Documents include:</p> <ul style="list-style-type: none"> • Student Council Speech Selected Response Task Example 1 (Resource) <p>Student Council Speech Selected Response Task Example 2 (Resource)</p> | <p>Using the text “Something to Declare” by Julia Alvarez identify, understand and create conditional and subjunctive moods in writing (Link) - See page 20 for a lesson relating to this topic from the Georgia Department of Education.</p> <p>Choosing the Best Verb: An Active and Passive Voice Mini-lesson (Link) - This mini-lesson explores verb choice in a variety of online resources then encourages students to draw conclusions about verb use. They then explore the pieces they are writing, check for active and passive voice, and make necessary revisions.</p> <p>Review subject and verb agreement. (Link) - See pages 28 through 29 for a lesson relating to this standard from the Georgia Department of Education.</p> | |

CCSS Standard: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Enduring Understandings:

- Writers use many tools to determine word meanings.

New Vocabulary:

| Domain Specific Phrases | | Preliminary Determination | |
|---|--|---|------------|
| Instructional Strategies | Assessment | Resources | Time Frame |
| <p>L.8.4a: Overview Information: In this lesson students will practice using context as a clue to the meaning of a word or phrase. In order for students to be successful in determining the meaning of words and phrases as they are used in a text, students need to use a variety of reading strategies, including using context clues. In these</p> | <p>SBAC Assessment Content Specifications Samples Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below. Standards: RL.8.4 L.8.4 L.8.5b L.8.5c L.8.6</p> | <p>Building Vocabulary: Using Context Clues to Learn Word Meaning (Link)</p> <p>Context Clues (Link) explanation Vocabulary in Context (Link) explanation that includes a chart with type of context clue, signals and examples</p> <p>The following lessons are good for practicing</p> | |

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| <p>strategies students need to make determinations/interpretations of what it is they have read and then in turn dig into the story and find explicit (obvious) evidence to determine the meaning of words.</p> <p>Lesson Focus: Students will practice using context as a clue to the meaning of a word or phrase.</p> | <p>Reading Selection: “The Southland” (Attached) Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 1 Target 3 SR RL.8.4 L.8.4 L.8.5b L.8.5c L.8.6 Literary text (Resource) Grade 8 ELA Claim 1 Target 3 SR RL.8.4 L.8.4 L.8.5b L.8.5c L.8.6 The Southland (Resource) <p>Standards: RI.8.4 L.8.4a-c L.8.5b L.8.5c L.8.6 Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 1 Target 10 SR RI.8.4 L.8.4a-c L.8.5b L.8.5c L.8.6 Informational text (Resource) | <p>context clues in the classroom:</p> <ol style="list-style-type: none"> Using Context Clues (Link) Context Clues Challenge (Link) Context Clues (Link) |
| <p>L.8.4b: Overview Information: Use this site to gain basic information on Greek and Latin affixes and roots along with examples commonly used in the English language (Link).</p> <p>Lesson Focus: Mechanics of Etymology; Greek and Latin Roots; Phoneme Shifts... Latin Roots. ... the evolution of this family of languages over time from the (theoretical) prehistoric Indo-European through ancient Greek and Latin to modern English. (Link)</p> | | <p>Building Vocabulary: Prefixes, Roots, and Suffixes (Link) This is a list of prefixes, suffixes, and roots – with their meanings and example words. One study has shown that a set of 20 prefixes and 14 roots, and knowing how to use them, will unlock the meaning of over 100,000 words. A similar study showed that a set of 29 prefixes and 25 roots will give the meaning to over 125,000 words. Imagine adding suffixes!</p> <p>Breaking Down Words to Build Meaning: Morphology, Vocabulary, and Reading Comprehension in the Urban Classroom (Link) article about the importance of teaching root words, prefixes, and suffixes</p> <p>Greek and Latin Word Games (Link) these games mostly refer to roots. They can also be used with Greek or Latin prefixes and suffixes</p> <p>Rooting One's Way to Meaning (Link) an inquiry based approach to discovering the meanings of some common Latin and Greek roots.</p> |

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| | | <p>Using “Ashes in the Grass” from Knots in My Yo Yo String by Jerry Spinelli analyze new vocabulary and content (Link) - See page 22 for a lesson relating to this standard from the Georgia Department of Education.</p> | |
| <p>L.8.4c: Overview Information: In this lesson students will practice consulting general and specialized reference materials, both print and digital, to find the pronunciation of a word to determine or clarify its precise meaning or its part of speech.</p> <p>Lesson Focus: Students will practice consulting general and specialized reference materials, both print and digital, to find the pronunciation of a word to determine or clarify its precise meaning or its part of speech.</p> | | <p>TV 411 Vocabulary (Link) This resource provides instructional video clips for dictionary entries; finding new ways to say something; prefixes, and root words.</p> <p>Use the Dictionary, Thesaurus, Encyclopedia, and Word of the Day (Link) to gain ideas to develop student vocabulary.</p> <p>Literacy Head (Link) Each week Literacy Head publishes lessons for teaching visuals-based reading, writing, and vocabulary lessons.</p> <p>BrainPOP: Dictionary and Thesaurus (Link) Watch a short movie explaining the difference between dictionary and thesaurus and when to use one of these. There is also an example on how to look up a word in a dictionary and thesaurus. Include an activity and a quiz related to the topic. <i>NOTE: A subscription is required to watch the movie.</i></p> <p>Zoom Games form PBS (Link) All you need to play this fun game is a dictionary and a partner. The link takes you to directions for an offline activity idea.</p> | |
| <p>L.8.4d: Overview Information: In this lesson students will practice verifying the preliminary determination of the meaning of a word or phrase.</p> <p>Lesson Focus: Students will practice verifying the</p> | | <p>NC Common Core Instructional Support Tools (Link) - Vocabulary Graphic Organizer</p> <p>Vocabulary (Link) 80 pages of lesson plans, activities, worksheets, and printables to help students learn vocabulary and use dictionary skills</p> | |

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| <p>preliminary determination of the meaning of a word or phrase.</p> | | <p>Oxford English Dictionary: Teacher Notes (Link) four lessons, with appropriate worksheets for students to teach students dictionary skills</p> | |
| <p>L.8.5a: Overview Information: In this lesson students will practice interpreting figures of speech in context.</p> <p>Lesson Focus: Students will practice interpreting figures of speech in context.</p> | <p><u>SBAC Assessment Content Specifications Samples</u> Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below. Standards: RI.8.4 L.8.5 L.8.5a L.8.5c Reading Selection: "Italy" (Attached) Resources include: Grade 8 ELA Claim 1 Target 14 CR RI.8.4 L.8.5 L.8.5a L.8.5c Italy (Resource) Standards: RI.8.4 L.8.5 L.8.5a L.8.5c Resources include: Grade 8 ELA Claim 1 Target 14 SR CR RI.8.4 L.8.5 L.8.5a L.8.5c Informational text (Resource)</p> | <p>Teaching Figurative Language in Writing Workshop (Link) one teacher's idea of how to best teach figurative language.</p> <p>Exploring figurative language in "The Jacket" by Gary Soto from Coming of Age in America (Link) - See page 15 for a lesson relating to this topic from the Georgia Department of Education.</p> <p>Understanding Verbal, Situational and Dramatic Irony (Link) two-page worksheets helps students understand the differences between verbal irony, situational irony, and dramatic irony through definitions and examples. Students are then asked to identify the types of irony given, and explain their choice. Complete answer key is provided.</p> <p>Examples of Irony (Link) Writer's resource for the definition of irony and examples of the ironic</p> <p>Fun with Puns (Link) lesson plan</p> | |
| <p>L.8.5b: Overview Information: In this lesson students will practice using the relationship between particular words to better understand each of the words.</p> <p>Lesson Focus: Students will practice using the relationship between particular words to better understand each of the words.</p> | <p><u>SBAC Assessment Content Specifications Samples</u> Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below. Standards: RL.8.4 L.8.4 L.8.5b L.8.5c L.8.6 Reading Selection: "The Southland" (Attached) Resources include: • Grade 8 ELA Claim 1 Target 3 SR RL.8.4</p> | <p>Word Relationships (Link) Synonyms, Antonyms, Homonyms, Analogies</p> <ul style="list-style-type: none"> • Using Word Relationships (Link) Common word relationships <p>Analogy Relationships (Link) analogies best mirror the relationship between the two words, so understanding analogies will also help students understand word relationships and vocabulary</p> <p>Exploring Word Relationships (Link) explanation and links to strategies to use in the</p> | |

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| | <p>L.8.4 L.8.5b L.8.5c L.8.6 Literary text (Resource)</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 1 Target 3 SR RL.8.4 L.8.4 L.8.5b L.8.5c L.8.6 The Southland (Resource) <p>Standards: RI.8.4 L.8.4a-c L.8.5b L.8.5c L.8.6</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 1 Target 10 SR RI.8.4 L.8.4a-c L.8.5b L.8.5c L.8.6 Informational text (Resource) <p>Standards: RI.8.4 L.8.5 L.8.5a L.8.5c</p> <p>Reading Selection: "Italy" (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 1 Target 14 CR RI.8.4 L.8.5 L.8.5a L.8.5c Italy (Resource) <p>Standards: RI.8.4 L.8.5 L.8.5a L.8.5c</p> <p>Resources include:</p> <p>Grade 8 ELA Claim 1 Target 14 SR CR RI.8.4 L.8.5 L.8.5a L.8.5c Informational text (Resource)</p> | <p>classroom</p> <p>How to Teach Analogies (Link)</p> <p>Exploring figurative language in "The Jacket" by Gary Soto from Coming of Age in America (Link) - See page 15 for a lesson relating to this topic from the Georgia Department of Education.</p> |
| <p>L.8.5c:</p> <p>Overview Information:</p> <p>In this lesson students will practice distinguishing among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>Lesson Focus:</p> <p>Students will practice distinguishing among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> | <p>SBAC Assessment Content Specifications Samples</p> <p>Grade 8: SBAC Sample Assessment Specifications and Teaching Materials: The following is a list of released SBAC content specification ELA samples to use with your students to determine progress on the standards listed below.</p> <p>Standards: RL.8.4 L.8.4 L.8.5b L.8.5c L.8.6</p> <p>Reading Selection: "The Southland" (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 1 Target 3 SR RL.8.4 L.8.4 L.8.5b L.8.5c L.8.6 Literary text (Resource) Grade 8 ELA Claim 1 Target 3 SR RL.8.4 L.8.4 L.8.5b L.8.5c L.8.6 The Southland (Resource) <p>Standards: RI.8.4 L.8.4a-c L.8.5b L.8.5c L.8.6</p> | <p>How to Teach Connotation and Denotation (Link)</p> <p>Solving Word Meanings: Engaging Strategies for Vocabulary Development (Link) asks students to apply their vocabulary learning by creating context clues and semantic gradients of their own.</p> <p>The Literary Apprentice: Connotations and Denotations (Link) explanation and four exercise ideas</p> |

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| | <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 1 Target 10 SR RI.8.4 L.8.4a-c L.8.5b L.8.5c L.8.6 Informational text (Resource) <p>Standards: RI.8.4 L.8.5 L.8.5a L.8.5c</p> <p>Reading Selection: "Italy" (Attached)</p> <p>Resources include:</p> <ul style="list-style-type: none"> Grade 8 ELA Claim 1 Target 14 CR RI.8.4 L.8.5 L.8.5a L.8.5c Italy (Resource) <p>Standards: RI.8.4 L.8.5 L.8.5a L.8.5c</p> <p>Resources include:</p> <p>Grade 8 ELA Claim 1 Target 14 SR CR RI.8.4 L.8.5 L.8.5a L.8.5c Informational text (Resource)</p> | | |
| <p>L.8.6:</p> <p>Overview Information:</p> <p>In this lesson students will practice acquiring and using accurately grade-appropriate general academic and domain-specific words and phrases. Additionally, students will practice gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Lesson Focus:</p> <p>Students will practice acquiring and using accurately grade-appropriate general academic and domain-specific words and phrases. Additionally, students will practice gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>SBAC Assessment Materials:</p> <p>Grade 8: SBAC Released Sample Content Specification Chart: The following is a released SBAC content specification assessment sample to use with your students to determine progress on the standards listed below.</p> <p><u>Student Council Speech:</u> link to the following standards: L.8.3a, L.8.6</p> <p>Secondary Standards: L.8.1, SL.8.6</p> <p>Documents include:</p> <ul style="list-style-type: none"> Student Council Speech Selected Response Task Example 1 (Resource) Student Council Speech Selected Response Task Example 2 (Resource) | <p>The Clarifying Routine: Elaborating Vocabulary Instruction (Link) - LD online provides ideas for elaborating vocabulary instruction</p> <p>Using radio ads, television ads and print ads (from various time periods 1920s-2010s) determine the purpose of the content (Link) - See pages 20 through 21 for a lesson relating to this topic from the Georgia Department of Education.</p> <p>Reading, exploration of literary terms (Link) - See page 5 for a lesson relating to this standard from the Georgia Department of Education.</p> <p>Plot structure study (Link) - See pages 5 through 6 for a lesson relating to this standard from the Georgia Department of Education. Illustrate terms, search text, diagram sentences (branch or bubble type), echo writing (Link) - See pages 6 through 7 for a lesson relating to this standard from the Georgia Department of Education.</p> | |

A Story of Units: A Curriculum Overview for Grades P-5

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Introduction

This document provides an overview of the academic year for Pre-Kindergarten through Grade 5, beginning with a curriculum map and followed by detailed grade-level descriptions.

The curriculum map is a chart that shows, at a glance, the sequence of modules comprising each grade of the entire elementary curriculum. The map also indicates the approximate number of instructional days designated for each module of each grade. The date approximations are based on an academic calendar beginning on 9/6/12 and ending on 6/26/13 with a testing date approximately mid-late April. Details that elaborate on the curriculum map are found in the grade-level descriptions. Each grade-level description begins with a list of the five to seven modules that comprise the instruction of that grade. That introductory component is followed by three sections: the **Summary of Year**, the **Rationale for Module Sequence**, and the **Alignment Chart** with the grade-level standards. The **Summary of Year** portion of each grade level includes four pieces of information:

- The critical instructional areas for the grade, as described in the Common Core Learning Standards¹ (CCLS)
- The Key Areas of Focus² for the grade band (Note that this information is not available for Pre-Kindergarten.)
- The Required Fluencies³ for the grade (Note that this information is not available for Pre-Kindergarten.)
- The CCLS Major Emphasis Clusters⁴ for the grade (Note that this information is not available for Pre-Kindergarten.)

The **Rationale for Module Sequence** portion of each grade level provides a brief description of the instructional focus of each module for that grade and explains the developmental sequence of the mathematics.

The **Alignment Chart** for each grade lists the CCLS that are addressed in each module of the grade. Throughout the alignment charts, when a cluster is included without a footnote, it is taught in its entirety; there are also times when footnotes are relevant to particular standards within a cluster. All standards for each grade have been carefully included in the module sequence. Some standards are deliberately included in more than one module, so that a strong foundation can be built over time. Note that for Grade 3 through Grade 5, the standards identified on the Pre-Post Standards⁵ document as those which should be taught after the state test in April, have been intentionally aligned with the final modules of those grades.

| Test Date | | Pre-Kindergarten | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | |
|-----------|--|---|---|--|---|---|--|--|--|
| 9/6/12 | 20 days | M1: Numbers to 5 (45 days) | M1: Numbers to 10 (43 days) | M1: Sums and Differences to 10 (45 days) | M1: Sums and Differences to 20 (10 days) | M1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days) | M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days) | M1: Place Value and Decimal Fractions (20 days) | 20 days |
| | M2: Addition and Subtraction of Length Units (12 days) | | | | | | | | |
| 10/10/12 | 20 days | | | | M3: Place Value, Counting, and Comparison of Numbers to 1000 (25 days) | M2: Place Value and Problem Solving with Units of Measure (25 days) | *M2: Unit Conversions (7 days) | M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days) | 20 days |
| 11/8/12 | 20 days | M2: Two-Dimensional and Three-Dimensional Shapes (15 days) | *M2: 2D and 3D Shapes (12 days) | | | | | | |
| 12/11/12 | 20 days | M3: Counting to Answer Questions of How Many (50 days) | M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days) | M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days) | M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days) | M3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10 (25 days) | | M3: Addition and Subtraction of Fractions (22 days) | 20 days |
| 1/17/13 | 20 days | | | M3: Ordering and Comparing Length Measurements as Numbers (15 days) | | | | | |
| 2/15/13 | 20 days | M4: Comparison of Length, Weight, and Capacity (35 days) | M4: Number Pairs, Addition and Subtraction to 10 (47 days) | M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days) | M6: Foundations of Multiplication and Division (24 days) | M5: Fractions as Numbers on the Number Line (35 days) | M5: Fraction Equivalence, Ordering, and Operations (45 days) | M4: Multiplication and Division of Fractions and Decimal Fractions (38 days) | 20 days |
| 3/22/13 | 20 days | | | M5: Identifying, Composing, and Partitioning Shapes (15 days) | | | | | |
| 4/29/13 | 20 days | M5: Numerals to 5, Addition and Subtraction Stories, Counting to 20 (35 days) | M5: Numbers 10-20 and Counting to 100 (30 days) | M7: Problem Solving with Length, Money, and Data (30 days) | M7: Geometry and Measurement Word Problems (40 days) | M6: Decimal Fractions (20 days) | M6: Problem Solving with the Coordinate Plane (40 days) | 20 days | |
| 5/28/13 | 20 days | | | M6: Analyzing, Comparing, and Composing Shapes (10 days) | | | | | M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days) |

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|-------------|----------|--------|----------------------------------|-----------|
| Key: | Geometry | Number | Number and Geometry, Measurement | Fractions |
|-------------|----------|--------|----------------------------------|-----------|

*Please refer to grade-level descriptions to identify partially labeled modules and the standards corresponding to all modules.

Sequence of Pre-Kindergarten Modules Aligned with the Standards

Module 1: Numbers to 5

Module 2: Two-Dimensional and Three-Dimensional Shapes

Module 3: Counting to Answer Questions of How Many

Module 4: Comparison of Length, Weight, and Capacity

Module 5: Numerals to 5, Addition and Subtraction Stories, Counting to 20

Summary of Year

Pre-Kindergarten mathematics is about (1) developing an understanding of whole numbers using concrete materials, including concepts of correspondence, counting, cardinality, and comparison; and (2) describing shapes in their environment. More learning time in Pre-Kindergarten should be devoted to developing the concept of number than to other topics.

Rationale for Module Sequence in Pre-Kindergarten

Students enter Pre-Kindergarten and find a well-planned, sequential math program awaiting, one that is embedded with hands-on, playful, interactive, largely concrete experiences. Students are encouraged to use their math words to communicate their observations.

The first step, done in Module 1, is to analyze, sort, classify, and count up to 5 with meaning. In Module 2, students practice their numbers up-to-five fluency as they encounter and engage with circles, rectangles, squares, and triangles in their environment. With numbers to 5 understood, work begins in Module 3 on extending “How Many” questions up to 10. The key here is to build from 5, using their fingers to support this perspective.

- 6 is 5 and 1
- 7 is 5 and 2
- 8 is 5 and 3, etc.



Thus, numbers 6–10 are 5 together with numbers 1–5, making the numbers to 10 familiar and manageable. In Module 4, students measure length, weight, and capacity, developing their word bank to include the language of comparison: “small, big, short and tall (length), heavy and light (weight),

empty and full (capacity), while continuing to practice fluency with numbers to 10. With numbers 1–10 still developing, counting to 20 begins while addition and subtraction are initiated within classroom stories and playful contexts in Module 5.

Alignment Chart

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Pre-Kindergarten Modules ⁶ |
|---|--|
| <p>Module 1: Numbers to 5⁷ (45 days)</p> | <p>Know number names and the count sequence.</p> <p>PK.CC.1 Count to 20.</p> <p>PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).</p> <p>Count to tell the number of objects.⁸</p> <p>PK.CC.3 Understand the relationship between numbers and quantities to 10; connect counting to cardinality.</p> <ol style="list-style-type: none"> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Understand that each successive number name refers to a quantity that is one larger. <p>PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.</p> |

⁶ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

⁷ In this module, standards work is limited to within 5.

⁸ Within 5.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Pre-Kindergarten Modules ⁶ |
|---|--|
| | <p>Compare numbers.⁹</p> <p>PK.CC.5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>Understand simple patterns.</p> <p>PK.OA.2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.</p> <p>Sort objects and count the number of objects in each category.¹⁰</p> <p>PK.MD.2 Sort objects into categories; count the numbers of objects in each category.</p> |
| <p>Module 2: Two-Dimensional and Three-Dimensional Shapes (15 days)</p> | <p>Sort objects and count the number of objects in each category.</p> <p>PK.MD.2 Sort objects into categories; count the numbers of objects in each category. (Limit category counts to be less than or equal to 10.)</p> <p>Identify and describe shapes (squares, circles, triangles, rectangles).</p> <p>PK.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.</p> <p>PK.G.2 Correctly name shapes regardless of size.</p> <p>Analyze, compare, and sort objects.</p> <p>PK.G.3 Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).</p> <p>PK.G.4 Create and build shapes from components (e.g., sticks and clay balls).</p> |

⁹ The balance of this cluster is addressed in Modules 3 and 4.

¹⁰ Within 5.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Pre-Kindergarten Modules ⁶ |
|---|--|
| <p>Module 3: Counting to Answer Questions of How Many (50 days)</p> | <p>Count to tell the number of objects.</p> <p>PK.CC.3 Understand the relationship between numbers and quantities to 10; connect counting to cardinality.</p> <ol style="list-style-type: none"> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Understand that each successive number name refers to a quantity that is one larger. <p>PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.</p> <p>Compare numbers.¹¹</p> <p>PK.CC.5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>PK.CC.6 Identify “first” and “last” related to order or position.</p> <p>Sort objects and count the number of objects in each category.</p> <p>PK.MD.2 Sort objects into categories; count the numbers of objects in each category. (Limit category counts to be less than or equal to 10.)</p> |
| <p>Module 4: Comparison of Length, Weight, and Capacity (35 days)</p> | <p>Compare numbers.</p> <p>PK.CC.5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> |

¹¹ PK. CC. 5 focuses here on “more,” “less” and “equal to.” “Than” is excluded and introduced in the context of measurement in Module 4.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Pre-Kindergarten Modules ⁶ |
|--|--|
| | <p>PK.CC.6 Identify “first” and “last” related to order or position.</p> <p>Describe and compare measurable attributes.</p> <p>PK.MD.1 Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).</p> |
| <p>Module 5: Numerals to 5, Addition and Subtraction Stories, Counting to 20 (35 days)</p> | <p>Know number names and the count sequence.</p> <p>PK.CC.1 Count to 20.</p> <p>PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).</p> <p>Understand addition as adding to, and understand subtraction as taking from.</p> <p>PK.OA.1 Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).</p> <p>Understand simple patterns.</p> <p>PK.OA.2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.</p> |

Sequence of Kindergarten Modules Aligned with the Standards

Module 1: Numbers to 10

Module 2: Two-Dimensional and Three-Dimensional Shapes

Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10

Module 4: Number Pairs, Addition and Subtraction to 10

Module 5: Numbers 10–20 and Counting to 100

Module 6: Analyzing, Comparing, and Composing Shapes

Summary of Year

Kindergarten mathematics is about (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Key Areas of Focus for K-2: Addition and subtraction—concepts, skills, and problem solving

Required Fluency: K.OA.5 Add and subtract within 5.

Rationale for Module Sequence in Kindergarten

Like Pre-Kindergarten, in Module 1, Kindergarten starts out with solidifying the meaning of numbers to 10 with a focus on embedded numbers and relationships to 5 using fingers, cubes, drawings, 5 groups and the Rekenrek. Students then investigate patterns of “1 more” and “1 less” using models such as the number stairs (see picture). Because fluency with addition and subtraction within 5 is a Kindergarten goal, addition within 5 is begun in Module 1 as another representation of the decomposition of numbers.

In Module 2, Students learn to identify and describe squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres. During this module students also practice their fluency with numbers to 10.

CCLS Major Emphasis Clusters

Counting and Cardinality

- Know number names and count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.



Number Stairs

In Module 3, students begin to experiment with comparison of length, weight and capacity. Students first learn to identify the attribute being compared, moving away from non-specific language such as “bigger” to “longer than,” “heavier than,” or “more than.” Comparison begins with developing the meaning of the word “than” in the context of “taller than,” “shorter than,” “heavier than,” “longer than,” etc. The terms “more” and “less” become increasingly abstract later in Kindergarten. “7 is 2 more than 5” is more abstract than “Jim is taller than John.”

In Module 4, number comparison leads to a further study of embedded numbers (e.g., “3 is less than 7” leads to, “3 and 4 make 7,” and $3 + 4 = 7$). “1 more, 2 more, 3 more” lead into addition (+1, +2, +3). Students now represent stories with blocks, drawings, and equations.

After Module 5, after students have a meaningful experience of addition and subtraction within 10 in Module 4, they progress to exploration of numbers 10-20. They apply their skill with and understanding of numbers within 10 to teen numbers, which are decomposed as “10 ones and some ones.” For example, “12 is 2 more than 10.” The number 10 is special; it is the anchor that will eventually become the “ten” unit in the place value system in Grade 1.

Module 6 rounds out the year with an exploration of shapes. Students build shapes from components, analyze and compare them, and discover that they can be composed of smaller shapes, just as larger numbers are composed of smaller numbers.

Alignment Chart

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Kindergarten Modules ¹² |
|---|---|
| <p>Module 1: Numbers to 10¹³ (43 days)</p> | <p>Know number names and the count sequence.¹⁴</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>Count to tell the number of objects.¹⁵</p> <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Understand that each successive number name refers to a quantity that is one larger. <p>K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.¹⁶</p> <p>K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> |

¹² When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

¹³ In this module, standards work is limited to within 10.

¹⁴ The balance of this cluster is addressed in Module 5.

¹⁵ K.CC.4d is addressed in Module 6.

¹⁶ The balance of this cluster is addressed in Module 4.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Kindergarten Modules ¹² |
|--|---|
| | <p>Classify objects and count the number of objects in each category.</p> <p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)</p> |
| <p>Module 2: Two-Dimensional and Three-Dimensional Shapes (12 days)</p> | <p>Classify objects and count the number of objects in each category.</p> <p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)</p> <p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p>K.G.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p>Analyze, compare, create, and compose shapes.¹⁷</p> <p>K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> |
| <p>Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)</p> | <p>Compare numbers.</p> <p>K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)</p> <p>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals. Describe and compare measurable attributes.</p> |

¹⁷ The balance of this cluster is addressed in Module 6.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Kindergarten Modules ¹² |
|---|---|
| | <p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p> |
| <p>Module 4: Number Pairs, Addition and Subtraction to 10 (47 days)</p> | <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem.)</p> <p>K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings and record the answer with a drawing or equation.</p> <p>K.OA.5 Fluently add and subtract within 5.</p> |
| <p>Module 5: Numbers 10–20 and Counting to 100 (30 days)</p> | <p>Know number names and the count sequence.</p> <p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> |

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Kindergarten Modules ¹² |
|---|---|
| | <p>Count to tell the number of objects.¹⁸</p> <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Understand that each successive number name refers to a quantity that is one larger. <p>K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>Work with numbers 11-19 to gain foundations for place value.</p> <p>K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two three, four, five, six, seven, eight or nine ones.</p> |
| <p>Module 6: Analyzing, Comparing, and Composing Shapes (10 days)</p> | <p>Count to tell the number of things.¹⁹</p> <p>K.CC.4 Understand the relationship between numbers and quantities: connect counting to cardinality.</p> <ol style="list-style-type: none"> Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers. <p>Analyze, compare, create and compose shapes.</p> <p>K.G.4 Analyze and compare two and three dimensional shapes, in different sizes and orientations,</p> |

¹⁸ K.CC.4d is addressed in Module 6.

¹⁹ Ordinality is introduced in the context of constructing and manipulating shapes. The balance of this cluster is addressed in Modules 1 and 5.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Kindergarten Modules ¹² |
|---|--|
| | <p>using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6 Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i></p> |

Sequence of Grade 1 Modules Aligned with the Standards

Module 1: Sums and Differences to 10

Module 2: Introduction to Place Value Through Addition and Subtraction Within 20

Module 3: Ordering and Comparing Length Measurements as Numbers

Module 4: Place Value, Comparison, Addition and Subtraction to 40

Module 5: Identifying, Composing, and Partitioning Shapes

Module 6: Place Value, Comparison, Addition and Subtraction to 100

Summary of Year

First Grade mathematics is about (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Key Areas of Focus for K-2: Addition and subtraction—concepts, skills, and problem solving

Required Fluency: 1.OA.6 Add and subtract within 10.

CCLS Major Emphasis Clusters

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

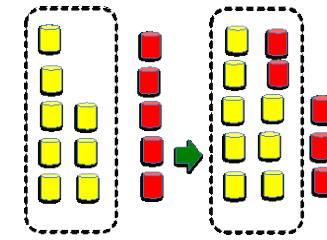
Measurement and Data

- Measure lengths indirectly and by iterating length units.

Rationale for Module Sequence in Grade 1

In Grade 1, work with numbers to 10 continues to be a major stepping-stone in learning the place value system. In Module 1, students work to further understand the meaning of addition and subtraction begun in Kindergarten, largely within the context of the Grade 1 word problem types. They begin intentionally and energetically building fluency with addition and subtraction facts—a major gateway to later grades.

In Module 2, students add and subtract within 20. Work begins by modeling “adding and subtracting across ten” in word problems and with equations. Solutions involving decomposition and composition like that shown to the right for $8 + 5$ reinforce the need to “make 10.” In Module 1, students loosely grouped 10 objects to make a ten. They now transition to conceptualizing that ten as a single unit (using 10 linking cubes stuck together, for example). This is the next major stepping-stone in understanding place value, learning to group “10 ones” as a single unit: 1 ten. Learning to “complete a unit” empowers students in later grades to understand “renaming” in the addition algorithm, to add 298 and 35 mentally (i.e., $298 + 2 + 33$), and to add measurements like 4 m, 80 cm, and 50 cm (i.e., $4 \text{ m} + 80 \text{ cm} + 20 \text{ cm} + 30 \text{ cm} = 4 \text{ m} + 1 \text{ m} + 30 \text{ cm} = 5 \text{ m } 30 \text{ cm}$).



$$8 + 5 = 8 + (2 + 3) = (8 + 2) + 3 = 10 + 3 = 13$$

Adding Across a Ten

Module 3, which focuses on measuring and comparing lengths indirectly and by iterating length units, gives students a few weeks to practice and internalize “making a 10” during daily fluency activities.

Module 4 returns to understanding place value. Addition and subtraction within 40 rest on firmly establishing a “ten” as a unit that can be counted, first introduced at the close of Module 2. Students begin to see a problem like $23 + 6$ as an opportunity separate the “2 tens” in 23 and concentrate on the familiar addition problem $3 + 6$. Adding $8 + 5$ is related to solving $28 + 5$; complete a unit of ten and add 3 more.

In Module 5, students think about attributes of shapes and practice composing and decomposing geometric shapes. They also practice work with addition and subtraction within 40 during daily fluency activities (from Module 4). Thus, this module provides important “internalization time” for students between two intense number-based modules. The module placement also gives more spatially-oriented students the opportunity to build their confidence before they return to arithmetic.

Although Module 6 focuses on “adding and subtracting within 100,” the learning goal differs from the “within 40” module. Here, the new level of complexity is to build off the place value understanding and mental math strategies that were introduced in earlier modules. Students explore by using simple examples and the familiar units of 10 made out of linking cubes, bundles, and drawings. Students also count to 120 and represent any number within that range with a numeral.

Alignment Chart

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 1 Modules ²⁰ |
|--|---|
| <p>Module 1: Sums and Differences to 10²¹ (45 days)</p> | <p>Represent and solve problems involving addition and subtraction.²²</p> <p>1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>1.OA.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i></p> <p>1.OA.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>Add and subtract within 20.</p> <p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Work with addition and subtraction equations.</p> |

²⁰ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

²¹ In this module, work is limited to within 10.

²² 1.OA.2 is addressed in Module 2.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 1 Modules ²⁰ |
|---|--|
| | <p>1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.</i></p> |
| <p>Module 2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)</p> | <p>Represent and solve problems involving addition and subtraction.</p> <p>1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)</p> <p>1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>1.OA.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i></p> <p>1.OA.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>Add and subtract within 20.²⁷</p> <p>1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a</p> |

²⁷ The balance of this cluster is addressed in Module 1.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 1 Modules ²⁰ |
|--|---|
| | <p>number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Understand place value.²⁸</p> <p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> 10 can be thought of as a bundle of ten ones – called a “ten.” The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. |
| <p>Module 3: Ordering and Comparing Length Measurements as Numbers (15 days)</p> | <p>Represent and solve problems involving addition and subtraction.²⁹</p> <p>1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)</p> <p>Measure lengths indirectly and by iterating length units.</p> <p>1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> |

²⁸ Focus in this module is on numbers to 20. The balance of this cluster is addressed in Modules 4 and 6.

²⁹ The balance of this cluster is addressed in Module 2.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 1 Modules ²⁰ |
|--|---|
| | <p>Represent and interpret data.</p> <p>1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> |
| <p>Module 4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)</p> | <p>Represent and solve problems involving addition and subtraction.³⁰</p> <p>1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)</p> <p>Extend the counting sequence.³¹</p> <p>1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>Understand place value.³²</p> <p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones – called a “ten.” c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). <p>1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>Use place value understanding and properties of operations to add and subtract.³³</p> |

³⁰ The balance of this cluster is addressed in Module 2.

³¹ Focus on numbers to 40.

³² Focus on numbers to 40.

³³ Focus on numbers to 40.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 1 Modules ²⁰ |
|--|--|
| | <p>1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> |
| <p>Module 5: Identifying, Composing, and Partitioning Shapes (15 days)</p> | <p>Tell and write time and money.³⁴</p> <p>1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.</p> <p>Reason with shapes and their attributes.</p> <p>1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”)</p> <p>1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the</p> |

³⁴ Focus on time. Coins are addressed in Module 6.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 1 Modules ²⁰ |
|---|---|
| | <p>words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> |
| <p>Module 6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)</p> | <p>Extend the counting sequence.</p> <p>1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>Understand place value.</p> <p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones – called a “ten.” c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). <p>1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count: explain the reasoning used.</p> <p>1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value,</p> |

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 1 Modules ²⁰ |
|---|--|
| | <p>properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>Tell and write time and money.³⁵</p> <p>1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.</p> |

³⁵ Focus on money.

Sequence of Grade 2 Modules Aligned with the Standards

Module 1: Sums and Differences to 20

Module 2: Addition and Subtraction of Length Units

Module 3: Place Value, Counting, and Comparison of Numbers to 1000

Module 4: Addition and Subtraction Within 200 with Word Problems to 100

Module 5: Addition and Subtraction Within 1000 with Word Problems to 100

Module 6: Foundations of Multiplication and Division

Module 7: Problem Solving with Length, Money, and Data

Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes

Summary of Year

Second Grade mathematics is about (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Key Areas of Focus for K-2: Addition and subtraction—concepts, skills, and problem solving

Required Fluency:

| | |
|---------|------------------------------|
| 2.OA.2 | Add and subtract within 20. |
| 2.NBT.5 | Add and subtract within 100. |

CCLS Major Emphasis Clusters

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

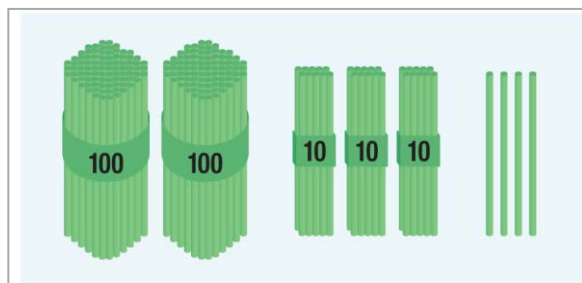
- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.

Rationale for Module Sequence in Grade 2

From Grade 1, students have fluency of addition and subtraction within 10 and extensive experience working with numbers to 100. Module 1 of Grade 2 establishes a motivating, differentiated fluency program in the first few weeks that will provide each student with enough practice to achieve mastery of the new required fluencies (i.e., adding and subtracting within 20 and within 100) by the end of the year. Students learn to represent and solve word problems using addition and subtraction: a practice that will also continue throughout the year.

In Module 2, students learn to measure and estimate using standard units for length and solve measurement word problems involving addition and subtraction of length. A major objective is for students to use measurement tools with the understanding that linear measure involves an iteration of units and that the smaller a unit, the more iterations are necessary to cover a given length. Students work exclusively with metric units, i.e. centimeters and meters, in this module to support upcoming work with place value concepts in Module 3. Units also play a central role in the addition and subtraction algorithms of Modules 4 and 5. An underlying goal for this module is for students to learn the meaning of a “unit” in a different context, that of length. This understanding serves as the foundation of arithmetic, measurement, and geometry in elementary school.

All arithmetic algorithms are manipulations of place value units: ones, tens, hundreds, etc. In Module 3, students extend their understanding of base-ten notation and apply their understanding of place value to count and compare numbers to 1000. In Grade 2 the place value units move from a proportional model to a non-proportional number disk model (see picture). The place value table with number disks can be used through Grade 5 for modeling very large numbers and decimals, thus providing students greater facility with and understanding of mental math and algorithms.



Proportional Model for Place Value



Non-Proportional Model for Place Value

In Module 4, students apply their work with place value units to add and subtract within 200 moving from concrete to pictorial to abstract. This work deepens their understanding of base-ten, place value, and the properties of operations. It also challenges them to apply their knowledge to one-step and two-step word problems. During this module, students also continue to develop one of the required fluencies of the grade: addition and subtraction within 100.

Module 5 builds upon the work of Module 4. Students again use place value strategies, manipulatives, and math drawings to extend their conceptual understanding of the addition and subtraction algorithms to numbers within 1000. They maintain addition and subtraction fluency within 100

through daily application work to solve one- and two-step word problems of all types. A key component of Modules 4 and 5 is that students use place value reasoning to explain why their addition and subtraction strategies work.

In Module 6, students extend their understanding of a unit to build the foundation for multiplication and division wherein any number, not just powers of ten, can be a unit. Making equal groups of “four apples each” establishes the unit “four apples” (or just four) that can then be counted: 1 four, 2 fours, 3 fours, etc. Relating the new unit to the one used to create it lays the foundation for multiplication: 3 groups of 4 apples equal 12 apples (or 3 fours is 12).

Module 7 provides another opportunity for students to practice their algorithms and problem-solving skills with perhaps the most well-known, interesting units of all: dollars, dimes, and pennies. Measuring and estimating length is revisited in this module in the context of units from both the customary system (e.g., inches and feet) and the metric system (e.g., centimeters and meters). As they study money and length, students represent data given by measurement and money data using picture graphs, bar graphs, and line plots.

Students finish Grade 2 by describing and analyzing shapes in terms of their sides and angles. In Module 8, students investigate, describe, and reason about the composition and decomposition of shapes to form other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Alignment Chart

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 2 Modules ³⁶ |
|--|--|
| Module 1: Sums and Differences to 20 (10 days) | <p>Represent and solve problems involving addition and subtraction.³⁷</p> <p>2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)</p> <p>Add and subtract within 20.³⁸</p> <p>2.OA.2 Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of grade 2, know from memory all sums of two one-digit numbers.</p> <p>Use place value understanding and properties of operations to add and subtract.³⁹</p> <p>2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> |
| Module 2: Addition and Subtraction of Length Units (12 days) | <p>Measure and estimate lengths in standard units.⁴⁰</p> <p>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p>2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>2.MD.4 Measure to determine how much longer one object is than another, expressing the length</p> |

³⁶ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

³⁷ In this module, word problems focus primarily on result unknown and change unknown situations.

³⁸ From this point forward, fluency practice with addition and subtraction to 20 is part of the students' ongoing experience.

³⁹ The balance of this cluster is addressed in Modules 4 and 5.

⁴⁰ Focus is on metric measurement in preparation for place value in Module 3. Customary measurement is addressed in Module 7.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 2 Modules ³⁶ |
|---|---|
| | <p>difference in terms of a standard length unit.</p> <p>Relate addition and subtraction to length.</p> <p>2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p>2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p> |
| <p>Module 3: Place Value, Counting, and Comparison of Numbers to 1000 (25 days)</p> | <p>Understand place value.</p> <p>2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> 100 can be thought of as a bundle of ten tens – called a “hundred.” The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). <p>2.NBT.2 Count within 1000; skip-count by 5s⁴², 10s, and 100s.</p> <p>2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> |
| <p>Module 4: Addition and Subtraction Within 200 with Word Problems to 100</p> | <p>Represent and solve problems involving addition and subtraction.</p> <p>2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with</p> |

⁴² Use analog clock to provide a context for skip-counting by 5s.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 2 Modules ³⁶ |
|---|---|
| (35 days) | <p>unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)</p> <p>Use place value understanding and properties of operations to add and subtract.⁴⁴</p> <p>2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)</p> |
| <p>Module 5: Addition and Subtraction Within 1000 with Word Problems to 100 (24 days)</p> | <p>Use place value understanding and properties of operations to add and subtract.⁴⁵</p> <p>2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given</p> |

⁴⁴ In this module, work is limited to within 200. This work is extended to numbers within 1000 in the next module.

⁴⁵ The balance of this cluster is addressed in Module 4.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 2 Modules ³⁶ |
|---|--|
| | <p>number 100-900.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)</p> |
| <p>Module 6: Foundations of Multiplication and Division (24 days)</p> | <p>Work with equal groups of objects to gain foundations for multiplication.</p> <p>2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p>Reason with shapes and their attributes.⁴⁷</p> <p>2.G.2 Partition a rectangle into rows and columns of same size squares and count to find the total number of them.</p> |
| <p>Module 7: Problem Solving with Length, Money, and Data (30 days)</p> | <p>Measure and estimate lengths in standard units.</p> <p>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p>2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p>Relate addition and subtraction to length.</p> <p>2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given</p> |

⁴⁷ 2.G.2 is taught before G.1 and G.3 because the array model is so important to the foundation for multiplication.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 2 Modules ³⁶ |
|---|--|
| | <p>in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problems.</p> <p>2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p> <p>Work with time and money.⁴⁹</p> <p>2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></p> <p>Represent and interpret data.</p> <p>2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems (See Glossary, Table 1.) using information presented in a bar graph.</p> |
| <p>Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)</p> | <p>Work with time and money.⁵⁰</p> <p>2.MD.7 Tell time and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>Reason with shapes and their attributes.</p> <p>2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> |

⁴⁹ Focus on money. Time is addressed in Module 8.

⁵⁰ Focus on time. Money is addressed in Module 7.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 2 Modules ³⁶ |
|---|--|
| | <p>2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p> |

Sequence of Grade 3 Modules Aligned with the Standards

Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10

Module 2: Place Value and Problem Solving with Units of Measure

Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10

Module 4: Multiplication and Area

Module 5: Fractions as Numbers on the Number Line

Module 6: Collecting and Displaying Data

Module 7: Geometry and Measurement Word Problems

Summary of Year

Third Grade mathematics is about (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Key Areas of Focus for 3-5: Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

Required Fluency: 3.OA.7 Multiply and divide within 100.
3.NBT.2 Add and subtract within 1000.

CCLS Major Emphasis Clusters

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand the properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations and identify and explain patterns in arithmetic.

Number and Operations – Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

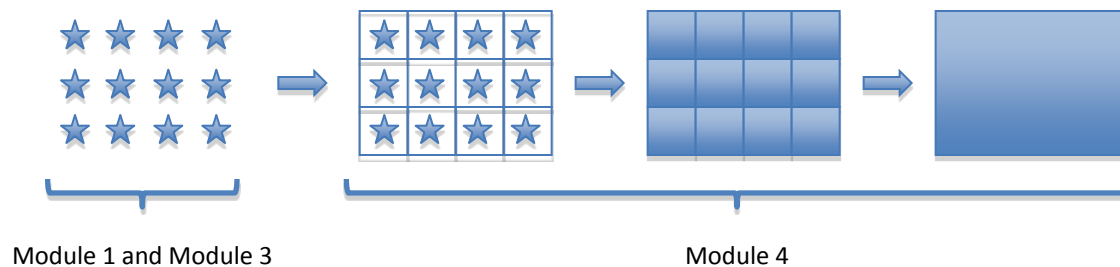
Rationale for Module Sequence in Grade 3

The first module builds upon the foundation of multiplicative thinking with units started in Grade 2. First, students concentrate on the meaning of multiplication and division and begin developing fluency for learning products involving factors of 2, 3, 4, 5, and 10 (see key areas of focus and

required fluency above). The restricted set of facts keeps learning manageable, and also provides enough examples to do one- and two-step word problems and to start measurement problems involving weight, capacity and time in the second module.

Module 2 focuses on measurement of time and metric weight and capacity. In exploratory lessons, students decompose a kilogram into 100 gram, 10 gram and 1 gram weights and decompose a liter into analogous amounts of milliliters. Metric measurement thereby develops the concept of mixed units, e.g. 3 kilograms 400 grams is clearly related to 3 thousands, 4 hundreds. Students then apply their new understanding of number to place value, comparison and rounding, composing larger units when adding, decomposing into smaller units when subtracting. Students also draw proportional tape diagrams to solve word problems (e.g., “If this tape represents 62 kg, then a tape representing 35 kg needs to be slightly longer than half the 62 kg bar...”). Drawing the relative sizes of the lengths involved in the model prepares students to locate fractions on a number line in Module 5 (where they learn to locate points on the number line relative to each other and relative to the whole unit). Module 2 also provides students with internalization time for learning the 2, 3, 4, 5, and 10 facts as part of their fluency activities.

Students learn the remaining multiplication and division facts in Module 3 as they continue to develop their understanding of multiplication and division strategies within 100 and use those strategies to solve two-step word problems. The “2, 3, 4, 5 and 10 facts” module (Module 1) and the “0, 1, 6, 7, 8, 9 and multiples of 10 facts” module (Module 3) both provide important, sustained time for work in understanding the structure of rectangular arrays to prepare students for area in Module 4. This work is necessary because students initially find it difficult to distinguish the different units in a grid (the third array in the picture below), count them and recognize that the count is related to multiplication. Tiling also supports a correct interpretation of the grid. Modules 1 and 3 slowly build up to the area model (the fourth model in the picture below) using rectangular arrays in the context of learning multiplication and division:



Progression from Rectangular Array to Area Model

By Module 4, students are ready to investigate area. They measure the area of a shape by finding the total number of same-size units of area, e.g. tiles, required to cover the shape without gaps or overlaps. When that shape is a rectangle with whole number side lengths, it is easy to partition the rectangle into squares with equal areas (as in the third stage of the illustration above).

One goal of Module 5 is for students to transition from thinking of fractions as area or parts of a figure to points on a number line. To make that jump, students think of fractions as being constructed out of unit fractions: “1 fourth” is the length of a segment on the number line such that the length of four concatenated fourth segments on the line equals 1 (the whole). Once the unit “1 fourth” has been established, counting them is as easy as counting whole numbers: 1 fourth, 2 fourths, 3 fourths, 4 fourths, 5 fourths, etc. Students also compare fractions, find equivalent fractions in special cases, and solve problems that involve fractions.

In Module 6, students leave the world of exact measurements behind. By applying their knowledge of fractions from Module 5, they estimate lengths to the nearest halves and fourths of an inch and record that information in bar graphs and line plots. This module also prepares students for the multiplicative comparison problems of Grade 4 by asking students “how many more” and “how many less” questions about scaled bar graphs.

The year rounds out with plenty of time to solve two-step word problems involving the four operations, and to improve fluency for concepts and skills initiated earlier in the year. In Module 7, students also describe, analyze, and compare properties of two-dimensional shapes. By now, students have done enough work with both linear and area measurement models to understand that there is no relationship in general between the area of a figure and perimeter, which is one of the concepts taught in the last module.

Alignment Chart

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 3 Modules ⁵² |
|---|---|
| Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10 (25 days) | Represent and solve problems involving multiplication and division. ⁵³ 3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i> 3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of |

⁵² When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

⁵³ In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 3 Modules ⁵² |
|---|--|
| | <p>objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i></p> <p>3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 2.)</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</i></p> <p>Understand properties of multiplication and the relationship between multiplication and division.⁵⁴</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i>⁵⁵</p> <p>3.OA.6 Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i></p> <p>Multiply and divide within 100.⁵⁶</p> <p>3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.⁵⁷</p> |

⁵⁴ In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.

⁵⁵ The Associative property is addressed in Module 3.

⁵⁶ In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.

⁵⁷ In this module, problem solving is limited to multiplication and division, and limited to factors of 2–5 and 10 and the corresponding dividends. 3.OA.9 is addressed in Module 3.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 3 Modules ⁵² |
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| | <p>3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.)</p> |
| <p>Module 2: Place Value and Problem Solving with Units of Measure (25 days)</p> | <p>Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used.)⁵⁸</p> <p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p> <p>3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p>3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm^3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems, i.e., problems involving notions of “times as much”; see Glossary, Table 2.)</p> |

⁵⁸ 3.NBT.3 is taught in Module 3.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 3 Modules ⁵² |
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| <p>Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10 (25 days)</p> | <p>Represent and solve problems involving multiplication and division.⁵⁹</p> <p>3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 2.)</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \underline{\quad} \div 3$, $6 \times 6 = ?$</i></p> <p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i></p> <p>Multiply and divide within 100.⁶⁰</p> <p>3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.⁶¹</p> <p>3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no</p> |

⁵⁹ The balance of this cluster is addressed in Module 1.

⁶⁰ From this point forward, fluency practice with multiplication and division facts is part of the students' on-going experience.

⁶¹ After being fully taught in Module 3, this standard (as well as 3.OA.3) continues being practiced throughout the remainder of the school year.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 3 Modules ⁵² |
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| | <p>parentheses to specify a particular order, i.e., Order of Operations.)</p> <p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used.)⁶²</p> <p>3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p> |
| <p>Module 4: Multiplication and Area (20 days)</p> | <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ol style="list-style-type: none"> A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. <p>3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p>3.MD.7 Relate area to the operations of multiplication and addition.</p> <ol style="list-style-type: none"> Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. Use tiling to show in a concrete case that the area of a rectangle with whole-number side |

⁶² The balance of this cluster is addressed in Module 2.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 3 Modules ⁵² |
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| | <p>lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p> |
| <p>Module 5: Fractions as Numbers on the Number Line (35 days)</p> | <p>Develop understanding of fractions as numbers. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)</p> <p>3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p>b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p> <p>3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at</i></p> |

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 3 Modules ⁵² |
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| | <p><i>the same point of a number line diagram.</i></p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>Reason with shapes and their attributes.⁶³</p> <p>3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area and describe the area of each part as $\frac{1}{4}$ of the area of the shape.</p> |
| <p>Module 6: Collecting and Displaying Data (10 days)</p> | <p>Represent and interpret data.</p> <p>3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two- step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p> <p>3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.</p> |
| <p>Module 7: Geometry and Measurement Word Problems⁶⁴ (40 days)</p> | <p>Represent and interpret data.⁶⁵</p> <p>3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.</p> <p>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear</p> |

⁶³ 3.G.1 is taught in Module 7.

⁶⁴ The seemingly eclectic set of standards in Module 7 allows for a new level of word problems, including perimeter and measurement word problems.

⁶⁵ 3.MD.3 is taught in Module 6.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 3 Modules ⁵² |
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| | <p>and area measures.</p> <p>3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>Reason with shapes and their attributes.</p> <p>3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> |

Sequence of Grade 4 Modules Aligned with the Standards

Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction

Module 2: Unit Conversions and Problem Solving with Metric Measurement

Module 3: Multi-Digit Multiplication and Division

Module 4: Angle Measure and Plane Figures

Module 5: Fraction Equivalence, Ordering, and Operations

Module 6: Decimal Fractions

Module 7: Exploring Multiplication

Summary of Year

Fourth grade mathematics is about (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Key Areas of Focus for 3-5: Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

Required Fluency: 4.NBT.4 Add and subtract within 1,000,000.

| CCLS Major Emphasis Clusters |
|---|
| <p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> Use the four operations with whole numbers to solve problems. |
| <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> Generalize place value understanding for multi-digit whole numbers. Use place value understanding and properties of operations to perform multi-digit arithmetic. |
| <p>Number and Operations – Fractions</p> <ul style="list-style-type: none"> Extend understanding of fraction equivalence and ordering. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand decimal notation for fractions, and compare decimal fractions. |

Rationale for Module Sequence in Grade 4

In Grade 4, students extend their work with whole numbers. They begin with large numbers using familiar units (tens and hundreds) and develop their understanding of thousands by building knowledge of the pattern of *times ten* in the base ten system on the place value chart (**4.NBT.1**). In

Grades 2 and 3 students focused on developing the concept of composing and decomposing place value units within the addition and subtraction algorithms. Now, in Grade 4, those (de)compositions are seen through the lens of multiplicative comparison, e.g. 1 thousand is 10 times as much as 1 hundred. They next apply their broadened understanding of patterns on the place value chart to compare, round, add and subtract. The module culminates with solving multi-step word problems involving addition and subtraction modeled with tape diagrams that focus on numerical relationships.

The algorithms continue to play a part in Module 2 as students relate place value to metric units. This module helps students draw similarities between:

| | |
|-------------|---------------------|
| 1 ten | = 10 ones |
| 1 hundred | = 10 tens |
| 1 hundred | = 100 ones |
| 1 meter | = 100 centimeters |
| 1 thousand | = 1,000 ones |
| 1 kilometer | = 1,000 meters |
| 1 kilogram | = 1,000 grams |
| 1 liter | = 1,000 milliliters |

Students work with metric measurement in the context of the addition and subtraction algorithms, mental math, place value, and word problems. Customary units are used as a context for fractions in Module 5.

In Module 3, measurements provide the concrete foundation behind the distributive property in the multiplication algorithm: $4 \times (1 \text{ m } 2 \text{ cm})$ can be made physical using ribbon, where it is easy to see the 4 copies of 1 m and the 4 copies of 2 cm. Likewise, $4 \times (1 \text{ ten } 2 \text{ ones}) = 4 \text{ tens } 8 \text{ ones}$. Students then turn to the place value table with number disks to develop efficient procedures for multiplying and dividing one-digit whole numbers and use the table with number disks to understand and explain why the procedures work. Students also solve word problems throughout the module where they select and accurately apply appropriate methods to estimate, mentally calculate, or use the procedures they are learning to compute products and quotients.

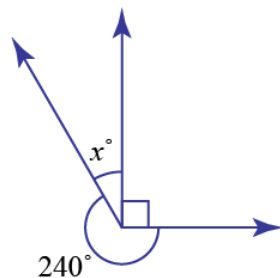
Module 4 focuses as much on solving unknown angle problems using letters and equations as it does on building, drawing, and analyzing two-dimensional shapes in geometry. Students have already used letters and equations to solve word problems in earlier grades. They continue to do so in Grade 4, and now they also learn to solve unknown angle problems: work that challenges students to build and solve equations to find unknown

angle measures. First, students learn the definition of degree and learn how to measure angles in degrees using a circular protractor. From the definition of degree and the fact that angle measures are additive, the following rudimentary facts about angles naturally follow:

1. The sum of angle measurements around a point is 360 degrees.
2. The sum of angle measurements on a line is 180 degrees.
3. Hence, from 1 and 2, students see that vertical angles are equal.
- 4.

Armed only with these facts, students are able to generate and solve equations as in the following problem:

Find the unknown angle x .



$$X + 240 + 90 = 360$$

$$X + 330 = 360$$

$$X = 30$$

Unknown angle problems help to unlock algebraic concepts for students *because such problems are visual*. The x clearly stands for a specific number: If a student wished, he could place a protractor down on that angle and measure it to find x . But doing so destroys the joy of deducing the answer and solving the puzzle on his own.

Module 5 centers on equivalent fractions and operations with fractions. We use fractions when there is a given unit, the *whole unit*, but we want to measure using a smaller unit, called the *fractional unit*. To prepare students to explore the relationship between a fractional unit and its whole unit, examples of such relationships in different contexts were already carefully established earlier in the year:

| | |
|---------------------|-----------------|
| 360 degrees in | 1 complete turn |
| 100 centimeters in | 1 meter |
| 1000 grams in | 1 kilogram |
| 1000 milliliters in | 1 liter |

The beauty of fractional units, once defined and understood, is that they behave just as all other units do:

- “3 fourths + 5 fourths = 8 fourths” just as “3 meters + 5 meters = 8 meters”
- “4 x 3 fourths = 12 fourths” just as “4 x 3 meters = 12 meters”

Students add and subtract fractions with like units using the area model and the number line. They multiply a fraction by a whole number where the interpretation is as repeated addition e.g. 3 fourths + 3 fourths = 2 x 3 fourths. Through this introduction to fraction arithmetic they gradually come to understand fractions as units they can manipulate, just like whole numbers. Throughout the module, customary units of measurement provide a relevant context for the arithmetic.

Module 6, on decimal fractions, starts with the realization that decimal place value units are simply special fractional units: 1 tenth = $1/10$, 1 hundredth = $1/100$, etc. Fluency plays an important role in this topic as students learn to relate $3/10 = 0.3 = 3$ tenths. They also recognize that 3 tenths is equal to 30 hundredths and subsequently have their first experience adding and subtracting fractions with unlike units e.g., 3 tenths + 4 hundredths = 30 hundredths + 4 hundredths.

The year ends with a module focused on multiplication and measurement as they solve multi-step word problems. Exploratory lessons support conceptual understanding of the relative sizes of measurement units. Students explore conversion in hands-on settings and subsequently apply those conversions to solve multi-step word problems involving all operations and multiplicative comparison.

Alignment Chart

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 4 Modules ⁶⁶ |
|--|--|
| Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days) | Use the four operations with whole numbers to solve problems.⁶⁷ 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. |

⁶⁶ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

⁶⁷ 4.OA.1 and 4.OA.2 are addressed in Modules 3 and 7.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 4 Modules ⁶⁶ |
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| | <p>Generalize place value understanding for multi-digit whole numbers. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)</p> <p>4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.⁶⁸</p> <p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> |
| <p>Module 2: Unit Conversions and Problem Solving with Metric Measurement (7 days)</p> | <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.⁶⁹</p> <p>4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p>4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> |

⁶⁸ 4.NBT.5 is addressed in Modules 3 and 7; 4.NBT.6 is addressed in Module 3.

⁶⁹ The focus of this module is on the metric system to reinforce place value, mixed units, and word problems with unit conversions. Decimal and fraction word problems wait until Modules 5 and 6. 4.MD.3 is taught in Module 3.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 4 Modules ⁶⁶ |
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| <p>Module 3: Multi-Digit Multiplication and Division (43 days)</p> | <p>Use the four operations with whole numbers to solve problems.</p> <p>4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Glossary, Table 2.)</p> <p>4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>Gain familiarity with factors and multiples.</p> <p>4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)⁷⁰</p> <p>4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.⁷¹</p> <p>4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using</p> |

⁷⁰ 4.NBT.4 is addressed in Module 1 and is then reinforced throughout the year.

⁷¹ Multiplying two two-digit numbers is addressed in Module 7.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 4 Modules ⁶⁶ |
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| | <p>equations, rectangular arrays, and/or area models.</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.⁷²</p> <p>4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p> |
| <p>Module 4: Angle Measure and Plane Figures (20 days)</p> | <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <ol style="list-style-type: none"> An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. <p>4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p>4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and</p> |

⁷² 4.MD.1 is taught in Modules 2 and 7; 4.MD.2 is taught in Modules 2, 5, 6, and 7.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 4 Modules ⁶⁶ |
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| | <p>parallel lines. Identify these in two-dimensional figures.</p> <p>4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> |
| <p>Module 5: Fraction Equivalence, Ordering, and Operations⁷³ (45 days)</p> | <p>Generate and analyze patterns.</p> <p>4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>Extend understanding of fraction equivalence and ordering. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p> <p>4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>Build fractions from unit fractions by applying and extending previous understanding of operations on whole</p> |

⁷³ Tenths and hundredths are important fractions in this module, represented in decimal form in Module 6.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 4 Modules ⁶⁶ |
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| | <p>numbers.</p> <p>4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <ol style="list-style-type: none"> Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. <p>4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <ol style="list-style-type: none"> Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.) Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your |

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 4 Modules ⁶⁶ |
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| | <p>answer lie?</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.⁷⁴</p> <p>4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>Represent and interpret data.</p> <p>4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p> |
| <p>Module 6: Decimal Fractions (20 days)</p> | <p>Understand decimal notations for fractions, and compare decimal fractions. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)⁷⁵</p> <p>4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) <i>For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.</i></p> <p>4.NF.6 Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i></p> <p>4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons</p> |

⁷⁴ 4.MD.1 is taught in Modules 2 and 7. 4.MD.3 is taught in Module 3.

⁷⁵ In this module we continue to work with fractions, now including decimal form.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 4 Modules ⁶⁶ |
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| | <p>are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.⁷⁶</p> <p>4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> |
| <p>Module 7: Exploring Multiplication (20 days)</p> | <p>Use the four operations with whole numbers to solve problems.</p> <p>4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Glossary, Table 2.)</p> <p>4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.⁷⁷</p> <p>4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate</p> |

⁷⁶ 4.MD.1 is taught in Modules 2 and 7. 4.MD.3 is taught in Module 3.

⁷⁷ In Module 7, the focus is on multiplying two 2-digit numbers.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 4 Modules ⁶⁶ |
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| | <p>and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.⁷⁸</p> <p>4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p>4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> |

⁷⁸ The focus now is on customary units in word problems for application of fraction concepts. 4.MD.3 is taught in Module 3.

Sequence of Grade 5 Modules Aligned with the Standards

Module 1: Place Value and Decimal Fractions

Module 2: Multi-Digit Whole Number and Decimal Fraction Operations

Module 3: Addition and Subtraction of Fractions

Module 4: Multiplication and Division of Fractions and Decimal Fractions

Module 5: Addition and Multiplication with Volume and Area

Module 6: Problem Solving with the Coordinate Plane

Summary of Year

Fifth grade mathematics is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Key Areas of Focus for 3-5: Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

Required Fluency: 5.NBT.5 Multi-digit multiplication.

CCLS Major Emphasis Clusters

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations – Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Rationale for Module Sequence in Grade 5

Students' experiences with the algorithms as ways to manipulate place value units in Grades 2-4 really begin to pay dividends in Grade 5. In Module 1, whole number patterns with number disks on the place value table are easily generalized to decimal numbers. As students work word problems with measurements in the metric system, where the same patterns occur, they begin to appreciate the value and the meaning of decimals. Students apply their work with place value to adding, subtracting, multiplying and dividing decimal numbers with tenths and hundredths.

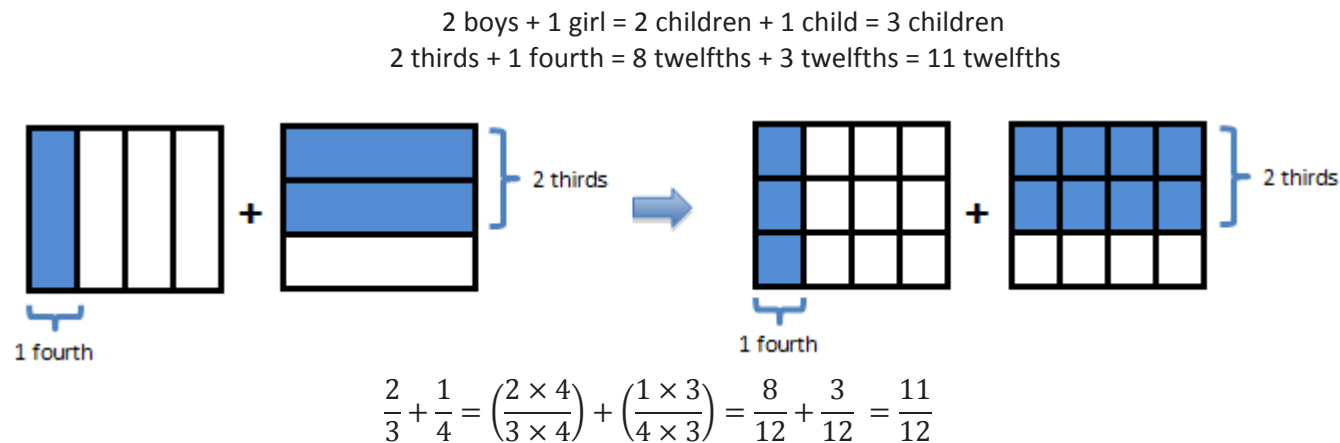
Module 2 begins by using place value patterns and the distributive and associative properties to multiply multi-digit numbers by multiples of 10 and leads to fluency with multi-digit whole number multiplication.⁷⁹ For multiplication, students must grapple with and fully understand the distributive property (one of the key reasons for teaching the multi-digit algorithm). While the multi-digit multiplication algorithm is a straightforward generalization of the one-digit multiplication algorithm, the division algorithm with two-digit divisors requires far more care to teach because students have to also learn estimation strategies, error correction strategies, and the idea of successive approximation (all of which are central concepts in math, science, and engineering).

Work with place value units paves the path toward fraction arithmetic in Module 3 as elementary math's place value emphasis shifts to the larger set of fractional units for algebra. Like units are added to and subtracted from like units:

$$1.5 + 0.8 = 1\frac{5}{10} + \frac{8}{10} = 15 \text{ tenths} + 8 \text{ tenths} = 23 \text{ tenths} = 2 \text{ and } 3 \text{ tenths} = 2\frac{3}{10} = 2.3$$

$$1\frac{5}{9} + \frac{8}{9} = 14 \text{ ninths} + 8 \text{ ninths} = 22 \text{ ninths} = 2 \text{ and } 4 \text{ ninths} = 2\frac{4}{9}$$

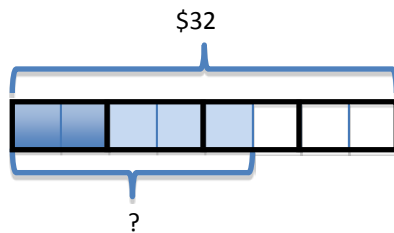
The new complexity is that when units are not equivalent, they must be changed for smaller equal units so that they can be added or subtracted. Probably the best model for showing this is the rectangular fraction model pictured below. The equivalence is then represented symbolically as students engage in active meaning-making rather than obeying the perhaps mysterious command to “multiply the top and bottom by the same number.”



⁷⁹ Multi-digit decimal multiplication such as 4.1×3.4 and division such as $4.5 \div 1.5$ are studied in Module 4.

Relating different fractional units to one another requires extensive work with area and number line diagrams. Tape diagrams are used often in word problems. Tape diagrams, which students began using in the early grades and which become increasingly useful as students applied them to a greater variety of word problems, hit their full strength as a model when applied to fraction word problems. At the heart of a tape diagram is the now-familiar idea of forming units. In fact, forming units to solve word problems is one of the most powerful examples of the unit theme and is particularly helpful for understanding fraction arithmetic, as in the following example:

Jill had \$32. She gave $\frac{1}{4}$ of her money to charity and $\frac{3}{8}$ of her money to her brother. How much did she give altogether?



Solution with units:

$$\begin{aligned} 8 \text{ units} &= \$32 \\ 1 \text{ unit} &= \$4 \\ 5 \text{ units} &= \$20 \end{aligned}$$

Solution with arithmetic:

$$\begin{aligned} \frac{1}{4} + \frac{3}{8} &= \frac{2}{8} + \frac{3}{8} = \frac{5}{8} \\ \frac{5}{8} \times 32 &= 20 \end{aligned}$$

Jill gave \$20 altogether.

Near the end of Module 4 students know enough about fractions and whole number operations to begin to explore multi-digit decimal multiplication and division. In multiplying 2.1×3.8 , for example, students now have multiple skills and strategies that they can use to locate the decimal point in the final answer, including:

- Unit awareness: $2.1 \times 3.8 = 21 \text{ tenths} \times 38 \text{ tenths} = 798 \text{ hundredths}$
- Estimation (through rounding): $2.1 \times 3.8 \approx 2 \times 4 = 8$, so $2.1 \times 3.8 = 7.98$
- Fraction multiplication: $21/10 \times 38/10 = (21 \times 38)/(10 \times 10)$

Similar strategies enrich students' understanding of division and help them to see multi-digit decimal division as whole number division in a different unit. For example, we divide to find, "How many groups of 3 apples are there in 45 apples?" and write $45 \text{ apples} \div 3 \text{ apples} = 15$. Similarly, $4.5 \div 0.3$ can be written as "45 tenths \div 3 tenths" with the same answer: There are 15 groups of 0.3 in 4.5. This idea was used to introduce fraction division earlier in the module, thus gluing division to whole numbers, fractions and decimals together through an understanding of units.

Frequent use of the area model in Modules 3 and 4 prepares students for an in-depth discussion of area and volume in Module 5. But the module on area and volume also reinforces work done in the fraction module: Now, questions about how the area changes when a rectangle is scaled by a whole or fractional scale factor may be asked and missing fractional sides may be found. Measuring volume once again highlights the unit theme, as a unit cube is chosen to represent a volume unit and used to measure the volume of simple shapes composed out of rectangular prisms.

Scaling is revisited in the last module on the coordinate plane. Since Kindergarten where growth and shrinking patterns were first introduced, students have been using bar graphs to display data and patterns. Extensive bar-graph work has set the stage for line plots, which are both the natural extension of bar graphs and the precursor to linear functions. It is in this final module of K-5 that a simple line plot of a straight line is presented on a coordinate plane and students are asked about the scaling relationship between the increase in the units of the vertical axis for 1 unit of increase in the horizontal axis. This is the first hint of slope and marks the beginning of the major theme of middle school: ratios and proportions.

Alignment Chart

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 5 Modules ⁸⁰ |
|--|--|
| <p>Module 1: Place Value and Decimal Fractions (20 days)</p> | <p>Understand the place value system.</p> <p>5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>5.NBT.3 Read, write, and compare decimals to thousandths.</p> <p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>5.NBT.4 Use place value understanding to round decimals to any place.</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.⁸²</p> <p>5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between</p> |

⁸⁰ When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

⁸² The balance of this cluster is addressed in Module X.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 5 Modules ⁸⁰ |
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| | <p>addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>Convert like measurement units within a given measurement system.⁸³</p> <p>5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> |
| <p>Module 2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)</p> | <p>Write and interpret numerical expressions.⁸⁴</p> <p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i></p> <p>Understand the place value system.⁸⁵</p> <p>5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit</p> |

⁸³ The focus of this module is on the metric system to reinforce place value and writing measurements using mixed units.

⁸⁴ These skills are also applied to fractions in this module.

⁸⁵ 5.NBT.3 and 5.NBT.4 are taught in Module 1.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 5 Modules ⁸⁰ |
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| | <p>divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.⁸⁶</p> <p>Convert like measurement units within a given measurement system.</p> <p>5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> |
| <p>Module 3: Addition and Subtraction of Fractions (22 days)</p> | <p>Use equivalent fractions as a strategy to add and subtract fractions.⁸⁷</p> <p>5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p>5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> |
| <p>Module 4: Multiplication and Division of</p> | <p>Write and interpret numerical expressions.</p> <p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with</p> |

⁸⁶ Focus on decimal multiplication of a single-digit, whole number factor times a multi-digit number with up to 2 decimal places (e.g., 3×64.98). Restrict decimal division to a single digit whole number divisor with a multi-digit dividend with up to 2 decimal places (e.g., $64.98 \div 3$). The balance of the standard is taught in Module 4.

⁸⁷ Examples in this module also include tenths and hundredths in fraction and decimal form.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 5 Modules ⁸⁰ |
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| Fractions and Decimal Fractions (38 days) | <p>these symbols.</p> <p>5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i></p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.⁸⁸</p> <p>5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.⁸⁹</p> <p>5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p> <p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i></p> |

⁸⁸ 5.NBT.5 and 5.NBT.6 are taught in Module 2. Teach problems such as 2.7×2.1 and $4.5 \div 1.5$. See “Progressions” pgs. 17 – 18 (http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf).

⁸⁹ The focus of 5.NF.4 in this module is only on part a; 5.NF.4b is taught in Module 5. Include problems involving decimal fractions throughout the cluster.

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 5 Modules ⁸⁰ |
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| | <p>5.NF.5 Interpret multiplication as scaling (resizing), by:</p> <ol style="list-style-type: none"> Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. <p>5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)</p> <ol style="list-style-type: none"> Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of</i> |

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 5 Modules ⁸⁰ |
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| | <p style="text-align: center;"><i>raisins?</i></p> <p>Convert like measurement units within a given measurement system.⁹⁰</p> <p>5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>Represent and interpret data.</p> <p>5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p> |
| <p>Module 5: Addition and Multiplication with Volume and Area (25 days)</p> | <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.⁹¹</p> <p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> |

⁹⁰ The focus of 5.MD.1 in this module is on the customary system of units as a means of introducing fractions (e.g., 1 inch is $\frac{1}{12}$ foot, 1 foot is $\frac{1}{3}$ yard, etc.).

⁹¹ 5.NF.3 is taught in Module 3; 5.NF.4a, 5.NF.5, 5.NF.6, and 5.NF.7 are taught in Module 4. In this module 5.NF.4b is applied to multiplying to find volume and area. 5.NF.4b certainly includes decimal fraction side lengths of sides of a rectangle (in both fraction and decimal form).

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 5 Modules ⁸⁰ |
|---|---|
| | <p>a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</p> <p>b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p> <p>5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p>5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p> <p>Classify two-dimensional figures into categories based on their properties.</p> <p>5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>5.G.4 Classify two-dimensional figures in a hierarchy based on properties.</p> |

| Module and Approximate Number of Instructional Days | Common Core Learning Standards Addressed in Grade 5 Modules ⁸⁰ |
|--|--|
| <p>Module 6: Problem Solving with the Coordinate Plane (40 days)</p> | <p>Write and interpret numerical expressions.⁹²</p> <p>5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i></p> <p>Analyze patterns and relationships.</p> <p>5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p> <p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p>5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> |

⁹² 5.OA.1 is taught in Modules 2 and 4.

ATTACHMENT G
ASSESSMENTS

David Ellis Academy Master List of Curricula & Assessments

| Grade | Content Area | Name of Curriculum | Textbook Name, Edition, Year Purchased | Assessment(s) Administered | Assessment Frequency |
|----------------|-----------------------|-----------------------------|--|----------------------------|----------------------|
| K | Reading/Language Arts | Starfall | Starfall.com; 2009 | MAP | Fall/Spring |
| | | | | Starfall | End of Unit |
| | Writing | Note* | | | |
| | Mathematics | Eureka Math | www.commoncore.org; 2014 | Eureka | Mid/End of Modules |
| | | | | MAP | Fall/Spring |
| Science | Montessori | 2006 | | | |
| Social Studies | Montessori | 2006 | | | |
| | | | | | |
| 1 | Reading/Language Arts | Pearson | Reading; 2006 | MAP | Fall/Winter/Spring |
| | | | | | |
| | Writing | Note* | | | |
| | Mathematics | Eureka Math | www.commoncore.org; 2014 | Eureka | Mid/End of Modules |
| | | | | MAP | Fall/Winter/Spring |
| Science | Scott Foresman | Science; 2006 | | | |
| Social Studies | Scott Foresman | All Together | | | |
| | | | | | |
| 2 | Reading/Language Arts | Scott Foresman | Reading | MAP | Fall/Winter/Spring |
| | | | | Scantron PS | Fall/Winter/Spring |
| | Writing | Note* | | | |
| | Mathematics | Eureka Math | www.commoncore.org; 2014 | Eureka | Mid/End of Modules |
| | | | | Scantron PS | Fall/Winter/Spring |
| Science | Scott Foresman | Science; 2006 | Scantron PS | Fall/Winter/Spring | |
| Social Studies | Scott Foresman | People, Places, Communities | | | |
| | | | | | |
| 3 | Reading/Language Arts | Scott Foresman | Reading; 2006 | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| | Writing | Note* | | State Test | Writing |
| | Mathematics | Eureka Math | www.commoncore.org; 2014 | Eureka | Mid/End of Modules |
| | | | | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| Science | Scott Foresman | SF Science; 2006 | Scantron PS | Fall/Winter/Spring | |
| Social Studies | Hillsdale | Meet Michigan; 2009 | | | |

| Grade | Content Area | Name of Curriculum | Textbook Name, Edition, Year Purchased | Assessment(s) Used | Timing of Assessment |
|----------------|-----------------------|---|--|--------------------|----------------------|
| 4 | Reading/Language Arts | Houghton Mifflin | HM Reading | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| | Writing | Note* | | State Test | Spring |
| | Mathematics | Eureka Math | www.commoncore.org; 2014 | Eureka | Mid/End of Modules |
| | | | | State Test | Spring |
| | Science | Scott Foresman | SF Science; 2006 | Scantron PS | Fall/Winter/Spring |
| State Test | | | | Spring | |
| Social Studies | Hillsdale | Our Michigan Adventure;2008 | | | |
| 5 | Reading/Language Arts | Houghton Mifflin | HM Reading | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| | Writing | Note* | | State Test | Spring |
| | Mathematics | Eureka Math | www.commoncore.org; 2014 | Eureka | Mid/End of Modules |
| | | | | | |
| | Science | Scott Foresman | SF Science; 2006 | Scantron PS | Fall/Winter/Spring |
| Social Studies | Houghton Mifflin | United States History | State Test | Spring | |
| 6 | Reading/Language Arts | Glencoe | Literature: Reading with a Purpose | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| | Writing | Note* | | State Test | Spring |
| | Mathematics | Glencoe | Mathematics Course I | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| | Science | Glencoe | Science Course I | Scantron PS | Fall/Winter/Spring |
| Social Studies | Glencoe | Exploring Our World: Western Hemisphere | | | |

| 7 | Reading/Language Arts | Glencoe | Literature: Reading with a Purpose | Scantron PS | Fall/Winter/Spring |
|----------------|-----------------------|--|------------------------------------|--------------------|--------------------|
| | | | | State Test | Spring |
| | Writing | Note* | | State Test | Spring |
| | Mathematics | Glencoe | Mathematics Course II | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| Science | Glencoe | Science Course II | Scantron PS | Fall/Winter/Spring | |
| | | | State Test | Spring | |
| Social Studies | Glencoe | Exploring Our World: Easter Hemisphere; 2011 | | | |
| 8 | Reading/Language Arts | Glencoe | Literature: Reading with a Purpose | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| | Writing | Note* | | State Test | Spring |
| | Mathematics | Glencoe | Mathematics Course III | Scantron PS | Fall/Winter/Spring |
| | | | | State Test | Spring |
| | Science | Glencoe | Science Course III | Scantron PS | Fall/Winter/Spring |
| Social Studies | Glencoe | American History | State Test | Spring | |

| Grade | Reading Intervention Program | Math Intervention Program |
|-------|------------------------------|---------------------------|
| K | | Education City |
| 1 | | Education City |
| 2 | | Education City |
| 3 | | Study Island |
| 4 | | Study Island |
| 5 | | Study Island |
| 6 | | Study Island |
| 7 | | Study Island |
| 8 | | Study Island |

Notes:

*Writing: Some training in 6+1 has occurred; curriculum is not in use across grades and throughout the school.

**ATTACHMENT H
EDUCATIONAL GOALS**

For the 2016-2017 school year, the median growth percentile for David Ellis Academy will be greater than 60 in Reading and greater than 40 in Math for grades 3-8 on the NWEA MAP and/or Performance Series Scantron assessments. For each year of the contract thereafter for the remainder of the contract, the median growth percentile in Reading and Math shall increase by 5 annually, as follows:

2017-18 65 or higher in Reading and 45 or higher in Math

2018-19 70 or higher in Reading and 50 or higher in Math

2019-20 75 or higher in Reading and 55 or higher in Math

For the 2016-2017 school year, the percentage of students making low growth, as identified on Page 2 of this attachment, in reading shall be no higher than 40, and no higher than 65 percent in math.

The following charts illustrate the Academy’s growth on the Performance Series Scantron assessment in Grades 3-8 between 2012 and 2015. The growth targets for the current contract use the 2014-2015 actual performance as a baseline.

David Ellis Academy Grade and School Level Median Growth Percentiles 2012-2015

Reading

| Grade | 3 | 4 | 5 | 6 | 7 | 8 | ALL |
|---------|----------|----------|----------|----------|----------|----------|------------|
| 2014-15 | 42 | 37 | 70 | 44 | 51 | 59 | 53 |
| 2013-14 | 46 | 45 | 43 | 52 | 65 | 55 | 51 |
| 2012-13 | 50 | 56 | 48 | 61 | 62 | --- | 59 |

Math

| Grade | 3 | 4 | 5 | 6 | 7 | 8 | ALL |
|---------|----------|----------|----------|----------|----------|----------|------------|
| 2014-15 | 33 | 26 | 36 | 15 | 28 | 27 | 27 |
| 2013-14 | 36 | 41 | 43 | 52 | 61 | 37 | 43 |
| 2012-13 | 40 | 36 | 36 | 34 | 36 | --- | 36 |

Percentage of Students Demonstrating Growth

Reading

| Rate | High | Medium | Low |
|---------|-------|--------|-------|
| 2014-15 | 26.5% | 26.5% | 47.0% |
| 2013-14 | 22.5% | 28.8% | 48.7% |
| 2012-13 | 24.6% | 32.2% | 43.2% |

Percentage of Students Demonstrating Growth

Math

| Rate | High | Medium | Low |
|---------|-------|--------|-------|
| 2014-15 | 5.3% | 19.1% | 75.6% |
| 2013-14 | 10.6% | 30.5% | 58.9% |
| 2012-13 | 4.4% | 20.3% | 75.3% |

Definitions/Clarifications:

1. Low growth = 0-49th percentile, Medium growth = 50-74 and high growth = 75-99. Students in high growth category (75th-99th percentile) will have a higher chance of hitting the achievement targets in about three years if they consistently continue to grow at that rate.
2. The numbers in column labeled **All** represent the median growth percentile for all students in that school. This number shows where a typical student in that school falls when compared to other test takers nationally. If this number is 50, it indicates that a typical student in that school outperforms 50 percent of test takers nationally. *It is recommended that this number should be more than 50 for both reading and mathematics.*
3. Grade level median growth percentiles show where a typical student in that grade falls when compared to other test takers nationally. If this number is 50, it indicates that a typical student in that grade outperforms 50 percent of test takers nationally.
4. Three-year data has been presented to show trends.
5. The percentage of students demonstrating low, medium and high growth are shown in the last two tables. In order to have a median growth percentile of 50 or more, *the percentage of students making low growth should not be more than 50% in both reading and mathematics. Stated differently, the percentage of students making at least typical growth (high growth + medium growth) in both mathematics and reading should be more than 50%.*

David Ellis Academy

Educational Goals – 2014-2016

Strategies to Achieve Priority Focus Area #1: Effective Use of Data to Drive Instruction

| STRATEGY | IMPLEMENTATION BENCHMARKS | TIMELINE BY WHEN | INTENDED OUTCOMES | TIMELINE BY WHEN |
|---|--|------------------|--|------------------|
| <p>Strategy 1: Partner and implement with organizations which will offer professional development to assist staff in becoming assessment-literate.</p> | <p>David Ellis Academy (DEA) will contract with Charter School Essentials (CSE) to provide on-site support to staff.</p> <p>100% of teachers and leaders will receive consistent, systematic and targeted feedback about how to improve the implementation of data-driven lesson plans.</p> | February 2015 | 100% of teachers will effectively use formative assessments to drive instruction as evidenced by daily lesson plans. | June 2016 |
| <p>Strategy 2: Increase collaboration opportunities for Professional Learning communities (PLC) to strengthen a data-driven culture.</p> | <p>DEA will contract with the Achievement Network (ANet) to provide training that will specifically focus on how data can, and should, be used daily and weekly to inform, drive, modify and improve instructional practice and initiate necessary academic interventions effectively.</p> <p>50% of teachers will demonstrate effective use of formative assessments during the instructional process as evidenced by classroom observations and PLC discussions.</p> | June 2015 | DEA will demonstrate a significant narrowing of proficiency gaps in achievement in core subjects. | June 2016 |

**Strategies to Achieve Priority Focus Area #2:
Implement an Aligned Curriculum**

| STRATEGY | IMPLEMENTATION BENCHMARKS | TIMELINE BY WHEN | INTENDED OUTCOMES | TIMELINE BY WHEN |
|--|--|------------------|--|------------------|
| <p><u>Strategy 1:</u> DEA engaged in a comprehensive vetting process, to select and implement a systematic, research-based, and proven-effective, mathematics curriculum that is aligned to the Common Core State Standards (CCSS), and well suited to meet the needs of DEA students. In 2013, DEA recognized mathematics as its greatest academic challenge area and selected Eureka Math, a curriculum based solely on the CCSS, as its math curriculum. Full implementation of the curriculum will continue in 2014 and beyond.</p> | | | <p>DEA will demonstrate a significant narrowing of proficiency gaps in Mathematics and English Language Arts (Reading and Writing) as measured by the state assessment (MEAP).</p> | <p>June 2016</p> |
| <p><u>Strategy 2:</u> Implement a systematic and high quality language arts curriculum that is proven-effective, and aligned to the Common Core standards. The team will use research to determine if the existing curricula should be used, modified or if a new curricula is needed. DEA will provide targeted professional development training in 6+1 Traits of Writing, and develop common writing rubrics and instructional strategies to increase writing proficiency for all students.</p> | <p>DEA will have vetted and selected high quality curriculum in English Language Arts.</p> | <p>June 2015</p> | <p>DEA will demonstrate a significant narrowing of proficiency gaps in Mathematics and English Language Arts (Reading), as measured by the state assessment (MEAP).</p> | <p>June 2016</p> |

| | | | | |
|--|--|------------------|---|------------------|
| <p>Strategy 3: Implement a science and social studies curricula that is aligned to the Next Generation Standards and Michigan Curriculum Framework respectively. DEA will provide instructional staff with professional development offered by Wayne RESA to ensure lesson-planning and assessments are clearly and consistently established, referenced, and measured.</p> | <p>DEA will have vetted and selected high quality curricula in Science and Social Studies.</p> | <p>June 2016</p> | <p>DEA will demonstrate a significant narrowing of proficiency gaps in Science and Social Studies as measured by the state assessments.</p> | <p>June 2018</p> |
| <p>Strategy 4: Provide targeted and consistently implemented professional development that focuses on a school-wide culture of instructional quality, strategies for improving student engagement, instructional rigor, analyzing and disaggregating data, data-driven instruction, sharing of best practices and professional dialogue. DEA will utilize professional development support provided in collaboration with Charter School Essentials-Data and Curriculum Support, Achievement Network, Strategic Innovation Solutions, Wayne County Regional Educational Services Agency, Franklin Covey-The Leader in Me, The Flippen Group, and Education Northwest The 6+1 Trait Writing Model of Instruction & Assessment.</p> | <p>DEA will have established working relationships with vetted consultants for support in foundational practices for achievement, instruction, curriculum alignment, professional learning communities and professional development for staff.</p> | <p>June 2015</p> | | |

Strategies to Achieve Priority Focus #3:

Establish a Culture of High Expectations for Teaching and Learning

| STRATEGY | IMPLEMENTATION BENCHMARKS | TIMELINE BY WHEN | INTENDED OUTCOMES | TIMELINE BY WHEN |
|---|---|---------------------|---|------------------|
| <p>Strategy 1: Implement the principles of Research For Better Teaching (RBT) in alignment with Common Core State Standards (CCSS); anchored by clear, measurable mastery objectives that state what students should know and be able to do in terms of the academic content; and designed or differentiated based on student needs.</p> | <p>100% of instructional staff will receive professional development in the principles of Research for Better Teaching (RBT).</p> | <p>January 2015</p> | <p>DEA will demonstrate a significant narrowing of proficiency gaps in achievement in core subjects that meets or exceeds standards.</p> | <p>June 2016</p> |
| <p>Strategy 2: Define DEA’s instructional model as one that is anchored in discussion-based teaching, small group instruction, structured academic workshops and independent studies toward fostering a student-centered learning environment.</p> | <p>100% of instructional staff will engage in vision-casting to define and commit to DEA’s instructional model.</p> | <p>June 2015</p> | <p>All teachers will consistently submit lesson plans that are aligned to the Common Core, anchored in clear, measurable mastery objectives and differentiated to students.</p> | <p>June 2016</p> |
| <p>Strategy 3: Revise the 1:30 Tutorial Program to target specific areas for improvement and measurable outcomes of student gains.</p> | <p>100% of instructional staff will receive professional development in the principles of Research for Better Teaching (RBT).</p> | <p>January 2015</p> | <p>All students participating in the 1:30 tutorial program will show measurable gains in achievement in their core content subjects that meets or exceeds standards.</p> | <p>June 2016</p> |

Strategies to Achieve Priority Focus #4:

Improve the Quality of School-Wide and Teacher-Level Professional Development

| STRATEGY | IMPLEMENTATION BENCHMARKS | TIMELINE BY WHEN | INTENDED OUTCOMES | TIMELINE BY WHEN |
|---|---|----------------------|---|------------------|
| <p><u>Strategy 1:</u> Provide targeted professional development opportunities for instructional staff. DEA will provide professional development, mentoring, and coaching that will focus on data analysis, planning, instructional rigor, classroom management and improving student engagement in the classroom.</p> | <p>DEA will develop a professional development calendar for January 2015-June 2016 that specifically focuses on data analysis, planning, instructional rigor, classroom management, and student engagement.</p> | <p>December 2014</p> | <p>DEA will demonstrate a significant narrowing of proficiency gaps in achievement in core subjects.</p> | <p>June 2016</p> |
| <p><u>Strategy 2:</u> Implement scheduled pre-planning and post-planning conferences with teachers to support the identified professional development.</p> | <p>A systematic process for monitoring classroom implementation of student-centered instruction will be established school-wide.</p> | <p>March 2015</p> | <p>All teachers will achieve proficient or distinguished rating as measured by Charlotte Danielson’s Domain #4 Professional Responsibilities, 4e: Growing and Developing Professionally; and 4f: Demonstrating Professionalism.</p> | <p>June 2016</p> |
| <p><u>Strategy 3:</u> Provide on-site consulting to coach PLC Leaders and Mentors. Consulting will support the increased PLC meeting schedule and data-driven focus.</p> | <p>DEA will have established working relationships with vetted consultants for coaching of PLC Leaders and Mentors.</p> | <p>December 2014</p> | | <p>June 2016</p> |

ATTACHMENT I
EDUCATIONAL PROGRAM

David Ellis Academy EDUCATIONAL PROGRAM

The educational program at David Ellis Academy is designed to provide an innovative educational experience that meets the academic, social, emotional, physical, psychological and individual needs of each student in order to maximize academic achievement necessary for successful integration in a high-tech and global society.

David Ellis Academy offers exceptional opportunities to all children. We promote a passion for learning and a philosophy that puts the needs of children and their education first. Students in all grades Pre-K through 8th are encouraged to give their personal best and challenged to go beyond the ordinary.

OUTSTANDING ACADEMICS

- NCA Fully Accredited School – meeting all state accountability standards
- Rigorous academic offerings
- The comprehensive curriculum is aligned with state common core and content expectations for English Language Arts, Literature, Writing, Mathematics, Science and Social Studies.
- Eureka Math, Think Through Math Program
- Comprehensive and coherent Reading and Writing Programs integrated across all grade and subject areas
- Achievement Network – Online, learner-centered assessments for increased student achievement

EXEMPLARY FEATURES

- Mandarin Chinese Language Class
- Visual Arts
- Physical Education and Health
- Mathnasium Program for Math Skill -building
- 100% Highly Qualified Teachers
- Before and After School Care and Tutorial Classes
- Technology E-Rate Program
- All classrooms equipped with SmartBoards, computers, and Internet capabilities
- National School Breakfast and Lunch Program
- 21st Century Community Learning Center – well-balanced after school enrichment programs
- Boy's and Girl's Athletic Programs

EARLY CHILDHOOD

- Full four-day Great Start Readiness Preschool Program
- Full five-day Kindergarten

EXTRA-CURRICULAR ACTIVITIES AND CLUBS

- Mentoring and Conflict Resolution Programs
- Michigan First Credit Union – Student-run Banking
- Writing Workshop Roadshow
- Young Historians Club
- Brothers with Books Club
- Science, Mathematics, and Chinese Clubs
- Creative and Performing Arts, Dance, Supporting The Inner City Kids (STICKS) Drumline,
- Video Arts, Robotics, Fitness and Nutrition, Financial Literacy

ATTACHMENT J
SCHOOL CALENDAR AND SCHOOL DAY

David Ellis Academies

School Calendar

2015-2016



| July 2015 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| August 2015 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | ★ | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | ★ | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

| September 2015 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 30 | 31 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | ★ | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| October 2015 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| November 2015 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| December 2015 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| January 2016 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| February 2016 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | | | | | |

| March 2016 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| April 2016 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| May 2016 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| June 2016 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

Key Dates

School Begins

| | | |
|-----------------------------|--------------------------------|---|
| Monday, August 03, 2015 | Office Staff Returns | ★ |
| Monday, August 17, 2015 | Faculty and Staff Returns | ★ |
| Tuesday, September 08, 2015 | Students Begin in Full Uniform | ★ |

Half Days of School - 11:15 a.m. dismissal - /

| | |
|------------------------------|---------------------------|
| Thursday, October 01, 2015 | Friday, December 18, 2015 |
| Wednesday, November 11, 2015 | Thursday, June 16, 2016 |
| Wednesday, November 25, 2015 | Friday, June 17, 2016 |

No School - X

Holidays

| | |
|-----------------------------------|-------------------------|
| Friday, October 02, 2015 | David Ellis Academy Day |
| Thur Nov 26 - Fri Nov 27, 2015 | Thanksgiving Break |
| Sat Dec 19, 2015 -Sun Jan 4, 2016 | Christmas Break |
| Monday, January 18, 2016 | MLK Holiday |
| Mon Feb 15 - Fri Feb 19, 2016 | Mid-Winter Break |
| Fri Mar 25 -Fri Apr 1, 2016 | Spring Break |
| Monday, May 30, 2016 | Memorial Day |

Staff Professional Development Days

| | |
|----------------------------|--------------------------|
| Tuesday, November 03, 2015 | Thursday, March 24, 2016 |
| Friday, January 15, 2016 | Friday, May 27, 2016 |

Semester End Dates

| | |
|---------------------------|-------------------------|
| Friday, November 06, 2015 | Friday, April 08, 2016 |
| Friday, January 22, 2016 | Thursday, June 09, 2016 |

Parent Teacher Conferences

| | |
|-------------------------------|-----------------------------|
| Wednesday, September 30, 2015 | Thursday, December 10, 2015 |
| Thursday, October 01, 2015 | Thursday, March 03, 2016 |

Report Cards

| | |
|---------------------------|------------------------|
| Friday, November 13, 2015 | Friday, April 15, 2016 |
| Friday, January 29, 2016 | Friday, June 24, 2016 |

Count Days

| | |
|-----------------------------|------------------------------|
| Wednesday, October 07, 2015 | Wednesday, February 10, 2016 |
|-----------------------------|------------------------------|

Events

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|--|-------------------------------|
| New Family Orientation 8:30am - 10:00am | Wednesday, September 02, 2015 |
| Back to School Fair 12:30pm - 3:30pm | Wednesday, September 02, 2015 |
| Curriculum Night 4:00pm - 6:00pm | Tuesday, September 15, 2015 |
| DEA T-Shirt/Jeans/Gym Shoes | Friday, September 25, 2015 |
| DEA T-Shirt/Jeans/Gym Shoes | Friday, October 23, 2015 |
| DEA T-Shirt/Jeans/Gym Shoes | Friday, January 22, 2016 |
| DEA T-Shirt/Jeans/Gym Shoes | Friday, February 26, 2016 |
| DEA T-Shirt/Jeans/Gym Shoes | Friday, April 22, 2016 |
| 8th Grade Promotion Ceremony 12:00pm | Tuesday, June 09, 2015 |
| Kindergarten Promotion Ceremony 10:00 am | Saturday, June 13, 2015 |
| Last Day of School | Friday, June 17, 2016 |

ATTACHMENT K
MANAGEMENT CONTRACTS

MANAGEMENT AGREEMENT

This Management Agreement (“Agreement”) is made and entered into as of the 1st day of July, 2015 by and between **BARDWELL GROUP, INC.**, an educational management company and a Michigan corporation (“Bardwell”), and **DAVID ELLIS ACADEMY**, a Michigan public school academy (“Academy”) formed under Part 6A of the Revised School Code (the “Code”), as amended, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.

RECITALS

The Academy is a charter school organized as a public school academy under the Code. The Academy has been issued a Contract to Charter a Public School Academy and Related Documents (“Contract”) by the Detroit Public Schools (“DPS”), pursuant to which DPS, as the authorizing body of the Academy, has granted the Academy the ability to organize and administer a public school academy. The Code permits a public school academy to contract with persons and entities for the operation and management of the public school academy.

The Academy and Bardwell desire to work together to develop and bring about a system of educational excellence and innovation at the Academy based, in part, on Bardwell’s school design, comprehensive educational program, and management principles.

The Academy desires that the acquisition of instructional materials, equipment and supplies; all matters of compensation, fringe benefits, sick leave, long and short term disability; and all matters pertaining to the daily work schedule for teachers and staff, as well as the employment of same, become the responsibility of Bardwell, to the extent permitted by law.

THEREFORE, in order to operate the Academy for the 2015-16 school year and the continuation of the Academy thereafter, and to implement an innovative educational program at the Academy, the parties desire to establish this arrangement for the management and operation of the Academy, and the Academy and Bardwell mutually agree as follows:

ARTICLE I. CONTRACTUAL RELATIONSHIP

Authority. The Academy represents that it is authorized by law to contract with a private entity for the provision of educational management services to the Academy, provided that no provision of such a contract shall be effective if it would prohibit the Board from acting as an independent, self-governing public body, allow public decisions to be made other than in compliance with the Open Meetings Act, or interfere with the Board’s constitutional duty to exercise its statutory, contractual and fiduciary obligations governing the operation of the Academy. The Academy further represents that it has been granted the Contract by DPS to organize and operate a public school academy pursuant to the Code. The Academy is authorized by DPS to supervise and control such academy, and is invested with all powers necessary or desirable for carrying out the Educational Program, as hereinafter defined, and contemplated in this Agreement.

- 1.2 Contract. The parties hereto, and herewith, agree that Bardwell, to the extent permitted by law, shall provide all employees, materials and supervision necessary for the provision of educational services to students of the Academy, and shall provide for the management, operation and maintenance of the Academy, in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy and criteria, school calendar and school day schedule, and age and grade range of pupils to be enrolled and methods to be used to monitor compliance with performance of targeted educational outcomes, all as previously adopted by the Board of Directors of the Academy (the “Board”), submitted in the Academy’s application to DPS, and included in the Contract, as the same may be amended and supplemented from time to time by the Board (the “Educational Program”).
- 1.3 Agreement Coterminous with Academy’s Contract. If the Academy’s Contract issued by DPS is suspended, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy’s Contract is suspended, revoked, terminated or expires without further action of the parties.
- 1.4 Compliance with Academy’s Contract. Bardwell agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy’s obligations under the Academy’s Contract issued by the DPS. The provisions of the Academy’s Contract shall supersede any competing or conflicting provisions contained in this Agreement.
- 1.5 Status of the Parties. Bardwell is not a division or any part of the Academy. The Academy is a body corporate and governmental entity authorized under the Code and is not a division or part of Bardwell. The relationship between the parties hereto was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any amendments executed pursuant to Section 15.7 hereof, that may exist from time to time.
- 1.6 Independent Contractor Status. The parties to this Agreement intend that the relationship between them is that of an independent contractor, not as an employee-employer relationship. No agent or employee of the Academy shall be determined to be an agent or employee of Bardwell for any reason or purpose. No agent or employee of Bardwell shall be determined to be an agent or employee of the Academy, except as follows:
- (i) Bardwell, and its respective officers, directors, employees and designated agents are each hereby authorized to serve as agents of the Academy having a legitimate educational interest in the Program and its students for purposes of the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g et seq., (“FERPA”), such that they are jointly and severally entitled to access the educational records of the Program for all purposes related to FERPA.
 - (ii) During the term of this Agreement, the Academy may disclose confidential data and information to Bardwell, and its respective officers, directors, employees and designated agents to the extent permitted by applicable law, including without limitation, the Individuals with Disabilities Education Act (“IDEA”), 20 USC §1401 et seq., 34 CFR 300.610 – 300.626; Section

504 of the Rehabilitation Act of 1973, 29 USC §794a, 34 CFR 104.36; the Michigan Mandatory Special Education Act, MCL 380.1701 et seq.; the Americans with Disabilities Act, 42 USC §12101 et seq.; the Health Insurance Portability and Accountability Act (“HIPAA”), 42 USC 1320d – 13200d-8; 45 CFR 160, 162 and 164; and social security numbers, as protected by the federal Privacy Act of 1974, 5 USC §552a; and the Michigan Social Security Number Privacy Act, MCL 445.84, which information may only be used in accordance with such laws and only in the performance of services under this Agreement.

(iii) As otherwise expressly designated by written agreement of the parties with consent from anyone whose consent is required by law or contract.

1.7 Access. The Academy hereby grants to Bardwell all access and occupancy to the Academy school building as necessary or convenient to Bardwell for purposes of its rights and responsibilities under this Agreement.

ARTICLE II. TERM

2.1 Term.

This Agreement shall become effective July 1, 2015, and shall end on June 30, 2017, subject to a continued Contract from DPS and continued state per capita funding unless terminated sooner by the parties.

2.2 Compliance with Section 12.17 of Contract Terms and Conditions. Bardwell shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Contract, available to the Academy as deemed necessary by the Board in order to enable the Academy to fully satisfy its obligations under Section 12.17(a) of the Contract Terms and Conditions.

ARTICLE III. DUTIES AND RESPONSIBILITIES OF BARDWELL

3.1 Responsibility. Bardwell shall be responsible and accountable to the Board for the administration and operation and performance of the Academy in accordance with the Contract and the implementation of the Education Program. Neither Bardwell nor the Academy shall be permitted to expend Academy funds on services in excess of the amount set forth in the Academy’s annual budget approved annually by the Board.

3.2 Educational Goals and Programs. Bardwell agrees to implement the Educational Program. Should Bardwell determine that it is necessary to modify the Educational Program, Bardwell will make a recommendation to the Board for the proposed changes. As required by the Contract, Bardwell may implement such changes to the Education Program only after they have been approved by the Board and DPS.

3.3 Specific Duties. Bardwell shall be responsible for all of the management, operation, administration, and education at the Academy. Such duties include, but are not limited to:

- (a) Implementation and administration of the Educational Program, including administration of any and all extra-curricular and co-curricular activities and programs approved by the Board;
- (b) Acquisitions. All acquisitions made by Bardwell for the Academy with Federal or State School Aid funds including, but not limited to, instructional materials, equipment, supplies, furniture, computers and other technology, shall be owned by and remain the property of the Academy. Bardwell and its subcontractors will comply with the Contract and all applicable laws, rules and regulations in addition to such competitive bidding policies as the Board may, from time to time adopt, under Section 1267 and Section 1274 of the Code as if the Academy were making these purchases directly from a third party supplier and Bardwell will not include any fees or charges to the cost of the equipment, materials and supplies purchased from third parties on behalf of the Academy. In no event will any acquisition(s) be made from persons who are related to Bardwell or its owners, directors, officers, employees or agents without the prior approval of the Board and applicable Michigan conflict of interests laws.
- (c) Acquisition of instruction materials, equipment and supplies approved by the Board. Equipment and supplies provided, or caused to be provided, to the Academy by Bardwell with funds Bardwell has received from sources other than the Academy under Sections 5.3 or 5.1 shall remain the property of Bardwell or the providing entity unless agreed in writing to the contrary.
- (d) Hiring, management and supervision of all personnel, including provision of professional development for all instructional personnel and the personnel functions outlined in Article IX of this Agreement.
- (e) Operation and maintenance of the school building to the extent consistent with any and all leases pertaining to the Academy site, and the installation of technology integral to the school design as approved by the Board.
- (f) Management of all aspects of the business administration of the Academy, including receiving, depositing, accounting for all funds belonging to Academy and deposited in Academy bank accounts only, from any and all source. The Board shall determine the bank depository of all funds received by the Academy. All funds received by the Academy shall be initially deposited in the Academy's bank depository account. Signatories on the bank depository account shall be

Board members or properly designated Board employees. All interest or investment earnings on Academy deposits shall accrue to the Academy. The Board shall provide Academy funding on a consistent and timely basis to Bardwell to fulfill its obligations under this Agreement.

- (g) Any provision of transportation or food service, for the Academy as the Board decides shall be implemented pursuant to the Contract; and
- (h) Any other function necessary or expedient for the administration of the Academy and implementation of the Education Program as approved by the Board.

- 3.4 Subcontracts. Subject to this Agreement, Bardwell may subcontract the services it agrees to provide the Academy, including, but not limited to transportation and/or food service. However, Bardwell shall not subcontract the management, oversight or operation of the teaching and instructional program, or any other service for which the subcontractor is paid twenty percent (20%) or more of the fee paid to Bardwell pursuant to Section 5.1 except as specifically permitted and with prior approval by the Board.
- 3.5 Place of Performance. Bardwell shall implement the instruction portion of the Education Program at the Academy school building. Bardwell may perform functions other than instruction, such as purchasing, professional development, and administrative functions, at any Bardwell office, if any, unless prohibited by the Contract or applicable law. Student records and financial books and records of the Academy, are Academy property, and all such records shall be maintained at the Academy school building.
- 3.6 Student Recruitment. The Board shall establish the recruitment and admission policies. Bardwell shall implement such policies. Students shall be selected in accordance with the procedures set forth in the Contract and in compliance with the Code and other applicable law.
- 3.7 Due Process Hearings. The Board shall establish student discipline policies and procedures. Bardwell shall implement such policies and procedures, which shall include, but not limited to, providing students with due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records. The Board shall provide students with a right to appeal directly to the Board for any matter of discipline that includes the possibility of long-term suspension or expulsion.
- 3.8 Other Legal Requirements. Bardwell shall provide educational services that meet federal, state, and local requirements, and the requirements imposed under the Code, the Education Program and the Contract.

- 3.9 Rules and Procedures. Bardwell shall recommend reasonable rules, regulations and procedures applicable to the Academy and is authorized and directed to enforce such rules, regulations, and procedures as are approved by the Board.
- 3.10 School Year and School Day. The school year and the school day shall be as provided in the Contract.
- 3.11 Reporting. Bardwell shall be responsible for and accountable to the Board for student academic performance and the performance of Bardwell's responsibilities as set forth herein. Bardwell shall provide student academic performance information to the Board on a quarterly basis to enable the Board to reasonably monitor the students' academic performance and Bardwell's performance under this Agreement.
- 3.12 Access to Records. Bardwell shall keep accurate financial, educational, operational and student records pertaining to its operation of the Academy and shall retain all of these records in accordance with the Michigan Department of Education's public records retention policy (or longer if required by law). All records shall be kept in accordance with applicable state and federal requirements. Financial, educational, operational and student records that are now or may in the future come into the possession of Bardwell remain Academy records and are required to be returned by Bardwell to the Academy upon demand. Bardwell and the Academy shall maintain the proper confidentiality of personnel, student and other records as required by law. All Academy records shall be physically or electronically available, upon request, at the Academy's physical facilities. This Agreement shall not be construed to restrict DPS or the public's access to these records under the Freedom of Information Act or the Contract. Bardwell shall also make available to the Academy's auditor any and all records necessary to conduct and complete the annual audit
- 3.13 Pupil Performance Standards and Evaluation. Bardwell shall implement pupil performance evaluations which permit evaluation of the educational progress of each Academy student. Bardwell shall be responsible for and accountable to the Board for the performance of students who attend the Academy. At a minimum, Bardwell will utilize assessment strategies required by Contract. The Board and Bardwell will cooperate in good faith to identify other measures of and goals for students and school performance, including but not limited to parent satisfaction. See Attachment -A-.
- 3.14 Services to Disabled Students and Special Education. Bardwell shall provide special education services to students who attend the Academy in conformity with the requirements of applicable law. Bardwell may subcontract as necessary and appropriate, with the approval of the Board and subject to the provisions of section 3.4, for the provision of services to students with special needs. Such services shall be provided in a manner that complies with local, state, and federal laws and applicable regulations and policies.
- 3.15 The services provided by Bardwell to the Academy under this Agreement consist of the Educational Program during the school year and school day, and age and grade levels, as set forth in the Contract, as such school year, school day, and age and grade levels may

change from time to time. Bardwell may, in its discretion, provide additional programs, including, but not limited to, pre-kindergarten, summer school, academic camps and latch-key programs as approved by the Board. If approved by the Board, Bardwell may retain the full amount of any and all revenue collected from or for such additional programs, and Bardwell shall be responsible for the full cost of providing such additional programs, including, but not limited to the costs of any additional liability insurance or costs incurred for personal injury lawsuits filed in connection with the provision of such additional programs.

- 3.16 Student Recruitment. Bardwell and the Academy shall be responsible for the recruitment of students subject to the provisions of the Contract or applicable federal or state laws rules or regulations, and the policies adopted by the Board. Students shall be selected in accordance with the procedures set forth in the Contract and in compliance with the Code and other applicable law. Bardwell shall follow all applicable procedures regarding student recruitment, enrollment and lottery management, and shall be responsible for publication of appropriate public notices and scheduling open houses in accordance with the Contract and applicable law.
- 3.17 Contract between Academy and DPS. Bardwell will not act in a manner which will cause the Academy to be in breach of its Contract.

ARTICLE IV OBLIGATIONS OF THE BOARD

- 4.1 The Board is responsible for determining the fiscal and academic policies that will govern the operation of the Academy, including but not limited to policies relative to the conduct of students while in attendance at the Academy or on route to and from the Academy and regulations governing the procurement of supplies, materials and equipment.
- 4.2 Subject to constraints of applicable law, requirements of the Contract, and its fiduciary obligations to the Academy, the Board shall exercise good faith in considering the recommendations of Bardwell, including but not limited to, Bardwell's recommendations concerning policies, rules, regulations, procedures, curriculum, and budgets. Bardwell shall not adopt or implement such recommendations without obtaining prior Board approval. The Board shall retain any authority it may possess to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Academy, including regulations relative to the conduct of pupils while in attendance at the Academy or on route to and from the Academy. The Board shall further retain the obligation, as provided in Section 1274 of the Code, to adopt written policies governing the procurement of supplies, materials, and equipment. Bardwell shall comply with Section 1274 of the Code and the Board's policies promulgated pursuant to Section 1274 of the Code.
- 4.3 The Board is responsible for preparing or causing to be prepared and adopting a budget in accordance with the provisions of the Uniform Budgeting and Accounting Act, MCL 141.421 et seq. that has adequate resources to fulfill its obligations under the Contract, including but not limited to its oversight of Bardwell, the organization of the Academy, negotiation of the Contract and any amendments, payment of employee costs, insurance required under the Contract and this Agreement, the annual financial audit and retention of the Board's legal counsel and consultants.

The Board has established that a minimum reserve amount in the fund balance shall be \$100,000.00. Bardwell may not make expenditures or commitments which deviate from the amounts or purposes of appropriations contained in the approved budget without the prior approval of the Board. In addition, the Board is responsible for determining the budget reserve amount included as part of the Academy's annual budget, for implementing fiscal policies that will assist the Academy in attaining the stated budget reserve amount and for approving necessary amendments to the budget to reflect necessary deviations from the adopted budget. The budget may be amended from time to time as deemed necessary by the Board.

- 4.4 The Board shall determine when to assert, waive or not waive its governmental immunity and Bardwell is expressly prohibited from waiving governmental immunity on behalf of the Academy.

ARTICLE V COMPENSATION AND PAYMENT OF COSTS

5.1 Compensation for Services.

- (a) For the term of this Agreement, the Board shall pay Bardwell an annual fee, based upon the state school aid that the Academy receives, directly or indirectly, from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, (the "State Aid Act") for the particular students enrolled in the Academy ("SSA"), less the amount DPS receives for its oversight responsibilities, as described in the Contract ("Gross SSA"). The SSA will change according to annual amendments to the State Aid Act. For each school year Bardwell shall receive as compensation for its services a fee equal to ten percent (10%) of the Academy's Gross SSA. Bardwell may also receive as compensation for its services a fee equal to ten percent (10%) of grant funds that it acquires for the Academy if permitted by the grant and applicable law. The Board will determine fair compensation on a Grant-by-Grant basis consistent with the grant and applicable law.
- (b) Reasonable Compensation. Bardwell's compensation under this Agreement is reasonable compensation for services rendered. Bardwell's compensation for services under this Agreement will not be based, in whole, or in part, on a share of net profits from the operation of the Academy. The Board's operation of the Academy is not-for-profit.

- 5.2 No Related Parties or Common Control. As stated in Section 1.6 hereof, the relationship between the parties is that of independent contractor. Bardwell does not have any role or relationship with the Academy that in any way limits the Board's ability to exercise its rights, including cancellation rights, under this Agreement. The Board may not include any director, officer or employee of Bardwell. It is agreed between the Academy and Bardwell that none of the voting power of the governing body of the Academy will be vested in Bardwell or its directors, members, managers, officers, shareholders, and employees, and none of the voting power of the governing body of Bardwell will be vested in the Academy

or its directors, members, managers, officers, shareholders, and employees. Further, the Academy and Bardwell will not be members of the same controlled group, as defined in Section 1.150-1(f) of the regulations under the Internal Revenue Code of 1986, as amended, or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986, as amended.

5.3 Payment of Costs. In addition to the fee described in Section 5.1, the Academy shall reimburse Bardwell for such costs that are consistent with each Academy annual budget approved by the Board and incurred and expended by Bardwell in providing the Educational Program and other goods and services pursuant to Articles III and Article IX of this Agreement. Such costs include, but are not limited to, salaries of Bardwell employees performing work at or in connection with the Academy, curriculum and instructional materials, textbooks, library books, computer and other equipment, software, supplies, marketing and development, food service, transportation, special education, psychological services and medical services for students, if any. Bardwell shall not mark up the costs for supplies, materials, and/or equipment procured on behalf of the Academy. Bardwell shall submit to the Secretary of the Board an itemized statement of costs to be reimbursed by the Academy in a form satisfactory to the Board (the "Statement of Costs"), at least 5 days prior to the regularly scheduled monthly meeting of the Board. The Academy shall reimburse by the regularly scheduled monthly meeting of the Board. The Academy shall reimburse Bardwell for costs incurred or paid by Bardwell as a result of services provided or authorized actions taken pursuant to this Agreement. All acquisitions made by Bardwell for the Academy with funds Bardwell received pursuant to this Section 5.3 including, but not limited to, instructional materials, equipment, supplies, furniture, computers and other technology, shall be owned by and remain the property of the Academy.

5.4 Time and Priority of Payments. The fee due to Bardwell pursuant to Section 5.1 shall be calculated for each school year at the same time as the State of Michigan calculates the SSA, and adjustments to such calculation shall occur at the same time as the State of Michigan makes adjustments to the SSA. Bardwell shall receive its fee under Section 5.1, as calculated pursuant to the preceding sentence, in such monthly installments as provided in the State Aid Act for the payment of SSA to the Academy. Installment amounts shall be due and payable within ten (10) days of receipt by the Academy of its monthly SSA.

Payments of all costs listed in a Statement of Costs which has been delivered as provided in Section 5.3, shall be made by the Academy to Bardwell on the last day of the month.

The Academy shall satisfy its payment obligations under this Article to Bardwell in the following order of priority: (1) to reimburse Bardwell pursuant to Section 5.3 for sums due and owing for previous months; (2) to reimburse Bardwell pursuant to Section 5.3 for sums due and owing for the current month; (3) to pay Bardwell for installments payments due and owing pursuant to Section 5.1 for previous months; and (4) to pay Bardwell for installment payments due and owing pursuant to Section 5.1 for the current month.

ARTICLE VI

REVENUE OF THE ACADEMY

Revenue Sources. In order to supplement and enhance the school aid payments received from the State of Michigan, and improve the quality of education at the Academy, the Board and Bardwell shall endeavor to obtain revenue from other sources. In this regard:

- (a) The Academy and/or Bardwell may solicit and receive grants and donations consistent with the mission of the Academy as approved by the Board;
- (b) Academy and/or Bardwell may apply for and receive grant money, in the name of Bardwell or the Academy as approved by the Board;
- (c) To the extent permitted under the Code and if approved by the Board, Bardwell may charge fees to students for extra services such as summer and after school programs, athletics, and charge non-Academy students who participate in such programs; and
- (d) All funds received by the Academy or by Bardwell on behalf of the Academy from such other revenue sources shall inure to and be deemed the property of the Academy and shall be held in the custody and care of the Academy as provided in Subsection 3.3(f) hereof.

ARTICLE VII

AGREEMENTS WITH OTHER EDUCATIONAL INSTITUTIONS

The Academy acknowledges that Bardwell may enter into similar management agreements with other public or private schools or educational institutions (“Institutions”). Bardwell shall maintain separate accounts for all reimbursable expenses on behalf of Academy and other Institutions which are capable of precise allocation between the Academy and such Institutions. In the event that expenses cannot be allocated precisely between the Academy and such Institutions, then Bardwell shall allocate such expenses among all such Institutions, and the Academy, on a pro-rata basis based upon the number of students enrolled at the Academy and the Institutions, or upon such other equitable basis as is acceptable to the parties. All grants or donations received by the Academy, or by Bardwell for the specific benefit of the Academy, shall be maintained in separate Academy accounts and used solely for the Academy.

ARTICLE VIII

REPORTING

- 8.1 Financial Reporting. Bardwell shall provide the Board with:
- (a) Assistance in developing a proposed annual budget that shall conform to the State accounting manual and the Uniform Budgeting and Accounting Act, MCL 141.421 et seq. and in a form satisfactory to the Board and to DPS. The proposed budget shall be submitted to the Board for approval not later than 30 days prior to the date when the approved budget is required to be submitted to DPS.
 - (b) Detailed monthly statements of all revenues received, from whatever source, with respect to the Academy, and detailed monthly statements of all direct expenditures for services rendered to or on behalf of the Academy, whether incurred on-site or off-site.
 - (c) Monthly Statements of Costs as provided in Section 5.3 of this Agreement.
 - (d) Annual audited financial statements in compliance with state law and regulations showing the manner in which funds are spent at the Academy. The Board shall select, retain, oversee and pay an independent auditor directly. Bardwell shall make available and provide all records as requested by the Academy's independent auditor(s).
 - (e) Any other fiscal or student performance reports required by the Board, DPS or the Michigan Department of Education, or as otherwise provided by law.
- 8.2 Reports on Academy operations and student performance. Bardwell shall provide all reports required by the Contract and the Code within the required timeframes to the Board, DPS or the State of Michigan, but in any case not less frequently than four (4) times per year.
- 8.3 Other information on operations and student performance on a periodic basis to enable the Board to monitor Bardwell's educational performance and the efficiency of its operations of the Academy.
- 8.4 Review of Budget. The Board shall be responsible for reviewing, revising, and approving the annual budget of the Academy.
- 8.5 Legal Counsel. The Board shall select and retain legal counsel to advise it regarding its rights and responsibilities under the Contract, this Agreement and applicable law.
- 8.6 Other Financial Relationships. Any lease, promissory notes or other negotiable instruments, lease-purchase agreements or other financing agreements between the Academy and Bardwell shall be contained in a document separate from this Agreement and submitted for review by DPS.
- 8.7 Chief Administrative Officer. The Chief Administrative Officer (CAO) for the Academy shall be a Board Member so designated or elected at the Annual Meeting of the Academy each year.

- 8.8 Compliance with Section 503c. On an annual basis, Bardwell agrees to provide the Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this agreement.

ARTICLE IX

PERSONNEL AND TRAINING

- 9.1 Personnel Responsibility. Subject to the Contract and Board policies, Bardwell shall have the sole responsibility and authority to select, evaluate, assign, discipline and transfer personnel, consistent with state and federal law, and consistent with the parameters adopted and included within the Board's Budget and the Educational Program. Bardwell will not place in the employment contracts with any of its employees assigned to work at the Academy any restrictions that would prevent the Academy from employing those individuals at the Academy or would prevent those individuals from working for the Academy or for any other entity providing educational services to the Academy. Bardwell agrees that any provision of an employment agreement with any of its employees that would be in violation of this provision is void and shall not be enforceable in any forum. Bardwell will comply with the requirements of the Code regarding the evaluation of its employees and the establishment of employee compensation levels that take into consideration student achievement.
- 9.2 Principal. Because the accountability of Bardwell to the Academy is an essential foundation of this Agreement, and because the responsibility of a principal ("Principal") is critical to its success, the Principal will be an employee of Bardwell and Bardwell will have the authority, consistent with state law, to select, evaluate, and supervise the Principal and to hold him or her accountable for the success of the Academy. The employment contract with the Principal, and the duties and compensation of the Principal shall be determined by Bardwell. The Principal and Bardwell, in turn, will have similar authority to select, evaluate, and hold accountable the teachers assigned to work at the Academy. Although the Principal will be a Bardwell employee, Bardwell agrees to consult with the Board prior to hiring the Principal. If, at any time, the Board is dissatisfied with the performance of the Principal, Bardwell will remove the Principal from the Academy.

- 9.3 Teachers. The Board shall determine the number of teachers, and the applicable grade levels, subjects and class sizes, required for the operation of the Academy. Bardwell shall provide the Academy such teachers, qualified in the grade levels and subjects required by the Academy. Such teachers may, in the discretion of Bardwell, work at the Academy on a full or part-time basis. If assigned to the Academy on a part time basis, such teachers may also work at other schools managed or operated by Bardwell. Each teacher assigned or retained to work at the Academy shall hold a valid teaching certificate issued by the State Board of Education under the Code, to the extent required under the Code, and have undergone a criminal background check and unprofessional conduct check, as required by the Code. Such criminal and unprofessional conduct background checks shall be performed by Bardwell prior to employment. Bardwell will utilize an evaluation system for teachers that comply with Section 1249 of the Code, and upon request Bardwell will review the performance of teachers with the Board. Bardwell will also report to the Board at least annually and more frequently if requested regarding the development, content, standards, procedures, adoption, and implementation of its performance evaluation system for teachers, conducted pursuant to MCL 380.1249, along with the format, timing, or number of classroom observations to be used in relation to the performance evaluations.
- 9.4 Support Staff. The Board shall determine the number and functions of support staff required for the operation of the Academy. The parties anticipate that such support staff may include clerical staff, administrative assistants to the Principal, a bookkeeping staff, maintenance personnel and the like. Bardwell shall provide the Academy with such support staff, qualified in the areas required, as required by the Board. Such support staff may, in the discretion of Bardwell, work at the Academy on a full or part-time basis. If assigned to Academy on a part time basis, such staff may also work at other schools managed by Bardwell.
- 9.5 Employer of Personnel. Except as specified in this Agreement, all teaching, support staff, and other non-teaching personnel performing functions on behalf of the Academy shall be employees of Bardwell. Compensation of all employees of Bardwell shall be paid by Bardwell. For purposes of this Agreement, "Compensation" shall include salary, fringe benefits, and state, federal, local, and social security tax withholdings. Bardwell shall have the responsibility for paying social security, unemployment, and any other taxes required by law to be paid on behalf of its employees. Unless required by applicable statute, court or administrative decision, or Attorney General's opinion, Bardwell shall not make payments to the Michigan Public School Employees' Retirement Systems or any other public retirement system on behalf of its employees. Bardwell shall be responsible for conducting criminal background checks and unprofessional conduct checks on its employees, as if it were a public school academy under the Code. Teachers employed by Bardwell shall not be considered teachers for purposes of continuing tenure under MCLA §38.71 et seq.
- 9.6 Training. Bardwell shall provide training in its methods, curriculum, program and technology, to all teaching personnel, on a regular and continuous basis. In addition to outside training, Bardwell's teaching staff shall utilize their own professional abilities to provide in-service training to each other. Non-instructional personnel shall receive such training as Bardwell determines as reasonable and necessary under the circumstances.

- 9.7 Educational Consultant. At any time during the term of this Agreement, the Board may contract with an educational consultant to review the operations of the Academy and the performance of Bardwell under this Agreement. Such educational consultant shall be selected by the Board. Bardwell shall cooperate with such educational consultant in the performance of his or her responsibilities to the Board. Notwithstanding anything contained in this Article IX or elsewhere in this Agreement to the contrary, Bardwell shall have no authority to select, evaluate, assign, supervise, or control any educational consultant selected by the Board.

ARTICLE X

INSURANCE

- 10.1 Insurance of the Academy. The Academy shall purchase its own insurance policy and shall secure and maintain such policies as required by the Contract. This coverage shall include the building and related capital facilities if they are the property of the Academy. The Academy shall maintain such insurance in an amount and on such terms as are reasonably acceptable and as required by the provisions of the Contract, including the indemnification of Bardwell required by this Agreement. The Academy shall, upon request, present evidence to Bardwell that it maintains the requisite insurance in compliance with the provisions of this paragraph. Bardwell shall comply with any information or reporting requirements applicable to the Academy under the Academy's policy with its insurer(s), to the extent practicable.
- 10.2 Insurance of Bardwell. Bardwell shall secure and maintain such policies as required by the Contract, with the Academy listed as an additional insured. In the event that the Contract requires a change in coverage by Bardwell, Bardwell agrees to comply with any change in the type and amount of coverage as requested by the Contract within thirty (30) days after notice of the insurance coverage change. Bardwell shall maintain such insurance in an amount and on such terms as are reasonably acceptable to the Academy and as required by the provisions of the Contract, including the indemnification of the Academy required by this Agreement. Bardwell shall, upon request, present evidence to the Academy that it maintains the requisite insurance in compliance with the provisions of this paragraph. The Academy shall comply with any information or reporting requirements applicable to Bardwell under Bardwell's policy with its insurer(s), to the extent practicable.
- 10.3 Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance when and as required by law, covering their respective employees.

ARTICLE XI

TERMINATION OF AGREEMENT

- 11.1 Termination.
- (a) By Bardwell. Bardwell may terminate this Agreement prior to the end of the term specified in Article II in the event the Board violates this Agreement and fails to remedy a material breach within 60 days after notice from Bardwell. A material

breach includes, but is not limited to, Bardwell's failure to receive any fee or reimbursement as required by the terms of Article V of this Agreement. Bardwell may also terminate this Agreement if the Academy makes decisions regarding personnel, curriculum, or program substantially inconsistent with the recommendations of Bardwell. Termination shall not relieve the Academy of any obligations for payments outstanding to Bardwell as of the date of termination.

- (b) By Academy. The Academy may terminate this Agreement prior to the end of the terms specified in Article II in the event that Bardwell violates this Agreement and fails to remedy a material breach within 60 days after notice from the Board. Material breaches includes, but is not limited to: (1) failure to account for its expenditures or to pay Academy operating costs as required under this Agreement (provided funds are available to do so), (2) failure to substantially follow policies, procedures, rules, regulations, or curriculum duly adopted by the Board which are not in violation of the Contract, this Agreement, or law, (3) any action or inaction by Bardwell which leads to the revocation of the Contract by DPS, or (4) failure to abide by and meet educational goals set forth in the Contract or (5) violation of this Agreement.
- (c) Termination by Either Party. If Bardwell and the Board are unable to agree on changes to the Educational Programs, or other policies that affect the Academy in a significant way, either party may elect to terminate this Agreement at the end of a fiscal year, provided the terminating party gives the other party at least ninety (90) days' notice prior to termination and the opportunity within the ninety (90) days to negotiate an agreement on the educational policies at issue.

11.2 Change in Law. If any federal, state or local law or regulation, or court or administrative decision or Attorney General's opinion has a material adverse impact on the ability of either party to carry out its obligations under his Agreement, then either party, upon written notice, may request renegotiations of this Agreement and if the parties are unable or unwilling to renegotiate the terms within 90 days after the notice and after making good faith efforts which shall include the use of third party arbitrator for alternative dispute resolution, the party requiring the renegotiation may terminate this Agreement as of the end of the academic year.

The Academy may also terminate this Agreement if, at any time, the laws regarding payment to the Michigan Public School Employees' Retirement System or any other public retirement system on behalf of employees assigned by Bardwell to work at the Academy, or the law regarding continuing tenure, change such that teachers or principals and assistant principals employed by Bardwell must be covered by such retirement or continuing tenure laws.

11.3 Time of Termination/Expiration and Disposition of Funds and Property.

- (a) Effective Date of Termination. In the event this Agreement is terminated by either party prior to the end of the term specified in Article II, the termination will not become effective until the end of the academic year in which the notice of

termination was given. Notwithstanding the preceding sentence, any termination that results from a change in law as specified in Section 11.2, any violation of the applicable law or revocation of the Contract shall be effective immediately upon receipt of notice of such termination.

- (b) Personal Property. Upon termination or expiration of this Agreement, for any reason, Bardwell shall have the option to reclaim any personal property which has been purchased, or leased from a party other than the Academy, with Bardwell funds, provided Bardwell was not reimbursed for such funds from the Academy pursuant to Section 5.3. All personal property purchased or leased by Bardwell with funds received pursuant to Section 5.3 shall remain the property of the Academy.
- (c) Upon termination or expiration of this Agreement, Bardwell shall release to the Board all Academy records in its possession.

11.4 Out of Pocket Expenses. Upon termination or expiration of this Agreement, for any reason, all out-of-pocket expenses paid by Bardwell with Bardwell's own funds which were previously approved by the Board, which were incurred on or before receipt of notice of termination, shall be immediately repaid by the Academy unless otherwise agreed in writing by Bardwell, provided expenses relate to Bardwell's services and performance under this Agreement as specified in Section 5.3. The Academy shall not be responsible for repayment of any amounts paid by Bardwell, for any purpose, which are incurred after Bardwell receives a termination notice.

11.5 Transition. In the event of termination of this Agreement for any reason by either party prior to the end of this Agreement's term, Bardwell shall upon request of the Board to do so, provide the Academy reasonable assistance for up to 90 days to assist in the transition back to a regular school program or another provider

ARTICLE XII

PROPRIETARY INFORMATION

12.1 Required Disclosure. The Academy shall be permitted to report any new teaching techniques or methods of significant revisions to known teaching techniques or methods to DPS and to the State Board of Education, which teaching techniques or methods may thereafter be made available to the public, as provided in Sections 505(3) of the Code. To the extent required under the Code and Freedom of Information Act, MCLA 15.231 et seq., Bardwell's educational materials and teaching techniques used at the Academy are subject to public disclosure.

12.2 Ownership. The Academy shall own all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the Academy; or (ii) were developed by Bardwell at the direction of the Board with Academy funds dedicated for the specific purpose of developing such curriculum materials. Any educational materials including curriculum that were developed by Bardwell prior to the engagement with the Academy and/or which have been copyrighted or developed using funds from the Academy

that were not dedicated for the specific purpose of developing Academy curriculum or educational materials remains property of Bardwell.

ARTICLE XIII

INDEMNIFICATION

- 13.1 Indemnification of DPS. The parties acknowledge and agree that the DPS and its members, officers, employees, agents or representatives are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify and hold harmless the DPS, and its members, and their respective officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the negligence of which arise out of or are in any manner connected with DPS approval of the Academy's application, DPS consideration of or issuance of a Contract, the Academy Board's or Bardwell's preparation for and operation of the Academy, or which are incurred as a result of the reliance by DPS, or its members, or their respective officers, employees, agents or representatives, upon information supplied by the Academy Board or Bardwell, or which arise out of the failure of the Academy Board or Bardwell to perform its obligations under the Contract or Applicable Law. The parties expressly acknowledge and agree that DPS and its members, and their respective officers, employees, agents or representatives, or any of them, may commence legal action against either party to enforce its rights as set forth in this Agreement.
- 13.2 Indemnification of Bardwell. To the extent permitted by law, the Academy shall indemnify and save and hold Bardwell and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by the Academy with any agreements, covenants, warranties or undertakings of the Academy contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Academy contained in or made pursuant to this Agreement. In addition, the Academy shall reimburse Bardwell for any and all legal expenses and costs associated with the defense of any such claim, demand or suit.
- 13.3 Limitations of Liabilities. The Academy may assert all immunities and statutory limitations of liability in connection with any claims arising under this Agreement.
- 13.4 Indemnification of Academy. Bardwell shall indemnify and save and hold the Academy and all its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by Bardwell with any agreements, covenants, warranties or undertakings of Bardwell contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of Bardwell contained in or made pursuant to this Agreement. In addition, Bardwell shall reimburse the Academy

for any and all legal expenses and costs associated with the defense of any such claim, demand or suit.

- 13.5 Inability to Open School. Should either party fail to perform the obligations of this Agreement prior to the beginning of the first school year contemplated under this Agreement and in the event said failure is the substantial controlling factor to the inability to open school, it shall hold the other harmless for the reasonable expenses incurred by that party in preparing for the opening of school operations, provided that such other party has substantially fulfilled all its obligations necessary to the performance.
- 13.6 Indemnification for Negligence. To the extent permitted by law, the Academy shall indemnify and hold harmless Bardwell, and Bardwell's board of directors, partners, officers, employees, agents and representatives, from any all claims and liabilities which Bardwell may incur and which arise out of the negligence of the Academy's directors, officers, employees, agents or representatives. Bardwell shall indemnify and hold harmless the Academy, and the Academy's Board, partners, officers, employees, agents and representatives, from any claims and liabilities which the Academy may incur and which arise out of the negligence of Bardwell's directors, officers, employees, agents or representative.

ARTICLE XIV

WARRANTIES AND REPRESENTATIONS

- 14.1 Academy Warranties and Representations. The Academy represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.
- 14.2 Bardwell Warranties and Representations. Bardwell warrants and represents that it is a corporation in good standing and is authorized to conduct business in the State of Michigan. Bardwell represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. Bardwell warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.
- 14.3 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XV

MISCELLANEOUS

- 15.1 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Academy and Bardwell.
- 15.2 Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, flood, embargo, fire, explosion, sabotage, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement under Article XI if sufficient grounds exist as required by said Article XI.
- 15.3 State Governing Law. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Michigan.
- 15.4 Agreement in Entirety. This Agreement (including any attachments) constitutes the entire agreement of the parties.
- 15.5 Official Notices. All notices and other communications required by terms of this Agreement shall be in writing and sent to the parties hereto at the address set forth below. Notice may be given by: (1) certified or registered mail, postage prepaid, return receipt requested, or (2) personal delivery. Notice shall be deemed to have been given on the date of personal delivery if given by mail. The address of the parties hereto for the purposes aforesaid shall be:

David Ellis Academy 18977 Schaefer Hwy, Detroit, MI 48235

and to

Bardwell Group 19800 Beech Daly Rd., Redford, MI 48240

With a copy to: Morgan & McClarty, P.C.
19785 West Twelve Mile Rd. - #331
Southfield, MI 48075
Attn: Homer McClarty

- 15.6 Assignment. This Agreement shall not be assigned by Bardwell without the prior consent in writing of the Board and DPS (which consent shall not be unreasonably withheld) and DPS without prior consent in writing of Bardwell (which consent shall not be unreasonably withheld), provided that Bardwell may, without the consent of the Board, delegate the

performance of but not responsibility for any duties and obligations of Bardwell hereunder to any independent contractor, expert or professional adviser.

- 15.7 Amendment. This Agreement shall not be altered, amended, modified or supplemented except by written memorandum approved by DPS, the Board and signed by both an authorized member of the Board and authorized officer of Bardwell. The amended agreement shall be submitted to DPS in accordance with the Contract.
- 15.8 Amendment for Obtaining Tax Exempt Financing. Should the Academy determine that it is in the best interest of the Academy to obtain financing from the Michigan Finance Authority or any other type of financing that is tax-exempt pursuant to the federal Internal Revenue Code of 1986, as amended, and it is determined that this Agreement does not comply with Revenue Procedure 97-13 or any successor, then this Agreement shall be automatically amended so it can be determined that this Agreement complies with Revenue Procedure 97-13 or any successor. The parties shall promptly execute a written document reflecting such amendment, but the failure of the parties to do so shall not affect the effectiveness of automatic amendment.
- 15.9 Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.
- 15.10 Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement.
- 15.11 Successors and Assigns. This Agreement shall be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.
- 15.12 No Third Party Rights. This Agreement is made for the sole benefit of the Academy and Bardwell. Except as otherwise expressly provided, nothing in this Agreement shall create or be deemed to create a relationship between the parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.
- 15.13 Survival of Termination. All representations, warranties, and indemnities made in this Agreement shall survive termination of this Agreement.
- 15.14 Delegation of Authority. Nothing in this Agreement shall be construed as delegating to Bardwell any of the powers or authority of the Board or the Academy which are not subject to delegation by the Board or the Academy under Michigan Law or the Contract.
- 15.15 Compliance with Law. The parties agree to comply with all applicable laws and regulations.
- 15.16 Compliance with the Contract. The parties intend that this Agreement shall comply with DPS Contract and Related Documents , as the same may be changed from time to time. In the event

that changes in the Contract implemented after the date of execution of this Agreement cause any provision of this Agreement to be in conflict the revised Contract, the parties agree to amend this Agreement to eliminate the conflict within thirty (30) days after being advised of such conflict.

15.17 Dispute Resolution Procedure. Any and all disputes between the parties concerning any alleged breach of this Agreement or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement that are unable to be resolved through discussion and negotiation shall be resolved by arbitration, and such an arbitration procedure shall be the sole and exclusive remedy for such matters. The arbitrator shall be selected from a panel provided by and in accordance with the rules of the American Arbitration Association. The arbitration shall be conducted in accordance with the rules of the American Arbitration Association, with such variations as the parties and the arbitrator unanimously accept. Any arbitration hearing shall be conducted in Detroit, Michigan. A judgment on the award rendered by the arbitrators may be entered in any court having appropriate jurisdiction to ensure compliance with the applicable law and this Agreement. The cost of arbitration, not including attorney fees, shall be paid by the losing party. It shall be in the discretion of the arbitration panel to award reasonable attorney fees to the prevailing party, to be paid if awarded by the losing party. The Judgment of the Arbitrators shall be in writing, and any cause opinion of the Arbitrators shall be provided to the parties and DPS.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.


BARDWELL GROUP, A Michigan corporation

By: 

Its: CEO

Date: June 29, 2015

DAVID ELLIS ACADEMY, A Michigan
Public School Academy

By: 

Its: President, Board of Directors

Date: June 29, 2015

ATTACHMENT

- A -

Tab 4

EDUCATIONAL GOAL AND RELATED MEASURES

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Section 6.2, the Academy shall achieve or demonstrate measurable progress toward the achievement of the educational goal identified in this schedule. Upon request, the Academy shall provide Bay Mills Community College with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal. In addition, the College expects the Academy will meet the State of Michigan's accreditation standards and achieve Adequate Yearly Progress ("AYP") pursuant to state and federal law.

Educational Goal to Be Achieved

Prepare students academically for success in college, work and life.

Measures for Determining Goal Achievement

To determine whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, the College will annually assess the Academy's performance using the following measures.

Measure 1: Student Achievement

The academic achievement of all students in grades 2-11, who have been enrolled for three* or more years at the Academy, will be assessed using the following metrics and achievement targets:

| Grade(s) | Metric | Achievement Targets |
|-------------|---|---|
| Grades 2-8 | The average college readiness level based on scaled scores from the Performance Series [®] by Scantron [®] /NWEA [®] MAP [®] reading and math tests administered in the spring. | Students enrolled for three* or more years will on average achieve scaled scores equal to or greater than the grade-level achievement targets for reading and math identified in this schedule. |
| Grades 8-11 | The average college readiness level based on subject scores from the Explore [®] , Plan [®] and ACT [®] tests by ACT, Inc. administered in the spring. | Students enrolled for three* or more years will on average achieve Explore, Plan and ACT subject scores equal to or greater than the achievement targets for reading, math, science, and English identified in this schedule. |

FINAL

*If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

Achievement Targets

Scantron Performance Series (PS) and NWEA MAP College Readiness Targets

| Grade | PS Reading Spring Target | MAP Reading Spring Target | PS Math Spring Target | MAP Math Spring Target |
|-------|--------------------------|---------------------------|-----------------------|------------------------|
| 2 | 2265 | 190 | 2191 | 191 |
| 3 | 2504 | 201 | 2380 | 204 |
| 4 | 2691 | 208 | 2497 | 214 |
| 5 | 2843 | 215 | 2615 | 224 |
| 6 | 2921 | 218 | 2733 | 229 |
| 7 | 2948 | 222 | 2800 | 236 |
| 8 | 3012 | 227 | 2890 | 242 |

EXPLORE, PLAN and ACT College Readiness Targets

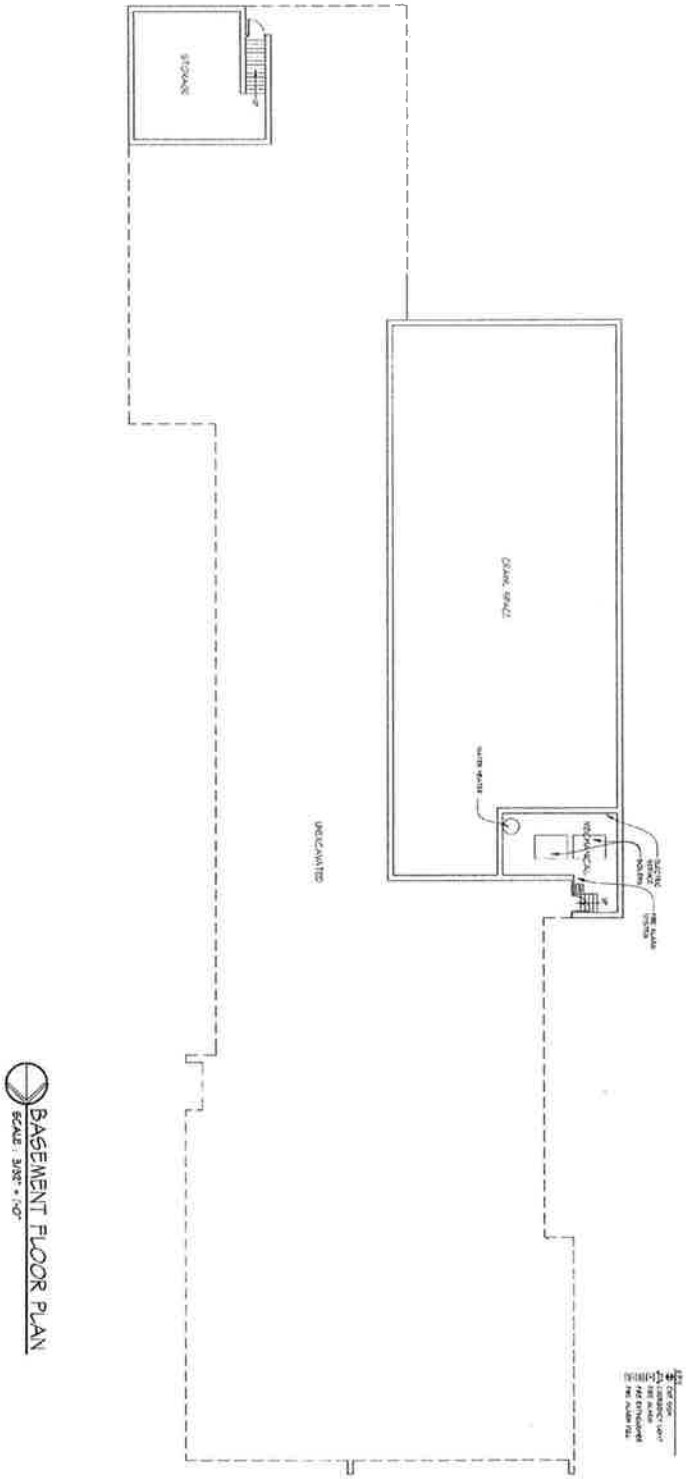
| Grade/Test | READING | MATH | SCIENCE | ENGLISH |
|-------------|---------|------|---------|---------|
| 8- EXPLORE | 15 | 17 | 20 | 13 |
| 9 - EXPLORE | 16 | 18 | 20 | 14 |
| 10 - PLAN | 17 | 19 | 21 | 15 |
| 11 – ACT | 21 | 22 | 24 | 18 |

Measure 2: Student Growth

The academic growth of all students in grades 2 through 11 at the Academy will be assessed using the following metrics and growth targets:

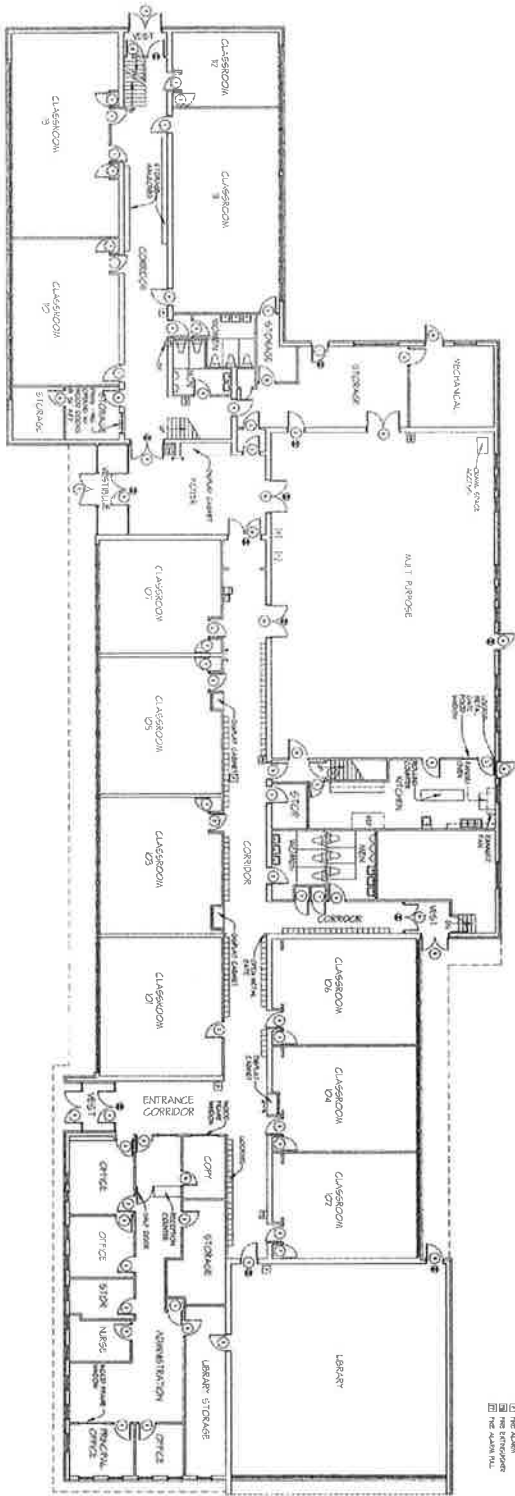
| Grade(s) | Metric | Growth Targets |
|------------|---|--|
| Grades 2-8 | Growth made by students from fall-to-spring in reading and math as measured by scaled scores on the Performance Series by Scantron /NWEA MAP. | Students' fall-to-spring academic growth on average will demonstrate measurable progress toward the grade-level achievement targets for reading and math identified in the schedule. |
| Grade 8-11 | Growth made by students in reading, math, science, and English as measured by subject scores on the Explore, Plan and ACT tests. | Students' academic growth between tests on average will demonstrate measurable progress toward the achievement targets for the grade-level subject scores in reading, math, science, and English identified in the schedule. |

ATTACHMENT L
PHYSICAL PLANT OCCUPANCY DOCUMENTS



BASEMENT FLOOR PLAN
SCALE: 3/8" = 1'-0"

| | | | | | | | | | | | | |
|----------|----------------------------|---|-------------------------|--------------------------------|----------------------------------|---|------------------------------|-----------------------|--------------------------|---|--|---|
| 2 | DRAWING NUMBER 2 | DRAWING TITLE BASEMENT FLOOR PLAN | DATE 11/10/11 | DRAWN BY DAVID ELLIS | CHECKED BY DAVID ELLIS | DAVID ELLIS ACADEMY DETROIT, MICHIGAN | PROJECT NO. 11-001 | SHEET NO. 1 | TOTAL SHEETS 1 | PROJECT LOCATION 11000 W. LEBLANC AVENUE DETROIT, MICHIGAN 48204 | PROJECT OWNER FLISCO SHAPIRO & PAPPAS INC. | ARCHITECT DAVID ELLIS ARCHITECTS 11000 W. LEBLANC AVENUE DETROIT, MICHIGAN 48204 TEL: 313.833.1100 WWW.DELLISARCHITECTS.COM |
|----------|----------------------------|---|-------------------------|--------------------------------|----------------------------------|---|------------------------------|-----------------------|--------------------------|---|--|---|



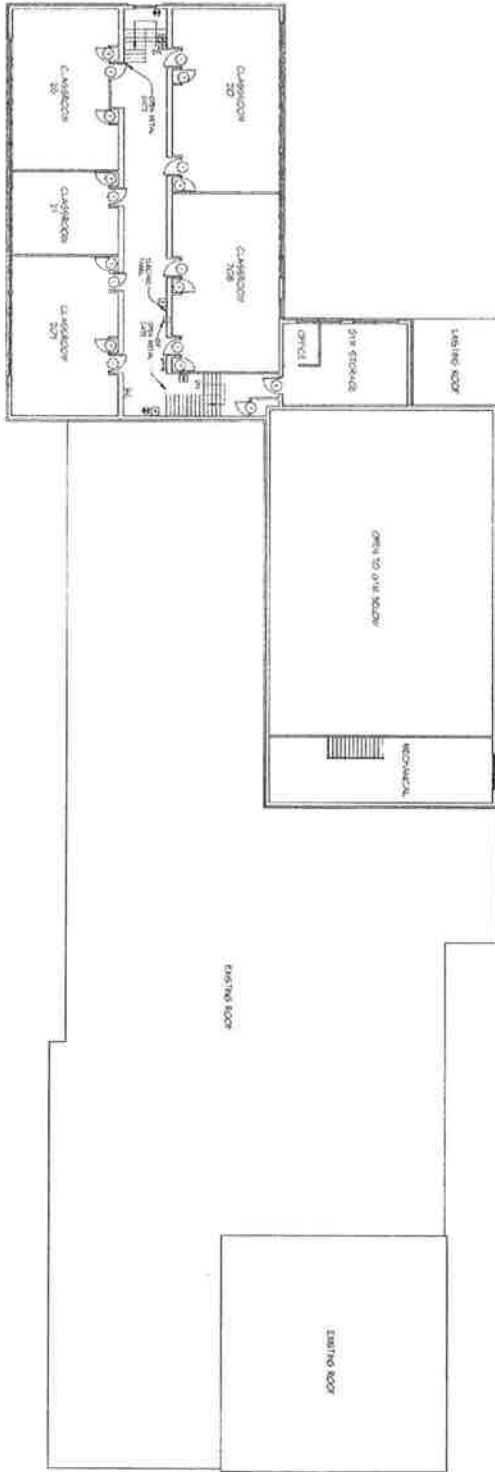
FIRST FLOOR PLAN
SCALE 3/8" = 1'-0"

DOOR SCHEDULE

| NO. | DOOR | FRAME | NOTES |
|-----|------------------|-------|------------------------|
| 1 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 2 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 3 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 4 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 5 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 6 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 7 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 8 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 9 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 10 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 11 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 12 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 13 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 14 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 15 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 16 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 17 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 18 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 19 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |
| 20 | 1'-0" x 6'-0" SW | SW | SEE ARCHITECTURAL PLAN |

FIRE RATED
 GLASS
 GLASS BLOCK
 GLASS CURTAIN WALL
 GLASS PARTITION
 GLASS SKYLIGHT
 GLASS WALL
 GLASS DOOR
 GLASS WINDOW
 GLASS PARTITION WALL
 GLASS PARTITION WINDOW
 GLASS PARTITION DOOR
 GLASS PARTITION SKYLIGHT
 GLASS PARTITION WALL WINDOW
 GLASS PARTITION WALL DOOR
 GLASS PARTITION WALL SKYLIGHT
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 GLASS PARTITION WINDOW DOOR
 GLASS PARTITION WINDOW SKYLIGHT
 GLASS PARTITION WALL WINDOW WALL
 GLASS PARTITION WALL WINDOW DOOR
 GLASS PARTITION WALL WINDOW SKYLIGHT

| | | | | | |
|---------------------------------|-------------------|----------------|------------------|---|---|
| DRAWING TITLE 1ST FLOOR PLAN | SHEET NUMBER 3 | DATE 9/1/02 | REVISION NONE | DAVID ELLIS ACADEMY DETROIT, MICHIGAN | FUSCO SHAFFER & PAPPAS INC. <small>ARCHITECTS & INTERIORS 10000 WOODWARD AVENUE FARMINGVILLE, MICHIGAN 48029 TEL: 588-8888</small> |
|---------------------------------|-------------------|----------------|------------------|---|---|




SECOND FLOOR PLAN
 SCALE: 3/8" = 1'-0"

DRAWING NUMBER
4

DRAWING TITLE
SECOND FLOOR PLAN

DATE
 11/11/11

PROJECT
DAVID ELLIS ACADEMY
 11111 W. LEBLANC
 DETROIT, MI 48204

DAVID ELLIS ACADEMY
 DETROIT, MICHIGAN

ARCHITECT
SHAPPER & PAPPAS INC.
 11111 W. LEBLANC
 DETROIT, MI 48204

ARCHITECT
SHAPPER & PAPPAS INC.
 11111 W. LEBLANC
 DETROIT, MI 48204

ATTACHMENT M
OCCUPANCY AND USE LICENSES

COMMERCIAL LEASE

This lease is made between **Greater Grace Temple**, of 23500 W. Seven Mile Rd., Detroit, MI 48219, herein call Lessor, and **Bardwell Group – David Ellis Academy**, of 18977 Schaefer Hwy., Detroit, MI 48235, herein called Lessee.

Lessee hereby offers to lease from Lessor the premises situated in the **City of Detroit**, County of Wayne, **State of Michigan**, described as **School Building Facility**, upon the following **TERMS** and **CONDITIONS**:

- 1. Term and Rent.** Lessor demises the above premises for a term of **sixty (60) months**, commencing **July 31, 2010**, and terminating on **July 30, 2015**, at the annual rental of One hundred eighty thousand dollars (180,000.00), payable in equal installments in advance on the 20th day of each month for that month's rental, during the term of this lease. All rental payments shall be made to Lessor, at the address specified above.
- 2. Use.** Lessee shall use and occupy the premises for **Educational Learning and Activities Institution**. The premises shall be used for no other purpose. Lessor represents that the premises may lawfully be used for such purpose.
- 3. Care and Maintenance of Premises.** Lessee acknowledges that the premises are in good order and repair, unless otherwise indicated herein. Lessee shall, at his own expense and at all times, maintain the premises in good and safe condition, including plate glass, electrical wiring, plumbing and heating installations and any other system or equipment upon the premises and shall surrender the same, at termination excepted. Lessee shall be responsible for all repairs required, except roofing, exterior walls, structural foundations, and: major heating, plumbing, and electrical breakdowns, which shall be maintained by Lessor. Lessee shall also maintain in good condition such portions adjacent to the premises, such as sidewalks, driveways, lawns and shrubbery, which would otherwise be required to be maintained by Lessor.
- 4. Alterations.** Lessee shall not, without first obtaining the written consent of Lessor, make any alterations, additions, or improvements, in, to, or about the premises.
- 5. Ordinances.** Lessee shall comply with all statutes, ordinances and requirement or all municipal, state and federal authorities now in force, or which may hereafter be in force, pertaining to the premises, occasioned by or affecting the use thereof by Lessee.

6. **Assignment and Subletting.** Lessee shall not assign this lease or sublet any portion of the premises without prior written consent of the Lessor, which shall not be unreasonably withheld. Any such assignment or subletting without consent shall be void and, at the option of the Lessor, may terminate this lease.
7. **Utilities.** All applications and connections for necessary utility services on the demised premises shall be made in the name of Lessor, and Lessee shall be solely liable for the reimbursement of utility charges to the Lessor, including those for sewer, water, gas, electricity, and telephone services.
8. **Entry and Inspection.** Lessee shall permit Lessor or Lessor's agents to enter upon the premises at reasonable times and upon reasonable notice, for the purpose of inspecting the same, and will permit Lessor at any time within sixty (60) days prior to the expiration of this lease, to place upon the premises any usual "To Let" or "For Lease" signs, and permit persons desiring to lease the same to inspect the premises thereafter.
9. **Possession.** If Lessor is unable to deliver possession of the premises at the commencement hereof, Lessor shall not be liable for any damage caused thereby, nor shall this lease be void or voidable, but Lessee shall not be liable for any rent until possession is delivered. Lessee may terminate this lease if possession is not delivered within 30 days of the commencement of the term thereof.
10. **Indemnification of Lessor.** Lessor shall not be liable for any damage or injury to Lessee, or any other person, or to any property, occurring on the demised premises or any part thereof, and Lessee agrees to hold Lessor harmless from any claims for damages, no matter how caused.
11. **Insurance.** Lessee, at his expense, shall maintain plate glass and public liability insurance including bodily injury and property damage insuring Lessee and Lessor with minimum coverage as follows: (see Addendum "A")

Lessee shall provide Lessor with a Certificate of Insurance showing Lessor as additional insured. The Certificate shall provide for a ten-day written notice to Lessor in the event of cancellation or material change of coverage. To the maximum extent permitted by insurance policies which may be owned by Lessor or Lessee, Lessee and Lessor, for the benefit of each other, waive any and all rights of subrogation which might otherwise exist.

- 12. Eminent Domain.** If the premises or any part thereof or any estate therein, or any other part of the building materially affecting Lessee's use of the premises, shall be taken by eminent domain, this lease shall terminate on the date when title vests pursuant to such taking. The rent, and any additional rent, shall be apportioned as of the termination date, and any rent paid for any period beyond that date shall be repaid to Lessee. Lessee shall not be entitled to any part of the award for such taking or any payment in lieu thereof, but Lessee may file a claim for any taking of fixtures and improvements owned by Lessee, and for moving expenses.
- 13. Destruction of Premises.** In the event of a partial destruction of the premises during the term hereof, from any cause, Lessor shall forthwith repair the same, provided that such repairs can be made within sixty (60) days under existing governmental laws and regulations, but such partial destruction shall not terminate this lease, except that Lessee shall be entitled to a proportionate reduction of rent while such repairs are being made, based upon the extent to which the making of such repairs shall interfere with the business of Lessee on the premises. If such repairs cannot be made within said sixty (60) days, Lessor, at his option, may make the same within a reasonable time, this lease continuing in effect with the rent proportionately abated as aforesaid, and in the event that Lessor shall not elect to make such repairs which cannot be made within sixty (60) days, this lease may be terminated at the option of either party. In the event that the building in which the demised premises may be situated is destroyed to an extent of not less than one-third of the replacement costs thereof, Lessor may elect to terminate this lease whether the demised premises be injured or not. A total destruction of the building in which the premises may be situated shall terminate this lease.
- 14. Lessor's Remedies on Default.** If Lessee defaults in the payment of rent, or any additional rent, or defaults in the performance of any of the other covenants or conditions hereof, Lessor may give Lessee notice of such default and if Lessee does not cure any such default within 30 days, after the giving of such notice (or if such other default is of such nature that it cannot be completely cured within such period, if Lessee does not commence such curing within such 30 days, and thereafter proceed with reasonable diligence and in good faith to cure such default), then Lessor may terminate this lease on not less than 30 days' notice to Lessee. On the date specified in such notice the term of this lease shall terminate, and Lessee shall then quit and surrender the premises to Lessor, but Lessee shall remain liable as hereinafter provided. If this lease shall have been so terminated by Lessor, Lessor may at any time thereafter resume possession of the premises by any lawful means and remove Lessee or other occupants and their effects. No failure to enforce any terms shall be deemed a waiver.

- 15. Security Deposit.** Lessee shall deposit with Lessor on the signing of this lease the sum of None Dollars (\$0.00) as security for the performance of Lessee's obligations under this lease, including without limitation the surrender of possession of the premises to Lessor as herein provided. If Lessor applies any part of the deposit to cure any default of Lessee, Lessee shall on demand deposit with Lessor the amount so applied so that Lessor shall have the full deposit on hand at all times during the term of this lease.
- 16. Tax Increase.** In the event there is any increase during any year of the term of this lease in the City, County or State real estate taxes over and above the amount of such taxes assessed for the tax year during which the term of this lease commences, whether because of increased rate or valuation, Lessee shall pay to Lessor upon presentation of paid tax bills an amount equal to 0% of the increase in taxes upon the land and building in which the leased premises are situated. In the event that such taxes are assessed for a tax year extending beyond the term of the lease, the obligation of Lessee shall be proportionate to the portion of the lease term included in such year.
- 17. Common Area Expenses.** In the event the demised premises are situated in a shopping center or in a commercial building in which there are common areas, Lessee agrees to pay his pro-rata share of maintenance, taxes, and insurance for the common area.
- 18. Attorney's Fees.** In case suit should be brought for recovery of the premises, or for any sum due hereunder, or because of any act which may arise out of the possession for the premises, by either party, the prevailing party shall be entitled to all costs incurred in connection with such action, including a reasonable attorney's fee.
- 19. Waiver.** No failure of Lessor to enforce any term hereof shall be deemed to be a waiver.
- 20. Notices.** Any notice which either party may or is required to give, shall be given by mailing the same, postage prepaid, to Lessee at the premises, or Lessor at the address specified above, or at such other places as may be designated by the parties from time to time.
- 21. Heirs, Assigns, Successors.** This lease is binding upon and insures to the benefit of the heirs, assigns and successors in interest to the parties.

22. Option to Renew. Provided that Lessee is not in default in the performance of this lease, Lessee shall renew the lease for additional term of 60 months commencing at the expiration of the initial lease term. All of the terms and conditions of the lease shall apply during the renewal term except that the monthly rent shall be the sum of \$15,000.00. The option shall be exercised by written notice given to Lessor not less than 30 days prior to the expiration of the initial lease term. If notice is not given in the manner provided herein within the time specified, this option shall expire.

23. Subordination. This lease is and shall be subordinated to all existing and future liens and encumbrances against the property.

24. Radon Gas Disclosure. As required by law, (Landlord) makes the following disclosure: "Radon Gas" is a naturally occurring radioactive gas that, when it has accumulated in a building in sufficient quantities may present health risks to persons who are exposed to it over time. Levels of radon that exceed federal and state guidelines have been found in buildings in N/A. Additional information regarding radon and radon testing may be obtained from your county public health unit.

25. Entire Agreement. The foregoing constitutes the entire agreement between the parties and may be modified only by a writing signed by both parties. The following Exhibits, if any, have been made a part of this lease before the parties' execution hereof: **Addendum "A" incorporated herein by reference.**

Signed this 27th day of June, 2010.

By: [Signature]
Lessee

By: [Signature]
Lessor

By: [Signature]
Lessee

By: [Signature]
Lessor

RPR REAL ESTATE SERVICES

Purchaser Statement
02/07/2013

Escrow No: LTM121554

Purchaser: David Ellis Academy
18977 Schaefer Hwy.
Detroit, MI 48235

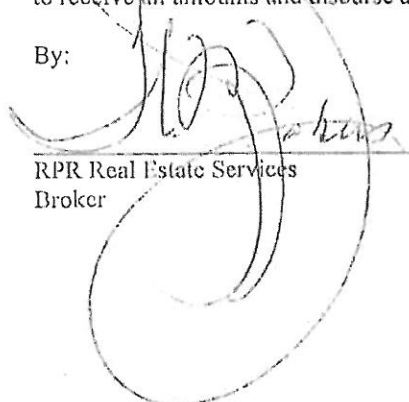
Seller: Joseph M. Claxton a/k/a Joe Claxton
18962 Schaefer Hwy.
Detroit, MI 48235

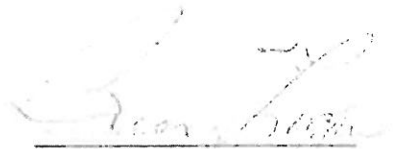
Property Address: Blackstone Park Sub., Lot 1102+, Book 45, Page 51
18962 Schaefer Hwy.
Detroit, MI 48235

| | Debits | Credits |
|---|-------------|-------------|
| Deposit or earnest money | | \$500.00 |
| Contract sales price | \$3,000.00 | |
| Commission Paid at Settlement | \$500.00 | |
| Administration Transaction fee to RPR Real Estate Services | \$1,000.00 | |
| Title services and lender's title insurance to Lawyers Title Agency | \$600.00 | |
| Owner's title insurance to Lawyers Title Agency | \$252.00 | |
| Recording Processing Fee to Lawyers Title Agency | \$40.00 | |
| Government recording charges | \$23.00 | |
| Transfer taxes | \$25.80 | |
| Delinquent taxes 2010 & 2011 to Wayne County Treasurer | \$3,711.80 | |
| Duplicate tax bill to Wayne County Treasurer | \$40.00 | |
| 2012 Summer Property Taxes to City of Detroit Treasurer | \$2,834.00 | |
| Delinquent/ Current Water usage to City of Detroit, Water Dept. | \$1,043.07 | |
| 2012 Winter Property Taxes to City of Detroit Treasurer | \$169.65 | |
| Payoff Unemployment Tax Lien to State of Michigan, Department of Treasury | \$926.57 | |
| Sub-totals | \$14,165.89 | \$500.00 |
| Balance Due From Purchaser | | \$13,665.89 |

THE UNDERSIGNED, by execution hereof, hereby (a) acknowledge that they have read the above foregoing Closing Statement, (b) acknowledge receipt of the statement, (c) acknowledge that the same is true and correct, (d) authorize and direct Settlement Agent to receive all amounts and disburse all amounts pursuant to the foregoing Closing Statement

By:


RPR Real Estate Services
Broker


David Ellis Academy



A. Settlement Statement (HUD-1)

| B. Type of Loan | | | |
|--|-------------------------------------|---|----------------------------|
| 1 <input type="checkbox"/> FHA | 2 <input type="checkbox"/> RIS | 3 <input type="checkbox"/> Conv Arms | 6 File Number LTM121554 |
| 4 <input type="checkbox"/> VA | 5 <input type="checkbox"/> Conv Inv | 6 <input type="checkbox"/> Seller Fin | 7 Loan Number |
| 7 <input checked="" type="checkbox"/> Cash Sale | | 8 Mortgage Ins Case Number | |
| C. Note: This form is furnished to give you a statement of actual settlement costs. Amounts paid to and by the settlement agent are shown. Items marked "to me" were paid outside the closing; they are shown here for informational purposes and are not included in the total. | | | |
| D Name & Address of Borrower David Ellis Academy 18977 Schaefer Hwy. Detroit, MI 48235 | | E Name & Address of Seller Joseph M. Claxton w/ta Joe Claxton 18962 Schaefer Hwy. Detroit, MI 48235 | |
| F Name & Address of Lender CASH SALE | | I Settlement Date 2/7/2013 Filed 2/7/2013 | |
| G Property Location Blickstone Park Sub., Lot 1102x, Book 45, Page 51 18962 Schaefer Hwy. Detroit, MI 48235 | | H Settlement Agent Name Lawyers Title Agency 1204 S. Telegraph Road Monroe, MI 48161 734-241-0066 Underwritten By: Fidelity Place of Settlement Lawyers Title Agency 1204 S. Telegraph Road Monroe, MI 48161 | |

| J. Summary of Borrower's Transaction | | K. Summary of Seller's Transaction | |
|--|--------------------|--|-------------------|
| 100. Gross Amount Due from Borrower | | 400. Gross Amount Due to Seller | |
| 101. Contract sales price | \$3,000.00 | 401. Contract sales price | \$3,000.00 |
| 102. Personal property | | 402. Personal property | |
| 103. Settlement charges to borrower | \$11,165.89 | 403. | |
| 104. | | 404. | |
| 105. | | 405. | |
| Adjustments for items paid by seller in advance | | Adjustments for items paid by seller in advance | |
| 106. City property taxes | | 406. City property taxes | |
| 107. County property taxes | | 407. County property taxes | |
| 108. Annual Assessments | | 408. Annual Assessments | |
| 109. Yearly Taxes | | 409. Yearly Taxes | |
| 110. Other Taxes | | 410. Other Taxes | |
| 111. | | 411. | |
| 112. | | 412. | |
| 113. | | 413. | |
| 114. | | 414. | |
| 115. | | 415. | |
| 116. | | 416. | |
| 120. Gross Amount Due From Borrower | \$14,165.89 | 420. Gross Amount Due to Seller | \$3,000.00 |
| 200. Amounts Paid By Or in Behalf Of Borrower | | 500. Reductions in Amount Due to Seller | |
| 201. Deposit or earnest money | \$500.00 | 501. Excess deposit (see instructions) | |
| 202. Principal amount of new loan(s) | | 502. Settlement charges to seller (line 100) | |
| 203. Existing loan(s) taken subject to | | 503. Existing loan(s) taken subject to | |
| 204. | | 504. Payoff of first mortgage loan-UPBANK | \$3,000.00 |
| 205. | | 505. Payoff of second mortgage loan | |
| 206. | | 506. | |
| 207. | | 507. | |
| 208. | | 508. | |
| 209. | | 509. | |
| Adjustments for items unpaid by seller | | Adjustments for items unpaid by seller | |
| 210. City property taxes | | 510. City property taxes | |
| 211. County property taxes | | 511. County property taxes | |
| 212. Annual Assessments | | 512. Annual Assessments | |
| 213. Yearly Taxes | | 513. Yearly Taxes | |
| 214. Other Taxes | | 514. Other Taxes | |
| 215. | | 515. | |
| 216. | | 516. | |
| 217. | | 517. | |
| 218. | | 518. | |
| 219. | | 519. | |
| 220. Total Paid By/For Borrower | \$500.00 | 520. Total Reduction Amount Due Seller | \$3,000.00 |
| 300. Cash At Settlement From/To Borrower | | 600. Cash At Settlement To/From Seller | |
| 301. Gross amount due from borrower (line 120) | \$14,165.89 | 601. Gross amount due to seller (line 420) | \$3,000.00 |
| 302. Less amounts paid by/for borrower (line 220) | \$500.00 | 602. Less reductions in amt due seller (line 520) | \$3,000.00 |
| 303. Cash From Borrower | \$13,665.89 | 603. Cash Seller | \$0.00 |

The Public Reporting Burden for this collection of information is estimated to average 35 minutes per response for collecting, reviewing, and reporting the data. This agency may not collect this information, and you are not required to complete this form, unless it displays a currently valid OMB control number. No confidentiality is assured; this disclosure is mandatory. This is designed to provide the parties to a RESPA covered transaction with information during the settlement process.

| I. Settlement Charges | | | | Paid From | Paid From |
|--|-------------------------------|---|---------------|----------------|------------|
| | | | | Borrower's | Seller's |
| | | | | Funds at | Funds at |
| | | | | Settlement | Settlement |
| 700. Total Real Estate Broker Fees | | \$500.00 | | | |
| 701. Division of Commission (line 700) as follows: | | | | | |
| 701. \$500.00 | to | RPR Real Estate Services | | | |
| 702. | to | | | | |
| 703. Commission Paid at Settlement | | | \$500.00 | \$0.00 | |
| 704. Administration Transaction fee | to | RPR Real Estate Services | \$1,000.00 | | |
| II. Other Charges | | | | | |
| 801. Our origination charge | | | \$0.00 | (from GFE #1) | |
| 802. Your credit or charge (points) for the specific rate chosen | | | \$0.00 | (from GFE #2) | |
| 803. Your adjusted origination charges | to | | | (from GFE #A) | |
| 804. Appraisal Fee | to | | | (from GFE #3) | |
| 805. Credit report | to | | | (from GFE #3) | |
| 806. Tax service | to | | | (from GFE #4) | |
| 807. Flood certification | to | | | (from GFE #4) | |
| III. Prepaid Items | | | | | |
| 901. Daily interest charges from 2/7/2013 to 3/11/2013 @ \$0/day | | | | (from GFE #10) | |
| 902. Mortgage Insurance Premium for months to | | | | (from GFE #3) | |
| 903. Homeowner's insurance for years to | | | | (from GFE #11) | |
| IV. Escrow Account | | | | | |
| 1001. Initial Deposit for your escrow account | | | | (from GFE #9) | \$0.00 |
| 1002. Homeowner's insurance | months @ | per month | | | |
| 1003. Mortgage insurance | months @ | per month | | | |
| 1004. City property taxes | months @ | per month | | | |
| 1005. County property taxes | months @ | per month | | | |
| 1006. Annual Assessments | months @ | per month | | | |
| 1007. Yearly Taxes | months @ | per month | | | |
| 1008. Other Taxes | months @ | per month | | | |
| 1009. | 0 months @ | | | | |
| 1010. Flood Insurance | 0 months @ | | | | |
| 1011. Aggregate Adjustment | | | | | |
| V. Title Agency | | | | | |
| 1101. Title services and lender's title insurance | to | Lawyers Title Agency | (from GFE #4) | \$600.00 | |
| 1102. Settlement or closing fee | to | Lawyers Title Agency | \$600.00 | | |
| 1103. Owner's title insurance | to | Lawyers Title Agency | (from GFE #5) | \$252.00 | |
| 1104. Lender's title insurance | to | | \$0.00 | | |
| 1105. Lender's title policy limit \$ | | \$0.00/\$0.00 | | | |
| 1106. Owner's title policy limit \$ | | \$1,000.00/\$252.00 | | | |
| 1107. Agent's portion of the total title insurance premium | to | Lawyers Title Agency | \$214.20 | | |
| 1108. Underwriter's portion of the total title insurance premium | to | Fidelity Land Title Agency | \$17.80 | | |
| 1109. Recording Processing Fee | to | Lawyers Title Agency | | \$40.00 | |
| VI. Recording and Other Fees | | | | | |
| 1201. Government recording charges | | | (from GFE #7) | \$23.00 | |
| 1202. Deed \$23.00, Mortgage Release \$0.00 | | to Land Record Pro | | | |
| 1203. Transfer taxes | | | (from GFE #8) | \$25.00 | |
| 1204. City/County tax/stamps | Deed \$3.00, Mortgage \$0.00 | to Land Record Pro | | | \$0.00 |
| 1205. State tax/stamps | Deed \$21.50, Mortgage \$0.00 | to Land Record Pro | | | \$0.00 |
| VII. Other Property Taxes | | | | | |
| 1301. Required services you can shop for | | | (from GFE #6) | | |
| 1302. Delinquent taxes 2010 & 2011 | to | Wayne County Treasurer | | \$3,711.80 | |
| 1303. Duplicate tax bill | to | Wayne County Treasurer | | \$40.00 | |
| 1304. 2012 Summer Property Taxes | to | City of Detroit Treasurer | | \$2,834.00 | |
| 1305. Delinquent/Current Water usage | to | City of Detroit, Water Dept. | | \$1,043.07 | |
| 1306. 2012 Winter Property Taxes | to | City of Detroit Treasurer | | \$169.65 | |
| 1307. Payoff Unemployment Tax Lien | to | State of Michigan, Department of Treasury | | \$926.57 | |
| 1400. Total Settlement Charges (enter on lines 103, Section J and 502, Section K) | | | | \$11,165.89 | |

POC (B) - Paid Outside of Closing by Borrower POC (S) - Paid Outside of Closing by Seller POC (L) - Paid Outside of Closing by Lender

| Charges That Cannot Increase | HUD-1 Line Number |
|---|-------------------|
| Your origination charge | # 801 |
| Your credit or charge (points) for the specific rate chosen | # 802 |
| Your adjusted origination charges | # 803 |
| Transfer taxes | # 1203 |

| Good Faith Estimate | HUD-1 |
|---------------------|---------|
| \$0.00 | \$0.00 |
| \$0.00 | \$4.00 |
| \$0.00 | \$0.00 |
| \$0.00 | \$25.80 |

| Charges That in Total Cannot Increase More Than 10% | HUD-1 |
|---|--------|
| Government recording charges | # 1201 |
| Total | |
| Increase between GFE and HUD-1 Charges | |

| Good Faith Estimate | HUD-1 |
|---------------------|---------|
| \$0.00 | \$23.00 |
| | \$23.00 |
| \$23.00 | or |
| | 100% |

| Charges That Can Change | HUD-1 |
|---|---------------|
| Initial deposit for your escrow account | # 1001 |
| Daily interest charges | # 901, 50/day |
| Homeowner's insurance | # 903 |

| Good Faith Estimate | HUD-1 |
|---------------------|--------|
| \$0.00 | \$0.00 |
| \$0.00 | \$0.00 |
| \$0.00 | \$0.00 |


Loan Terms


| | |
|---|---|
| Your initial loan amount is | |
| Your loan term is | years |
| Your initial interest rate is | % |
| Your initial monthly amount owed for principal, interest, and any mortgage insurance is | <input type="checkbox"/> includes <input type="checkbox"/> Principal <input type="checkbox"/> Interest <input type="checkbox"/> Mortgage Insurance |
| Can your interest rate rise? | <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, it can rise to a maximum of % The first change will be on and can change again every after Every change date, your interest rate can increase or decrease by % Over the life of the loan, your interest rate is guaranteed to never be lower than % or higher than % |
| Even if you make payments on time, can your loan balance rise? | <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, it can rise to a maximum of |
| Even if you make payments on time, can your monthly amount owed for principal, interest, and mortgage insurance rise? | <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, the first increase can be on and the monthly amount owed can rise to The maximum it can ever rise to is |
| Does your loan have a prepayment penalty? | <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, your maximum prepayment penalty is |
| Does your loan have a balloon payment? | <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, you have a balloon payment of due in years on |
| Total monthly amount owed including escrow account payments | <input checked="" type="checkbox"/> You do not have a monthly escrow payment for items, such as property taxes and homeowner's insurance. You must pay these items directly yourself. <input type="checkbox"/> You have an additional monthly escrow payment of that results in a total initial monthly amount owed of. This includes principal, interest, any mortgage insurance and any items checked below <input type="checkbox"/> Property taxes <input type="checkbox"/> Homeowner's Insurance <input type="checkbox"/> Flood insurance <input type="checkbox"/> <input type="checkbox"/> |

Note: If you have any questions about the Settlement Charges and Loan Terms listed on this form, please contact your lender.

File No. LTM121554

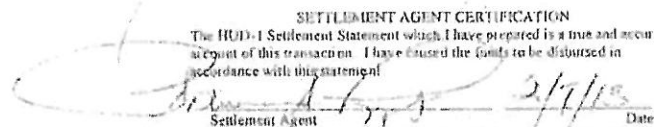
I have carefully reviewed the HUD-1 Settlement Statement and to the best of my knowledge and belief, it is a true and accurate statement of all receipts and disbursements made on my account or by me in this transaction. I further certify that I have received a completed copy of pages 1, 2 and 3 of this HUD-1 Settlement Statement.


David Hills Academy


Joseph M. Claxton aka Joe Claxton

SETTLEMENT AGENT CERTIFICATION

The HUD-1 Settlement Statement which I have prepared is a true and accurate report of this transaction. I have caused the funds to be disbursed in accordance with this statement.


Settlement Agent

2/7/13
Date

Warning: It is a crime to knowingly make false statements to the United States on this or any other similar form. Penalties upon conviction can include a fine and imprisonment. For details see Title 18 U.S. Code Section 1001 and Section 1010.

ATTACHMENT N
FIRE MARSHALL APPROVALS



Sylvia Green
Director

DAVID ELLIS ACADEMY
18977 Schaefer Hwy.
Detroit, MI 48235
(313) 927-5395 Main
(313) 927-5376 Fax
www.dea-detroit.com

Board of Directors

Brian Logan, President
Dannis White, Secretary
Patsy Johnson, Treasurer
Linda Tripp, Chief Admin Officer

May 7, 2015

Fire Marshall Approval is not
applicable for David Ellis Academy.

ATTACHMENT O
INSURANCE CERTIFICATES



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
10/03/2013

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

| PRODUCER Caudill Insurance Agency, Inc. 2356 E. Hill Rd. Grand Blanc, MI 48439 We appreciate your business! | CONTACT NAME: PHONE (A/C, No, Ext): 810-695-0096 FAX (A/C, No): 810-695-0945 E-MAIL ADDRESS: | | | | | | | | | | | | | | | | | | | | |
|--|--|-------------------------------|--|--------|------------|------------------------------|-----|------------|--|--|------------|--|--|------------|--|--|------------|--|--|------------|--|
| | <table border="1"> <tr> <th colspan="2">INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> <tr> <td>INSURER A:</td> <td>Brotherhood Mutual Insurance</td> <td>140</td> </tr> <tr> <td>INSURER B:</td> <td></td> <td></td> </tr> <tr> <td>INSURER C:</td> <td></td> <td></td> </tr> <tr> <td>INSURER D:</td> <td></td> <td></td> </tr> <tr> <td>INSURER E:</td> <td></td> <td></td> </tr> <tr> <td>INSURER F:</td> <td></td> <td></td> </tr> </table> | INSURER(S) AFFORDING COVERAGE | | NAIC # | INSURER A: | Brotherhood Mutual Insurance | 140 | INSURER B: | | | INSURER C: | | | INSURER D: | | | INSURER E: | | | INSURER F: | |
| INSURER(S) AFFORDING COVERAGE | | NAIC # | | | | | | | | | | | | | | | | | | | |
| INSURER A: | Brotherhood Mutual Insurance | 140 | | | | | | | | | | | | | | | | | | | |
| INSURER B: | | | | | | | | | | | | | | | | | | | | | |
| INSURER C: | | | | | | | | | | | | | | | | | | | | | |
| INSURER D: | | | | | | | | | | | | | | | | | | | | | |
| INSURER E: | | | | | | | | | | | | | | | | | | | | | |
| INSURER F: | | | | | | | | | | | | | | | | | | | | | |
| INSURED David Ellis Academy 18977 Schaefer HWY Detroit, MI 48235 | | | | | | | | | | | | | | | | | | | | | |

COVERAGES **CERTIFICATE NUMBER:** 1,956 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

| INSR LTR | TYPE OF INSURANCE | ADDL INSR | SUBR WVD | POLICY NUMBER | POLICY EFF (MM/DD/YYYY) | POLICY EXP (MM/DD/YYYY) | LIMITS |
|----------|---|-----------|----------|---------------|-------------------------|-------------------------|--|
| A | GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC | X | | 21M314821 | 8/14/2013 | 8/14/2016 | EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 5,000,000 PRODUCTS - COMP/OP AGG \$ 5,000,000 |
| | AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS | | | | | | COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ |
| A | UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$ | X | | 21M314821 | 8/14/2013 | 8/14/2016 | EACH OCCURRENCE \$ AGGREGATE \$ 2,000,000 |
| | WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory In NH) If yes, describe under DESCRIPTION OF OPERATIONS below | | N/A | | | | WC STATU-TORY LIMITS OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$ |
| A | FIDELITY BOND | | | 21M314821 | 8/14/2013 | 8/14/2016 | LIMIT \$250,000 |

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

In accordance with the Additional Insured provision endorsed to the policy in the Liability and Medical Coverage Form (BGL-11), Detroit Public Schools is named as additional insured on policy #21M314821 for liability only in relation to the charter school agreement for David Ellis Academy. Coverage shown is strictly subject to all policy terms and conditions. Limits shown are those in force at the date of issuance of this certificate of insurance. Coverage limits shown above for "Damage to Rented Premises," "Personal & Adv Injury" and "Products-Comp/Op Agg" are subject to the "Each Occurrence" limit and the "General Aggregate" limit applying to an occurrence.

| | |
|---|---|
| CERTIFICATE HOLDER Detroit Public Schools Office of Charter Schools 9th Floor Fisher Building 3011 W. Grand Blvd. Detroit, MI 48202 | CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. |
| | AUTHORIZED REPRESENTATIVE <i>Anton Thornquist</i> |

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
07/01/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

| | | |
|---|---|---------------------------------|
| PRODUCER Brownrigg Companies, Ltd. 840 West Long Lake Rd Ste 100 Troy, MI 48098 Valissa J. Naganashe | CONTACT NAME: _____ | FAX (A/C, No): _____ |
| | PHONE (A/C, No, Ext): _____ | E-MAIL ADDRESS: _____ |
| | INSURER(S) AFFORDING COVERAGE | |
| | INSURER A : Hartford Insurance Co. | NAIC # 19682 |
| INSURED Bardwell Group dba: David Ellis Academy 18977 Schaefer Hwy. Detroit, MI 48235 | INSURER B : _____ | |
| | INSURER C : _____ | |
| | INSURER D : _____ | |
| | INSURER E : _____ | |
| | INSURER F : _____ | |

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

| INSR LTR | TYPE OF INSURANCE | ADDL INSR | SUBR WVD | POLICY NUMBER | POLICY EFF (MM/DD/YYYY) | POLICY EXP (MM/DD/YYYY) | LIMITS |
|----------|--|---------------------------------|----------|--------------------|-------------------------|-------------------------|---|
| | GENERAL LIABILITY <input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC | | | | | | EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$ |
| | AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS | | | | | | COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (PER ACCIDENT) \$ \$ |
| | <input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$ | | | | | | EACH OCCURRENCE \$ AGGREGATE \$ \$ |
| A | WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below | Y/N <input type="checkbox"/> | N/A | 35WECAA9357 | 08/01/2014 | 08/01/2015 | <input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 500,000 E.L. DISEASE - EA EMPLOYEE \$ 500,000 E.L. DISEASE - POLICY LIMIT \$ 500,000 |

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

| | |
|--|---|
| CERTIFICATE HOLDER Detroit Public Schools Office of Charter Schools 9th Floor Fisher Building 3011 W Grand Blvd Detroit, MI 48202 | CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. |
| | AUTHORIZED REPRESENTATIVE Valissa J. Naganashe |

ATTACHMENT P

APPLICABLE LAWS

Michigan Law:

1. Revised School Code, Act No. 451, Public Acts of Michigan, 1976, as amended, including, without limitation, Part 6A, governing public school academies, and Sections 1134, 1135, 1146, 1153, 1263(3), 1267, and 1274.
2. The Open Meetings Act, Act No. 267, Public Acts of Michigan, 1976, as amended.
3. The Freedom of Information Act, Act No. 442, Public Acts of Michigan, 1976, as amended.
4. Public Employee Relations, Act No. 3365, Public Acts of Michigan, 1947, as amended.
5. Prevailing Wages on State Projects, Act No. 166, Public Acts of Michigan, 1865, as amended.
6. State School Aid Act, Act No. 94, Public Acts of Michigan, 1979, as amended.
7. Public School Employees Retirement Act of 1979, Act No. 300, Public Acts of Michigan, 1980, as amended.
8. Uniform Budgeting and Accounting Act, Act No. 2, Public Acts of Michigan, 1968, as amended.
9. Persons With Disabilities Civil Rights Act, Act No. 220, Public Acts of Michigan, 1976, as amended.
10. Elliot-Larsen Civil Rights Act, Act No. 453, Public Acts of Michigan, 1976, as amended.
11. Public Employment Relations, Act No. 336, Public Acts of Michigan, 1947, as amended.
12. Incompatible Public Offices, Act No. 566, Public Acts of Michigan, 1978, as amended.
13. Contracts of Public Servants with Public Entities, Act No. 317, Public Acts of Michigan, 1968, as amended.
14. The Michigan Occupational Safety and Health Act, Act No. 154, Public Acts of Michigan, 1974, as amended.
15. Examination of Township or School District Records, Act No. 52, Public Acts of Michigan, 1929, as amended.
16. Political Activities by Public Employees, Act No. 169, Public Acts of Michigan, 1976, as amended.
17. Intergovernmental Contracts Between Municipal Corporations, Act No. 35, Public Acts of Michigan, 1951, as amended.
18. Intergovernmental Transfers of Functions and Responsibilities, Act No. 8, Public Acts of Michigan, 1967, as amended.

Federal Law:

1. Americans With Disabilities Act, 42 U.S.C. 12101, as amended.
2. Age Discrimination in Employment Act, 29 U.S.C. 621, as amended.
3. Fair Labor Standards Act, 29 U.S.C. 201, as amended.
4. Family and Medical Leave Act, 29 U.S.C. 2601, as amended.
5. Occupational Safety and Health Act, 29 U.S.C. 651, as amended.
6. Civil Rights Act of 1964, 42 U.S.C. 1981, as amended.
7. Drug-Free Workplace Act, 41 U.S.C. 701, as amended.
8. Child Nutrition Act, 42 U.S.C. 1771, as amended.

9. Gun-Free School Zones Act of 1990, 18 U.S.C. 921, as amended.
10. National School Lunch Act, 42 U.S.C. 1751, as amended.
11. Individuals With Disabilities Education Act, 20 U.S.C. 1400, as amended.
12. No Child Left Behind Act of 2001 (Pub. L. No. 107-110, 115 Stat. 1425) (Jan. 8, 2002).

ATTACHMENT Q
POSTING REQUIREMENTS



RICK SNYDER
GOVERNOR


STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

February 29, 2012

MEMORANDUM

TO: Public School Academy School Boards

FROM: Mark S. Eitrem 
Supervisor, Public School Academies,
Office of Education Improvement and Innovation

SUBJECT: Transparency Requirements

Recent developments including the passage of Public Act 277 ("the Act"), which takes effect on March 28, 2012, have made a number of charter school stakeholders concerned about transparency compliance. In an attempt to provide stakeholders with as much compliance data and information as possible, the Public School Academies unit within the Michigan Department of Education (MDE) has reviewed the Act along with some of the other current legislation involving transparency reporting. The following information is provided as our RECOMMENDATION to you and IS NOT intended to usurp or otherwise supersede instructions from your authorizer.

The impetus for this message is a steady flow of inquiries from the field directly to MDE regarding what schools have to do to meet requirements. So, in response to those inquiries we are providing some technical assistance to those individuals directly responsible for compliance with the law.

According to what we've been told, the Registry of Education Personnel (REP) will be publishing new guidelines in the very near future. These new guidelines are designed to mimic the language contained in the new statute for the purposes of eliminating any confusion as to what should or should not be reported. Simply put, the intent of the legislation is for Public School Academies to report all personnel working at the school, regardless of their employment status. That means everybody who works at the school on a regular basis including teachers, administrators, and support staff must be reported in the REP, regardless of whether or not they are employees, employees of a third party, or independent contractors. The list of people required to receive criminal background checks is the same list the school should report in the REP, and vice versa.

STATE BOARD OF EDUCATION

JOHN C. AUSTIN – PRESIDENT • CASANDRA E. ULBRICH – VICE PRESIDENT
NANCY DANHOF – SECRETARY • MARIANNE YARED MCGUIRE – TREASURER
RICHARD ZEILE – NASBE DELEGATE • KATHLEEN N. STRAUS
DANIEL VARNER • EILEEN LAPPIN WEISER

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

Aside from the REP, the new law requires that PSA Boards collect, maintain, and make available a wide range of information related to the operation and maintenance of the school. Some of this information is required to be included in charter contracts, some is required to be posted on the school's website, and some other information is required to be collected, maintained and made available in the event somebody asks for it. The first thing to consider with these requirements is the availability of a school website. Every school should have its own website. While some management companies have created websites that include school information, the content that is actually posted on those management company sites is at the discretion of the management company, not individual school boards. If you want to manage the information posted for your school, you may have to have your own website. School websites are very useful as nearly every piece or collection of information that is required to be maintained can be made available through access to the school's website. Please keep in mind that the ultimate responsibility to adhere to state law is the Board's, not the management company's, so placing blame on your management company for a failure to comply with the law does not release you from that responsibility.

Another key piece to this discussion is the development of Board policies that govern what should be included on your website. The Board should make the conscious and collective determination as to what should be included, not any single individual or a management company. If you have a website that your management company maintains for you, a Board policy that describes the type of content to be posted, and the process for approval of those postings should be approved by the Board, and then posted for all to see. Most management company contracts include language that requires individuals working at the school (including management company employees) to adhere to Board policies. If you don't have your own Board policies that direct behavior or outline procedures at your specific school, then you should develop some.

The language for the required transparency reporting, commonly referred to as the "transparency mitten," has not changed although the expectations have. With the passage of PA 277, the expectation is that personnel expenses will be reported *within the "mitten" on the school's website home page in a manner consistent with the REP report*. It is expected that "purchased services" will no longer be used for reporting compensation to teachers, administrators, and support staff working at a school. It is also expected that all personnel whose salary exceeds \$100,000 will be reported, regardless of whether they are employees, employed by a third party, or contractors. The specific MDE guidance to all public schools is contained at http://www.michigan.gov/documents/mde/Budget_Transparency_Reporting_327912_7.pdf. This guidance should be referenced if there is some question as to what should be reported. We expect the language within this guidance to change in the very near future as changes to the REP and PA 277 are fully implemented.

And furthermore, there is an expectation that budgets and amendments will be posted in a timely manner. We also expect that quarterly financial reports will be received and posted promptly. We know that most management companies do a great job of keeping their Boards informed. However, we also understand that some management companies have intentionally delayed the distribution of financial reports so as to make them irrelevant, or they provide reports with scant details that make them unusable. Your Board policies and your management or service contracts should stipulate the types (including specific detail) and frequency of reports you need to do your job, and they should also require that they be made available when you need them. See the attached list as a starting point for identifying content to be posted on your website.

We encourage you to work with your authorizer, intermediate school district, employees and vendors to meet these expectations before the end of this school year. If the current staff (or vendor) you employ or contract with will not or cannot support this initiative, you should consider seeking alternative resolutions immediately. The PSA unit expects to begin reviewing, tracking, and reporting compliance for the 2012-2013 school year not later than August 1, 2012. If you have questions regarding this activity, please feel free to contact us at (517) 373-4631, and we will do our best to help you. Thank you.

cc: PSA Authorizers

Attachment: Transparency

Transparency

With the passage of Public Act 277 of 2011, several questions have arisen regarding what types of data and informational items must be collected, maintained, and made available to the public. The following chart has been developed as a RECOMMENDATION to Public School Academies within Michigan. Some authorizers have already engaged this process and have systems in place for schools they charter to report or post these items in various places. However, in the absence of guidance from their authorizer, a Public School Academy should consider using these RECOMMENDATIONS. Incidentally, this list is not exclusively derived from PA 277.

| Item | Location | Reference |
|---|--|---------------------------------|
| • Transparency Mitten | Homepage of PSA Website | MCL 388.1618, MCL 503C(1)(b) |
| ◦ Personnel Expense Chart | Homepage of PSA Website | MCL 388.1618, MCL 503C(1)(b) |
| ◦ Operations Expense Chart | Homepage of PSA Website | MCL 388.1618, MCL 503C(1)(b) |
| • Annual Operating Budget & Amendments | Homepage of PSA Website | MCL 388.1618, MCL 503C(1)(b) |
| • Current Collective Bargaining Agreement | Homepage of PSA Website | MCL 388.1618, MCL 503C(1)(b) |
| • PSA-Funded Health Care Plans | Homepage of PSA Website | MCL 388.1618, MCL 503C(1)(b) |
| • Audit Report for Previous Year | Homepage of PSA Website | MCL 388.1618, MCL 503C(1)(b) |
| • Total Salary & Comp Plan for Superintendent | Homepage of PSA Website | MCL 388.1618, MCL 503C(1)(b) |
| • List of People Working at the School that Earn a Salary >\$100K | Homepage of PSA Website | MCL 388.1618, MCL 503C(1)(b) |
| • Total Amount Paid in Dues to Associations | Homepage of PSA Website | MCL 388.1618, MCL 503C(1)(b) |
| • Total Amount Paid on Lobbying Services | Homepage of PSA Website | MCL 388.1618, MCL 503C(1)(b) |
| • District Dashboard/Report Card w/3 Years of Data | Dashboard or Report Card Page of PSA Website | MCL 388.1622 |
| ◦ Graduation and Dropout Rates | Dashboard or Report Card Page of PSA Website | MCL 388.1622 |
| ◦ Average Class Size in Grades K-3 | Dashboard or Report Card Page of PSA Website | MCL 388.1622 |
| ◦ College Readiness as Measured by MME Test Scores | Dashboard or Report Card Page of PSA Website | MCL 388.1622 |

| Item | Location | Reference |
|---|--|--------------------------------------|
| ○ Elementary and MS MEAP Test Scores | Dashboard or Report Card Page of PSA Website | MCL 388.1622 |
| ○ Teacher, Principal, and Superintendent Salary Information (Min, Avg, Max Levels) | Dashboard or Report Card Page of PSA Website | MCL 388.1622 |
| ○ General Fund Balance | Dashboard or Report Card Page of PSA Website | MCL 388.1622 |
| ○ Total #Days of Instruction | Dashboard or Report Card Page of PSA Website | MCL 388.1622 |
| • Final Budgets from Last 2 Years | Homepage of PSA Website with Current Budget | PSA Recommendation |
| • Copies of Audit Management Letters from the Last 2 years | Homepage of PSA Website with Audits | OMB Circular A-133 |
| • Copies of Audits from Last 2 Years | Homepage of PSA Website with Audits | OMB Circular A-133, MCL 503(6)(M)(x) |
| • Copy of Charter Contract | Contract Page or a Link to the Authorizer's Website Where the Document is Posted | MCL 503(6)(M)(i) |
| • List of Board Members w/Officer Designations & Contact Information | Board Page | MCL 503(6)(M)(ii) |
| • Board Schedule, Agendas & Minutes for Current Year | Board Page | MCL 503(6)(M)(ii) |
| • Board Policies | Board Page | MCL 503(6)(M)(ii) |
| • Copies of Board Checkbook w/Invoices for Items Exceeding \$10K | Board Page | MCL 503(6)(M)(ii) |
| • Quarterly Financial Statements | Homepage of PSA Website with Current Budget. Also Include w/ Board Item & Minutes. | MCL 503(6)(M)(iii) |
| • Current List Teachers & Their Salaries | Board Page. Include w/ Board Item & Minutes. | MCL 503(6)(M)(iv) |
| • Current List Admin & Their Salaries | Board Page. Include w/ Board Item & Minutes. | MCL 503(6)(M)(iv) |
| • Copies of Certificates | School Personnel Office w/Personnel Files | MCL 503(6)(M)(iv) |
| • Evidence of Compliance w/ Criminal Checks | School Personnel Office w/Personnel Files | MCL 503(6)(M)(iv) |
| • Copies of Curriculum Docs Provided to Authorizer | Curriculum Page | MCL 503(6)(M)(v) |
| • Proof of Insurance | Board Page. Include w/ Board Item & Minutes. | MCL 503(6)(M)(vi) |

| Item | Location | Reference |
|--|--|---|
| • Copies of Lease/Rental Agreements | Board Page. Include w/ Board Item & Minutes. | MCL 503(6)(M)(vii) |
| • Copies of Deeds | Contract page w/Charter Contract | MCL 503(6)(M)(vii) |
| • Copy of Management Contracts | Contract page w/Charter Contract | MCL 503(6)(M)(viii) |
| • Copy of Service Contracts | Board Page. Include w/ Board Item & Minutes. | MCL 503(6)(M)(viii) |
| • Copies of Certificate of Occupancies | Contract page w/Charter Contract | MCL 503(6)(M)(ix), PA 230 of 1972 |
| • Copies of Boiler & Fire Safety Certificates | Board Page. Include w/ Board Item & Minutes. | MCL 503(6)(M)(ix), PA 290 of 1965, R 408.4025 |
| • Enrollment Information & Advertising | Attendance & Enrollment page | MCL 380.503(6)O |
| • Technology Plan | Technology Page | FCC Order 97-253 |
| • School Improvement Plan | Homepage of PSA Website | MCL 380.1204(a), Public Act 25 of 1990 |
| • Parent Involvement Plan | Homepage of PSA Website | NCLB 1118(a)(2), MCL 380.1294 |
| • PA25 Annual Report | Dashboard or Report Card Page | MCL 380.1204(a), Public Act 25 of 1990 |
| • School Calendar | Attendance & Enrollment page | MCL 380.1284a |
| • Parent & Student Handbook | Attendance & Enrollment page | MCL 380.1137 |
| • Staff & Faculty Handbook | Personnel Page | PSA Recommendation |
| • Fire Safety, Emergency Notification & Lockdown Information | Emergency Page | Public Act 207, PA 1941 |
| • Food Service Details Including Wellness Programs, Applications, Rates & Menus | Food Service Page | Healthy, Hunger- Free Kids Act of 2010 (Public Law 111-296) |
| • Staff & Faculty Professional Development | Personnel Page | PSA Recommendation |
| • Technology Protection Measures & Internet Safety Policy | Technology Page | Public Law No. 106-554 and 47 USC 254(h) |

The Public School Academies unit within the MDE is often called upon to respond to concerns from the general public regarding the operational activities of individual charter schools. Our first response is to check for the needed information from the charter contracts. Then we check school websites. The more information that is posted on the school's website, the less likely we are to contact the school with a request for that same information. We have found that posting content on school websites is far more efficient than responding to individual FOIA requests.



DETROIT PUBLIC SCHOOLS

Darnell Earley, ICMA-CM, MPA
Emergency Manager



Fisher Building – 14th Floor
3011 W. Grand Boulevard
Detroit, MI 48202-2710

Phone: (313) 870-3772
Fax: (313) 870-3726
www.detroitk12.org

ORDER FOR RE-AUTHORIZATION OF PUBLIC SCHOOL ACADEMY

David Ellis Academy

Order 2015-EMDE 22

BY THE POWER AND AUTHORITY VESTED IN THE EMERGENCY MANAGER FOR THE SCHOOL DISTRICT OF THE CITY OF DETROIT, MICHIGAN (“EMERGENCY MANAGER”) PURSUANT TO MICHIGAN’S PUBLIC ACT 436 OF 2012, THE LOCAL FINANCIAL STABILITY AND CHOICE ACT, DARNELL EARLEY, THE EMERGENCY MANAGER, ISSUES THE FOLLOWING ORDER:

Whereas on March 28, 2013, the Local Financial Stability and Choice Act, Public Act 436 of 2013, (“Public Act 436”) became effective and was enacted to, among other matters, safeguard and assure the financial accountability of local units of government and school districts; to preserve the capacity of local units of government and school districts to provide or cause to be provided necessary services essential to the public health, safety, and welfare; to provide for review, management, planning, and control of the financial operation of local units of government and school districts and the provision of services by local units of government and school districts; to provide for the appointment and to prescribe the powers and duties of an emergency manager for a local unit of government or school district; and to provide for the modification or termination of contracts under certain circumstances; and

Whereas, pursuant to that certain contract titled *Contract For Emergency Manager Services* dated January 13, 2015, between Governor Rick Snyder and Darnell Earley (“Earley”), Earley was appointed as the Emergency Manager under Public Act 436 for the School District of the City of Detroit (the “District”); and

Whereas, pursuant to Public Act 436, the Emergency Manager acts in place of local officials, specifically the Detroit Board of Education (the “Board”) and the Chief Administrative Officer of the District, and unless the Emergency Manager delegates specific authority; the Emergency Manager is empowered to exercise any powers of

the Chief Administrative Officer and/or the Board under the Revised School Code, State School Aid Act; or any other law which prescribed authority to the local superintendent or Board; and

Whereas, the Michigan legislature has provided for the establishment of public school academies as part of the Michigan public school system by enacting Act No. 362 of the Public Acts of 1993, being part 6a of the Revised School Code, being sections 380.501 to 380.507 of the Michigan Compiled Laws (“Act 362”); and

Whereas, according to such legislation, the District, as an authorizing body is empowered to issue contracts to organize and operate public school academies; and

Whereas, the Michigan legislature has mandated that public school academy contracts be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy, and the educational goals to be achieved by the proposed public school academy; and

Whereas, the Michigan legislature has mandated that public school academies organized under Act 362 achieve certain specific educational purposes; and

Whereas, David Ellis Academy (the “Academy”) previously submitted an application under Act 362 to be granted a contract to charter as a public school academy (a “PSA Contract”);

Whereas, the District previously authorized the issuance of a PSA Contract to the Academy on a competitive basis and recently has completed an assessment of the Academy’s progress in meeting the objectives of its academic program and educational goals, including those standards set forth in Section 6 of such contract; and

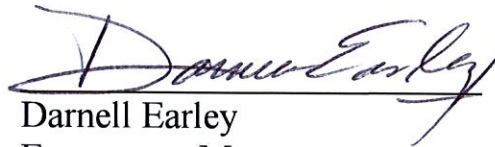
Whereas, the District’s Office of Charter Schools affirms that all terms of the contract have been agreed upon, the academy board is duly appointed, any re-authorization requirements have been satisfied and, therefore, in accordance with the re-authorization procedures relating to the District’s authorized public school academies, has recommended the re-authorization of a PSA Contract for grades kindergarten to eight (8) to the Academy for a term not to exceed five (5) years.

NOW THEREFORE, BE IT HEREBY ORDERED THAT:

1. The District approves the re-authorization and execution of a PSA Contract with David Ellis Academy.
2. This Order may be amended, modified, repealed or terminated by any subsequent Order issued by the Emergency Manager.

Dated: June 30, 2015

By:



Darnell Earley
Emergency Manager
School District of the City of Detroit