

**WESTBROOK BOARD OF EDUCATION
EDUCATE, CHALLENGE, & INSPIRE**

<p>WESTBROOK BOARD OF EDUCATION Teaching and Learning Subcommittee Meeting Tuesday, October 10, 2023 @ 5:30 p.m. WHS Library</p>

AGENDA

- I. Call to Order
- II. Approval of Minutes of June 7, 2023
- III. ELA – Grades 3-8
- IV. Update on K-3 Reading Mandates
 - Overview
 - Right to Read Grants
 - CSDE Reading PD
- V. Social Studies – Gr. 3 & 4 - (Time permitting)
- VI. Next Meeting – December 12 @ 5:30 p.m.
Suggested agenda topics:
 - Math K-8
 - Forensics and Chemistry
- VII. Adjourn

WESTBROOK BOARD OF EDUCATION

EDUCATE, CHALLENGE, & INSPIRE

**Teaching and Learning Subcommittee Meeting
Wednesday, June 7, 2023 @ 5:00 p.m.
WHS Library**

Members Present: Don Perreault, Christine Kuehlewind, Kim Walker

Also Present: Superintendent Kristina Martineau; Angelo Saba, Curriculum Coordinator

MINUTES

- I. Call to Order: C. Kuehlewind, Chair, called the Teaching and Learning meeting to order at 5:10 p.m. in the WHS library.
- II. Approval of Minutes: MOTION by D. Perreault and SECOND by K. Walker to approve the minutes of February 2, 2023. Vote unanimous.
- III. Curriculum Review: It was agreed to review the Health 1 (Gr. 9-10) at a later date. Algebra II, Grade 9 Social Studies, Grade 8 Social Studies, and Basic Robotics were reviewed and recommended to move to the full Board for approval. Mr. Saba also reviewed upcoming curriculum projects and priority focus areas. A schedule of summer curriculum writing projects is attached to these minutes.
- IV. Adjourn: MOTION to adjourn by D. Perreault and SECOND by K. Walker at 6:04 pm. Vote unanimous.

Respectfully submitted,

Christine Kuehlewind, Board Secretary

Cecilia S. Lester, Board Recording Clerk

Westbrook Public Schools Curriculum

Subject: ELA, Grade: 3

Subject(s)	ELA
Grade/Course	Grade 3 / ELA
Unit of Study	Unit 1: Building a Reading Life
READING:	Get ready to begin an exciting year in reading! The biggest work in this unit is to set the tone for everything else to come this year and help all of your students become avid readers. You will be establishing routines and expectations and empowering students to develop personal agency about their own reading lives. This unit follows the Building A Reading Life from Units of Study for Teaching Reading: Grades 3-5. Please refer to that text for additional resources and support. Another important aspect of this unit is establishing conversations through partnerships and read-alouds. There are many ways to do this work as well. You will want to create opportunities for partners to get to know one another by paying attention to reading histories, interests, and hopes. Launching and establishing expectations around writing about reading will also need to be addressed in this unit as well.
WRITING:	Unit 1: Crafting True Stories September is the time for establishing a well-managed, productive writing workshop. Writers will be inducted in a version of the writing process that is quite different from that which they knew during kindergarten, first and second grade. Writers will be assisted in beginning their Writer's Notebook, collecting entries, and selecting and developing seed ideas. The real goal of this unit is not only to improve the quality of narrative writing but also to improve the quality of writing as writers . Students will practice how to progress with independence through the writing process while working on early personal narratives . A personal narrative is essentially one complete small moment from one's life. At some point in this unit, you will want to have students complete an on-demand personal narrative that can be used as a baseline of skills and benchmark of growth throughout the school year.
Pacing	6 Weeks (19 Sessions for Reading and 19 Sessions for Writing)

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

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

RL.3.1: Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.10: Actively engage in group reading activities with purpose and understanding

RL.3.10: Read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Supporting Standards:

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

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

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

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.

Correspondence to CT Core Standards

What are the goals of this unit?

Common Core State Standards Aligning with Grade 3 Unit 1, *Building a Reading Life*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.3.1, W.3.2, W.3.3	RF.3.3, RF.3.4, RL.3.10, RI.3.10	SL.3.1, SL.3.6	L.3.1, L.3.2, L.3.3 , L.3.4, L.3.5, L.3.6
2	W.3.1, W.3.2, W.3.3	RF.3.3, RF.3.4, RL.3.10, RI.3.10	SL.3.1	L.3.1, L.3.2, L.3.3 , L.3.4, L.3.5, L.3.6
3	W.3.1, W.3.2, W.3.3	RF.3.3, RF.3.4, RL.3.10, RI.3.10	SL.3.1, SL.3.6	L.3.1, L.3.2, L.3.3 , L.3.4, L.3.5, L.3.6
4	W.3.1, W.3.2, W.3.3	RF.3.3, RF.3.4, RL.3.10, RI.3.10	SL.3.1	L.3.1, L.3.2, L.3.3 , L.3.4, L.3.5, L.3.6
5	W.3.1, W.3.2, W.3.3	RF.3.3, RF.3.4, RL.3.10, RI.3.10 , RL.3.1, RL.3.2, RL.3.6, RL.3.7, RI.3.1, RI.3.2, RI.3.6	SL.3.1.b,d , SL.3.6	L.3.1, L.3.2, L.3.3 , L.3.4, L.3.5, L.3.6
6	W.3.3	RF.3.3, RF.3.4, RL.10	SL.3.1, SL.3.3, SL.3.4, SL.3.6	L.3.1, L.3.2, L.3.3 , L.3.4, L.3.5, L.3.6
7	W.3.3	RF.3.3, RF.3.4, RL.3.1, RL.3.3, RL.3.5 , RL.3.10	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.3
8	W.3.3	RF.3.3, RF.3.4, RL.3.1, RL.3.3, RL.3.6, RL.3.10	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.3
9	W.3.3	RL.3.1 , RL.3.2, RL.3.3, RL.3.5 , RL.3.10	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.3
10	W.3.3	RL.3.1, RL.3.3, RL.3.5 , RL.3.10,	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.3
11	W.3.3	RL.3.1, RL.3.2, RL.4.2, RL.3.5 , RL.3.10,	SL.3.1, SL.3.4 , SL.3.6	L.3.1, L.3.3
12	W.3.3	RL.3.1, RL.3.2, RL.3.5, RL.3.10	SL.3.1, SL.3.3, SL.3.4, SL.3.6	L.3.1, L.3.3
13	W.3.3	RF.3.3, RF.3.4, RL.3.10	SL.3.1	L.3.1, L.3.3
14	W.3.3	RF.3.3, RF.3.4, RL.3.10	SL.3.1	L.3.1, L.3.2, L.3.3, L.3.4 , L.3.5, L.3.6
15	W.3.3	RF.3.3, RF.3.4, RL.3.1, RL.3.4, RL.3.10	SL.3.1	L.3.1 , L.3.3, L.3.4a,b , L.3.5, L.3.6
16	W.3.3	RF.3.3, RF.3.4 , RL.3.1, RL.3.4 , RL.3.10	SL.3.1, SL.3.6	L.3.1, L.3.3, L.3.5, L.3.6
17	W.3.3	RL.3.1 , RL.3.2, RL.3.3 , RL.3.4, RL.3.10	SL.3.1, SL.3.3	L.3.1, L.3.3
18	W.3.3	RL.3.1, RL.3.2 , RL.3.3, RL.3.5, RL.3.10	SL.3.1, SL.3.2, SL.3.3, SL.3.4	L.3.1, L.3.3
19	W.3.3, W.3.4	RF.3.3, RF.3.4, RL.3.10	SL.3.1, SL.3.6	L.3.1, L.3.2, L.3.3

*Bold indicates major emphasis

Unwrapped Priority Standards	
Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<p>Skills (Students will be able to...)</p> <ul style="list-style-type: none"> ● Set clear goals ● Find just-right books ● Push themselves to read more. ● Hold tight to meaning ● Check for comprehension, envision their stories, and make predictions. ● Select read more challenging texts by tackling tricky words and noticing text and author clues. ● Complete the writing process in the narrative genre. ● Generate ideas. ● Edit their work with a checklist. ● Draw upon personal experiences to write personal narratives. ● Use notebooks to log their ideas. ● Have many ways to develop/ revise stories they create 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Readers set clear goals, find just-right books, and push themselves to read more. ● Readers hold tight to meaning, check for comprehension, envision their stories, and make predictions. ● Readers select read more challenging texts by tackling tricky words and noticing text and author clues ● Writers draw upon personal experiences to write personal narratives. ● Writers use notebooks to log their ideas ● Writers have many ways to develop and revise stories they create

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ul style="list-style-type: none"> ● How do readers create reading lives for themselves? ● How do readers work to understand the story better? ● How do readers tackle more challenging texts? ● How do writers anticipate the trajectory of their work across the whole unit? ● How do writers write with volume, stamina, and speed? ● How do writers become invested in the Writing Workshop? 	<ul style="list-style-type: none"> ● Establish routines and expectations of the workshop. ● Develop familiarity with essential reading skills and apply comprehension strategies. ● Hone ability to select just-right books that are meaningful to them. ● Establishing routines for a well-managed, productive writing workshop ● Practicing the utility of a writer's notebook ● Establishing a community of writers in the classroom

Resources

Student Technology Integration and [Correspondence to ISTE Standards](#):

- **1.1.a** Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- **1.1.c** Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- **1.3.a** Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- **1.3.d** Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Mentor/Informational Texts and/or Media:

- Any appropriate grade 3 novel as a read-aloud model to set up the routines
- Because of Winn Dixie, K. DiCamillo (Level R) ●
- Bigmama's, D. Crews (Level M) ●
- Charlotte's Web, E.B. White (Level R) ●
- Fireflies!, J. Brinckloe (Level O) ●
- The Paperboy, D. Pilkey (Level N) ●
- Peter's Chair, E.J. Keats (Level J) ●
- Shortcut, D. Crews (Level J) ● Stone Fox, J. R. Gardiner (Level P) ●
- The Witch of Blackbird Pond, E.G. Speare (Level W)
- Nonfiction reading to learn: grasping main ideas and text structures Lucy Calkins
- Frogs and Toads, B. Kalman (Level N)
- Gorillas (Living in the Wild: Primates), Lori McManus (Level N)
- The Weird and Wonderful Octopus, Anna Gratz (Level N)
- The Story of Ruby Bridges, Robert Coles (Level O) Little by Little by J. Little
- Journey by P. MacLachlan (Level S)
- A Summer Life by G. Soto (Level Z)
- When I Was Your Age: Original Stories About Growing Up by A. Ehrlich (Level W)
- Owl Moon by J. Yolen (Level O)
- Fireflies by J. Brinckloe (Level L)
- Hot Day on Abbott Avenue by K. English (Level N)
- Teacher-selected books for book talks and modeling good reader behaviors

Online Resources / Websites:

- https://youtu.be/_MZPLxsERC0 : Just Right book mini-lesson
- https://youtu.be/mZ4zr_UKCjA : Winn Dixie Read Aloud Chapters 1 and 2
- <https://www.katedicamillo.com/novels/bowd/> : Author study
- https://www.paramountplus.com/movies/video/rE1b9q1Mq3QHDLT8c_61S7j69C8II1To/ : Charlotte's Web movie
- <https://youtu.be/-cXmX1O05yM> : Charlotte's Web Audio book
- <https://study.com/academy/lesson/why-did-eb-white-write-charlottes-web.html> : Charlotte's Web study
- <https://youtu.be/Sp8oy8GDq1c> : Fireflies Read Aloud
- <https://youtu.be/1KqEVqfjJFQ> : Fireflies THEME mini-lesson

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **'Just Right' Books:** a book at a child's instructional level that stretches the child just a bit — not so much as to make him frustrated but enough to continue his growth as a reader.
- **Stamina /Perseverance/ GRIT:** a child's ability to focus and read independently for long-ish periods of time without being distracted or without distracting others.
- **Theme:** a central topic, subject, or message within a narrative.
- **Inference:** a logical conclusion based on evidence. It involves something learned through a combination of a reader's knowledge, historical context, and what is known of the author.
- **Main Idea:** the central idea or the point that a writer is trying to make about the topic.
- **Genre:** the category or style of a book
- **Narrative Writing:** a style that allows the writer to tell a story. It can include actual events told in chronological order or it may include imagined events told in a timeline that the author creates.
- **Informational Writing:** writing with the purpose to inform. How-To writing; Factual reporting on a topic or event.
- **Opinion/Argument Writing:** writing to convince the reader of their point of view/ appealing to emotion alongside factual evidence and data to support your claims.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1:

Bend I: Making a Reading Life (Session 1: Building a Reading Life)

(pg. 7) Today I want to teach you that readers set themselves up to build a reading life. We do this by:

1. Using memories of when reading was really great
2. Finding a good reading spot where I'm comfortable & can concentrate
3. Making a reading goal for how I can become a stronger reader

(Session 2: Reading As if Books are Gold)

(pg. 14) Today I want to teach you that readers can choose their relationship toward reading. Readers can decide whether to read like curmudgeons or readers can choose to read as if books are gold (model reading a book like a curmudgeon). We do this by:

1. Finding a good reading spot
2. Talking about books with a partner
3. Choosing books we love

Add to the chart: Read books like they're gold!

(Session 3: Finding Within-Reach Books, and Reading Tons of Them)

(pg. 24) Today I want to teach you that readers select just-right books – Readers test books, looking at them carefully, opening them up and reading a few lines, asking themselves, “Is this book just right for me?” (model reading a book that is too hard, too easy, and just right and create chart on pg. 30)

1. Looking at the book carefully
2. Read a few lines of the book; and look at:
 - How fast can you read it? Too slow? Too fast? Or Understanding
 - How do you read the words? With expression? Smooth or choppy? With punctuation?
 - Do you understand all of the words? Most of them? Get stuck on 5 or more?
 - Do you understand the story?
3. Decide if the book is too easy, too hard, or just-right

Writing Pre-Assessment:

Assessment: If you do not have access to on-demand post-assessments from the previous year, start with on-demand writing assessments in all three genres. (Narrative, Informational, Opinion/Argument)

When: Complete prior to beginning Unit 1 in writing.

Why: Assess three genres of writing to set goals and to monitor for individual growth

Think About: When you assess all three genres at the beginning of the year, you have accurate pre assessments for later units.

How: Give each assessment on a different day before the unit. Students might write the on-demands first.

Scoring: Consider the following suggestions to create clear norms at your school:

- Work with your grade-level peers to calibrate your assessments. (week of September 18th Grade Level Meeting)
- Choose six to eight assessments from different levels and look at them together.
- Do this with an eye toward those skills that tend to be out of sync, that is, especially strong or especially weak from the incoming class and for particular outlier students.
- Keep your exemplars in mind as you look at the writing done by the rest of your class. (sort all writing into 6-8 piles using the exemplars as “model” of a score.

Week 2:

(Session 4: Setting Goals and Tracking Progress)

• (pg. 37) Today I want to teach you that researchers have found that if a person wants to get really good at something, that person needs to set clear goals and to keep track of her progress toward those goals. (During model – model filling out a reading log, by having a class reading log that you also fill out during read aloud time. Make an analogy between sports and keeping track of progress) (Add Study reading patterns to anchor chart: To Make Reading the Best It Can Be..) We do this by:

1. Filling out a reading log every time we read
2. Studying reading patterns from our log (how long we read, what types of books, etc.)
3. Setting new goals 4. Monitoring progress toward new goals

(Session 5: Setting Up Systems to Find and Share Books)

• (pg. 48) *Inquiry Lesson* Today we are going to do an inquiry, or an investigation. I was thinking that we could think about how to develop systems for finding good books right here in this classroom. Let’s work together to answer the question, “What are some systems that can help the readers in this class find really great books?” I want to teach you that readers set up systems for finding and sharing great books.” (set up systems for finding/sharing great books).

○ Prompt Students:

■ Let’s think about how we have found books we love in the past & what systems will work in our classroom.

1. Categorize books into bins
2. Schedule time to Share favorite books
3. Rating special books; 3-star, 4-star
4. Invite class visitors to share favorite books
5. Create award winners- recommendations from Amazon, NY Times, etc.
6. Interview last year’s students to learn last year's favorites.

(Session 6: Reading in the Company of Partners)

• (pg. 58) Today I want to teach you that when readers can read and talk about books with another person, it's like having a traveling companion. Reading partners can make your reading a whole lot better for one another. (create anchor chart Questions to Ask to Get to Know a Reading Partner pg. 59)

1. Determining interview questions to find partner's interests
2. Getting together with partner
3. Interviewing each other and discussing common interests

Week 3:

Bend II: Understanding the Story

(Session 7: Readers Check for Comprehension)

(pg. 71) Today I want to teach you that readers give themselves a comprehension check. After they read a chapter, they check to make sure they understand what's going on. Readers ask themselves a few questions:

1. Who is in this part?
2. What just happened?
3. Does this fit with something that already happened, or is this new?

(Session 8: Follow Textual Clues as You Read)

(pg. 81) Today I want to teach you that expert readers always think to themselves, "What mind-work does this text want me to do? Fiction texts sometimes signal for readers to make a movie in their minds as they read, and other times signal for readers to list, or collect, information as they read. We do this by:

1. Reading a passage of the text;
2. Stopping and thinking – Am I making a movie in my mind?
 - Whenever the characters are doing things or interacting with each other to taking in their setting, that's our cue to make a movie in our mind, and most of the time when we're reading that's what we're doing!
3. Am I collecting information? Has the moving image stopped?
 - Whenever the image stops the author usually wants us to fill in some information we need to know. In those places we stop envisioning and start collecting information. Sometimes we learn facts that will help us grasp what happened before the story, or we learn more about the characters and their world. This information helps us understand more about the story!

(Session 9: Prediction)

(pg. 94) Today I want to teach you that when readers understand a story well, they often think, "What will happen next and make predictions." They imagine how the story will go, based on what has already happened and use what they know about how stories usually go to say yes I was right! Or No I was wrong, and change our prediction! We do this by:

1. Thinking about what has already happened ... “Previously in...”
2. Thinking about how stories tend to go
3. Using this information to predict what will happen next; “Therefore I predict...”
4. Read on to see if your prediction is true or if you need to revise your prediction to match the text!

(Session 10: Making Higher-Level Predictions)

(pg. 104) Today I want to teach you that when making predictions, expert readers draw on important specifics, so the predictions not only tell the main things that are likely to happen later in the story, but also include details about how some of those things might happen. We do this by: (Using Stone Fox)

1. Noticing details in the story
 - a. How might little Willy save the farm? How might he raise the money? Let’s see if I can dig up some details that answers those questions.
 - b. We are looking for details that will not only tell us what will happen, but how it will happen.
2. Thinking about how the characters might factor in
3. Thinking about how what’s around the character might play a role
 - a. Example: In Willy’s case, there are the crops. He’s already tried that, though, right?
4. Predicting how the next event in the story might happen. “Because of . . . I predict . . . will happen next”

Week 4:

(Session 11: Retelling Stories)

(pg. 116) Today I want to teach you that readers retell books as a way to lay the story out for themselves (up to the part where they’re reading) as a way to lay the story out for themselves, so they can read on, thinking about the new part fits with the old. We do this by: (add to the anchor chart with the post it – retelling the BIG parts)

1. Reviewing the passage to be retold
2. Retelling the important parts (leave out the details)
3. Reading on, linking the old part to the new

(Session 12: Readers Decide How to Lift the Level of Their Reading and Recruit Partners to Support Them)

(pg 125) Today I want to teach you that “It takes two to read a book.” Partners can work together to lift the level of each other’s reading work. (Create chart on pg. 125) We do this by:

1. Sharing parts in which you really pictured what is happening
2. Showing each other parts where your mental movie got blurry and then talking about those parts
3. Rereading parts to each other, making them sound like you are talking
4. Telling the big things that happened to the main character so far- using the words, “Previously in...”
5. Acting out a scene that feels important

6. Sharing a passage that is well written, funny, intense, or confusing!

Bend III: Tackling More Challenging Texts

(Session 13: Tackling Complex Texts Take Grit)

(pg. 132) Today I want to teach you that it often takes GRIT to be a great reader. Each one of us can become a great reader, but going from good to great as a reader takes working with grit! Readers develop grit by: (Create chart pg. 133). (Students can measure their grit with a grit test on pg. 139).

1. Reading almost every day in school and home
2. Filling out reading logs truthfully and studying reading patterns
3. Sometimes reading books that are a little hard
4. Having goals for reading and keeping them in mind as they read
5. Reading for 30 minutes or more at night
6. Reading at least 20 pages a day in school and the same at home
7. Finishing books I start
8. Trying different books – ones that aren't my style or are a little hard!

Assessment: Running record

When: Begin after three weeks. **Complete by October 13th** to meet Measures of Student Learning (MOSL)/Student Learning Objective (SLO) deadlines if applicable.

Why: Running records allow you to understand a student's reading level, to match students to books, and to target reading instruction to the specific needs of the student. Record all data in the Data entry sheets (level, accuracy, WCPM, comp) and prepare for **Grade Level Data Team meeting week of October 16th.**

Week 5:

(Session 14: Figuring Out Hard Work)

(pg. 142) Today I want to teach you that readers with grit move over the hurdle of hard words just like monster trucks climb over hurdles. Readers never give up; they try one strategy and then another to figure out the hard word. We do this by: (Create anchor chart on page 143)

1. Chunking the word
2. Trying out the different sounds that letters can make
3. Thinking about the story (what's going on?) and how that can help us figure out the meaning of the word
4. Asking, "Is it a word that I know?"

(Session 15: Using Textual Clues to Figure Out the Meaning of Unfamiliar Words)

(pg. 152) Today I want to teach you that when readers are flying through parts of a book and don't know what's happening they need to use their grit. They need to say to themselves, hold on! And figure out the hard words! Authors sometimes leave clues to help readers figure out tricky words. (Create chart pg. 153)

1. Consider the gist - what is happening in that part?- What word would make sense here?
2. Look for a synonym (a word that has the same meaning)
3. Look for an antonym (a word that has the opposite meaning)
4. Look for an explanation of the word (sometimes after the tricky word)

(Session 16: Making Sense of Figurative Language)

(pg. 160) Today I want to teach you that when readers come upon a confusing expression in a text, their job is to use all they know about what has been going on to figure out what the expression might mean. Then they keep reading, checking on their guess as they do so. We do this by: (Add to anchor chart during Link pg. 163)

1. Reading and recognizing the figurative language expression
2. Looking for context clues surrounding the expression – “What is going on in the story?”
3. Rereading to make sense of the expression.

Week 6:

(Session 17: Talking Back to the Text)

(pg. 169) Today I want to teach you that texts don't signal only for readers to envision and predict. Texts also signal for readers to think, “Huh?” and to ask questions. Often those questions are “How could...?” and “Why?” Then readers muse over possible answers, rereading and rethinking. We do this by:

1. Reading a part until you get to a point where you ask yourself, “How could...?, Why...?, or Huh...?”
2. Revisiting earlier parts of the text
3. Rethinking an answer to the question
4. Reading on with your new learning to make more sense of the story

(Session 18: Raising the Level of Questions to Unearth Deeper Meaning)

(pg. 180) Today I want to teach you that readers often ask a very specific, important question: “Why did the author include that?” Knowing that authors do things on purpose, readers gather information from the text to try to answer that question. We do this by:

1. Reading until we find a spot that seems important or confusing and asking, “Why did the author include ____?”
2. Thinking/looking back in the text to gather information
3. Considering possible answers to your question. This is important to the story because...

(Session 19: Celebration)

(pg 187) Today will be our celebration of Stone Fox and of this whole unit – a celebration to help us deeply, truly, really remember the parts of both that have mattered to us. We can do this by:

- Starting with the words “He (or she) remembers” . . .and then describe a memory from the book (This will create a list poem)
- Thinking about the little aha moments and discoveries you’ve made about yourself as a reader, and about what it means to read with understanding. Then start just as you did before, by writing, “He remembers . . .” or “She remembers . . .”

Westbrook Public Schools’ Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools’ Portrait of a Graduate Framework

- Elementary students work to build competence in all PoG learning expectations through classroom discussions and interdisciplinary projects. In each of the ELA units of study, students discuss and write about ways in which characters exemplify and/or fall short of our district’s portrait of graduate attributes. Students will make responsible decisions by choosing Just Right books for them as they problem solve through a variety of reading strategies.
- Through the study of literature, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1) with Small Groups:

Bend I

- Finding Within-Reach Books, and Reading Tons of Them
- Setting Goals and Tracking Progress
- Setting Up Systems to Find and Share Books

Bend II

- Readers Check for Comprehension
- Follow Textual Clues As You Read for word meaning
- Making Higher-Level Predictions
- Readers Decide How To Lift the Level of Their Reading and Recruit Partners to Support Them

Bend III

- Using Textual Clues to Figure Out the Meaning of Unfamiliar Words
- Making Sense of Figurative Language
- Talking Back to the Text
- Raising the Level of Questions to Unearth Deeper Meaning

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include individual goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): MTSS is used at Daisy Ingraham Elementary School to help educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiation support for students based on their individual needs.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- STAR Reading Assessments
- Writing about reading
- Readers' notebooks
- Writer's notebooks
- Teacher-created performance assessments
- Book club talks
- Student reflections
- Conferences and small groups/student partnerships

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- TCRWP Reading Assessment Running Records
- Pre/Post-Assessment for On-demand Narrative Writing: **Scoring:** Lay each child's pre-assessment and post-assessment alongside each other, and look for important areas of growth (or the opposite). If a child's writing is not progressing, use **the checklist** just above the level of the child's work (and the benchmark texts that match it) to teach the child precisely the skills needed for improvement (and to help you be more specific in your feedback to kids). Working with the checklist during the unit is a good way to make your feedback specific and effective.
 - [How is Writing going?](#)

Westbrook Public Schools Curriculum

Subject: ELA Grade: 3

Subject(s)	ELA
Grade/Course	Grade 3 / ELA
Unit of Study	<p>Unit 2: Reading to Learn – Grasping Main Ideas and Text Structures</p> <p>This unit aims to introduce students to non-fiction. This unit allows students the opportunity to move into the world of the <u>water cycle and whales, spaceships and skateboarding</u>. Students will leap into a new section of the library and gain enjoyment and excitement over informative reading not only from books, but from <u>maps, newspapers, brochures, blogs, photographs, websites, and magazine clippings</u> as well. What follows in this curriculum, is a trajectory that focuses on expository texts, reading with clarity, depth and power, stretching what may be one lesson from the book into several days of teaching and learning. This unit spotlights skills and habits essential to a reader of expository nonfiction: determining importance and finding the main idea and supportive details; questioning and talking back to text; figuring out and using new content specific vocabulary; and applying analytical skills to compare and contrast, rank or categorize. For this unit, students need to be matched to texts in nonfiction, just as they have been matched to fiction text thus far. However, in matching students for this unit, you need to consider both level and interest or topic. There is some research that suggests when children read nonfiction, they should read slightly below a level in which they read fiction. Although that does not apply when a child has a tremendous amount of background knowledge about the topic. Books in your library should have a clear infrastructure of headings and subheadings, and having multiple copies of some texts would be a wonderful way in promoting partnership work. Throughout this unit, it is also strongly suggested that students still maintain a fictional reading life for at least 15 minutes a day either in school or at home. Before the unit begins it is enormously helpful to establish some baseline data on what your kids can (and can't yet) do as readers of nonfiction texts. You'll want to give a performance assessment before you begin this unit (See pages 209-214 in Reading Pathways Grades 3-5 Performance Assessments and Learning Progressions by Lucy Calkins). This work will give you and your students a clear path forward.</p>
Reading:	
Writing:	<p>Unit 2: The Art of Informational Writing:</p> <p>This unit channels students to work towards creating lively, voice-filled, engaging information books about topics of expertise. One rule of thumb is that writers can only make readers engaged in a topic if the writer themselves is engaged in the topic. So, to that end, it is assumed that students will be writing about self-chosen topics with great personal interest. This is the unit to find out what passions, interests, and hobbies your students</p>

	<p>possess. The CCSS highlights the importance of information (or explanatory) writing, as many nonfiction text teach information including topics and subtopics that are signaled with headings and subheadings, as well as glossaries, text boxes, sidebars, diagrams, charts, graphs, and other visuals. This unit aims to build upon the work that students have completed in the second grade “All-About” unit, asking students to become more sophisticated in this work, demonstrating that they can introduce a topic clearly, separate it into subtopics, and organize their writing in separate pages so that appropriate information is grouped together inside of these subtopics. Students can differentiate their work by utilizing different text structures, authority, and voice. It is important to remember that this type of writing is very much the writing students will encounter in their nonfiction reading.</p>
Pacing	6 Weeks (19 sessions for Reading and 19 sessions for Writing)

CT State Standards <i>What are the goals of this unit?</i>	
<p>Priority/Focus Standards:</p> <p>RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RI.3.1: Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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</p> <p>RI.3.7: Use information gained from illustrations and the words in a text to demonstrate understanding of the text</p> <p>W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Supporting Standards:</p> <p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI.3.5: Use text features & search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RL.3.10: read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently</p> <p>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.</p>	

<u>Correspondence to CT Core Standards</u> <i>What are the goals of this unit?</i>

Common Core State Standards Aligning with Grade 3 Unit 2, *Reading to Learn*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.3.2	RF.3.4, RI.3.1, RI.3.2 , RI.3.3, RI.3.5 , RI.3.7 , RI.3.8, RI.3.10	SL.3.1, SL.3.2, SL.3.4	L.3.1, L.3.3, L.3.6
2	W.3.2, W.3.7, W.3.8	RI.3.1, RI.3.2 , RI.3.3, RI.3.4, RI.3.5 , RI.3.7 , RI.3.8 , RI.3.10, RF.3.4	SL.3.1, SL.3.2 , SL.3.6	L.3.1, L.3.3, L.3.6
3	W.3.2, W.3.7, W.3.8	RI.3.1, RI.3.2 , RI.3.3, RI.3.4, RI.3.5 , RI.3.7 , RI.3.8, RI.3.10, RF.3.4	SL.3.1, SL.3.2 , SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
4	W.3.2, W.3.7, W.3.8	RI.3.1, RI.3.2 , RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.10	SL.3.1, SL.3.2 , SL.3.3, SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
5	W.3.2, W.3.7, W.3.8	RI.3.1, RI.3.2 , RI.3.3, RI.3.5, RI.3.7, RI.3.8, RI.3.10	SL.3.1, SL.3.2	L.3.1, L.3.3, L.3.6
6	W.3.2, W.3.8	RI.3.1, RI.3.2 , RI.3.3, RI.3.4 , RI.3.5, RI.3.7, RI.3.8 , RI.3.10	SL.3.1	L.3.1, L.3.3, L.3.6
7	W.3.2, W.3.7, W.3.8	RI.3.1 , RI.3.2, RI.3.3	SL.3.1, SL.3.3, SL.3.4	L.3.1, L.3.3, L.3.6
8	W.3.2, W.3.7, W.3.8	RI.3.1 , RI.3.2 , RI.3.3 , RI.3.4 , RI.3.5, RI.3.7, RI.3.8	SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
9	W.3.2, W.3.7, W.3.8	RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6 , RI.3.7, RI.3.8	SL.3.1, SL.3.2	L.3.1, L.3.2, L.3.3, L.3.5, L.3.6
10	W.3.2, W.3.7 , W.3.8	RI.3.1, RI.3.2, RI.3.3	SL.3.1 , SL.3.2 , SL.3.3 , SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
11	W.3.2, W.3.3	RI.3.1 , RI.3.2, RI.3.3 , RI.3.8, RF.3.4	SL.3.1, SL.3.2, SL.3.3	L.3.1, L.3.3, L.3.6
12	W.3.2, W.3.3, W.3.8	RL.3.1, RL.3.2, RL.3.2, RL.3.4 , RL.3.5 , RL.3.10, RI.3.2	SL.3.1, SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
13	W.3.2, W.3.3, W.3.8	RI.3.4 , RL.3.4 , RF.3.3	SL.3.1	L.3.1 , L.3.2, L.3.3, L.3.4 , L.3.5
14	W.3.2, W.3.3, W.3.7, W.3.8	RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.10, RI.3.1 , RI.3.2 , RI.3.3 , RI.3.8, RI.3.10	SL.3.1, SL.3.2 , SL.3.3 , SL.3.4	L.3.1, L.3.3, L.3.6
15	W.3.2, W.3.3, W.3.7, W.3.8	RL.3.1, RL.3.2 , RL.3.3 , RL.3.5 , RL.3.10, RI.3.1, RI.3.2 , RI.3.3 , RI.3.8 , RI.3.10	SL.3.1, SL.3.3, SL.3.4	L.3.1, L.3.3, L.3.6
16	W.3.2, W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.5, RI.3.1 , RI.3.2 , RI.3.3	SL.3.1, SL.3.4	L.3.1, L.3.3, L.3.6
17	W.3.2, W.3.3, W.3.7, W.3.8, W.3.10	RL.3.1 , RL.3.2 , RL.3.3 , RI.3.1 , RI.3.2 , RI.3.3 , RI.3.5	SL.3.1	L.3.1, L.3.2, L.3.3, L.3.6
18	W.3.2, W.3.3, W.3.7, W.3.8	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RI.3.1, RI.3.2, RI.3.3, RF.3.4	SL.3.1	L.3.1, L.3.3, L.3.4, L.3.6
19	W.3.2, W.3.3	RL.3.10, RI.3.10	SL.3.1	L.3.1, L.3.3, L.3.6

*Bold indicates major emphasis

Unwrapped Priority Standards

Skills/Suggested Outcomes

Concepts

<i>What must students do?</i>	<i>What must students know?</i>
<ul style="list-style-type: none"> • Readers will read expository nonfiction texts in such a way that they will be able to determine what is most important and consolidate information and ideas. • Readers will use nonfiction reading strategies to ‘get’ what expository texts are saying – to grasp the central idea and supporting details. • Readers will use a boxes-and-bullets, expository text structure to help me organize my understanding of the texts I read. • Writers will be developing strategies to write effectively about an area in which they have an expertise 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Readers understand key ideas and details. • Readers not only read on to seek answers, but think over everything they have read so far and synthesize it with everything they already know. • Readers learn concrete ways to notice where in the context of the word the definition is likely to appear and actively adopt the technical lingo of whatever subject about which they’re reading. Readers use the following skills while reading a nonfiction text set: synthesizing to determine the main idea, questioning and reacting, and figuring out challenging vocabulary. • Writers know many things that they can teach others. • There are many ways (formats) to share ideas and knowledge with others.

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ul style="list-style-type: none"> • How can I read narrative nonfiction texts in such a way that I can identify story elements and read through different lenses? • How can I organize a rich nonfiction reading life for myself so that I read nonfiction often, and live towards goals that I set for myself as a nonfiction reader? • Even though my mind will often be full of all that I have learned while reading, can I leave space in my mind, and time in my reading to grow ideas about the content? Can I push my thinking so that I elaborate on those ideas? • How do information writers try on topics and then revise those topics, with an eye toward greater focus? • How do writers plan and organize chapters prior to drafting? 	<ul style="list-style-type: none"> • Explore both expository and narrative non-fiction texts. • Identify main ideas and details. • Read deeply about one topic/subject to become an expert. • Develop strategies to write effectively about an area in which they have an expertise.

- How do writers draft information books, incorporating all we know about atopic?
- How do information writers edit information books and then prepare them for publication?

Resources

Student Technology Integration and [Correspondence to ISTE Standards](#):

- 1.6.d Students publish or present content that customizes the message and medium for their intended audiences.
- 1.7.b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- 1.7.c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively

Informational Texts and/or Media:

- Teacher print resource: Nonfiction reading to learn: grasping main ideas and text structures Lucy Calkins
- A New View of the Solar System, D.A. Aguilar (Level P)
- Life in a Rotten Log, K. Atkinson (Level N)
- Inventions: Pop-up Models from the Drawings of Leonardo da Vinci Bark, Jaspre; paper engineering, D. Hawcock (Level N)
- Planting Stories: The Life of Librarian and Storyteller Pura Belpre by Anika Aldamuy Denise (Level O)
- An Introduction to Insects, B. Bird & J. Short (Level N)
- Linnea's Windowsill Garden, C. Bjork & L. Anderson (Level P)
- Spotlight on Spiders, D. Clyne (Level N)
- Whales, L. Dow (Level N)
- Black Holes, H. Couper & N. Henbest (Level N)
- Bodies from the Ice: Melting Glaciers and the Recovery of the Past, J.M. Deem (Level N)
- Bugwise, P. Hickman (Level N)
- Frogs and Toads, B. Kalman (Level N)
- Gorillas (Living in the Wild: Primates), Lori McManus (Level N)
- The Weird and Wonderful Octopus, Anna Gratz (Level N)
- The Story of Ruby Bridges, Robert Coles (Level O)
- Cactus Hotel, Brenda Z. Guiberson (Level M)
- George Washington's Breakfast, Jean Fritz (Level P)
- Teacher-selected books for book talks and modeling good reader behaviors

Online Resources / Websites:

- https://mustardseedsschool.org/teachers_blog/reading-strategies-for-non-fiction/
- [How is Writing going?](#)
- <https://kids.nationalgeographic.com/geography/states/article/connecticut>
- [CT Outline Map](#)
- [CT Towns/County Map](#)
- <https://connecticuthistory.org/people/>
- <https://archive.org/details/governorsconnec00nortgoog/page/n36/mode/2up?view=theater>

Informational Articles:

- https://docs.google.com/document/d/1GkV-Lln3xbwPCnDPNZ7TgVbU1HfFW3VuZ89Z_59l5Q8/edit?usp=sharing
- <https://connecticuthistory.org/the-gildersleeve-shipbuilding-legacy-in-portland/>

Informational Books:

- <https://whereilivect.org/>
- <https://www.ctexplored.org/childrens-books-once-upon-a-time-in-connecticut/>

Museums:

- https://ctsocialstudies.org/CT_Museums

Media:

- <https://www.nationalgeographic.org/education/map-skills-elementary-students/>
- <https://www.flickr.com/photos/uconnlibrariesmagic/3333721828/in/photostream/>
- <https://www.flickr.com/photos/uconnlibrariesmagic/3333722298/>

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Nonfiction:** is a genre of literature based on facts. The people, events, and settings in nonfiction writing are real.

- **Text Features of Nonfiction:** table of contents, index, glossary, headings, bold words, sidebars, pictures and their captions, and labeled diagrams.
 - **Box and Bullets:** used for organizing a main idea and supporting details
 - **Sub Headings:** meant to stand out, written in a large font and are purely informational; they act as a guide identifying topic area content of the page or section
 - **Pop-out sentences:** sentences that alert us to a main idea or summary
- **Summary of Nonfiction:** Clearly state the main idea of the text. Only include a few of the most important details. Make sure you consider the author's purpose.
- **Main Idea:** short topic sentence conveying what the paragraph, article, or section of a text is going to be about.
- **Expository:** attempts to explain or inform the reader about a certain topic: what something is, who someone is, what something means, how something works, why something is important.
- **Perspective:** The point of view in a nonfiction text is the way that the author feels about the topic or event.
- **Inquiry:** using real reading and writing to explore the world.
- **Biography:** a true story of a person's life that is written by someone else.
- **Timeline:** like a number line, it shows important events in the order in which they occurred. The events are ordered by dates.
- **Narrative:** a true story written in the style of a fiction novel.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1: *be sure to complete the performance assessment before you begin this unit (See pages 209-214 in Reading Pathways Grades 3-5 Performance Assessments and Learning Progressions by Lucy Calkins).*

Bend I: Determining Importance in Expository Texts (Session 1: Previewing Nonfiction)

(pg. 7) Today I want to teach you that nonfiction readers get ready by revving up their minds. Even before they start reading a text, they preview it, identify the parts, and think about how the book might go. (See chart pg.7)

1. Readers ask themselves, “What is this text about? What are its parts, and how do its parts go together?”
2. Read Text Features (Titles, subtitles, photos, etc) a. Think, “What will this text mostly be about? What will it probably say? What do I already know about this topic?”
3. Notice subtopics that seem important.

(Session 2: Looking for Structure within Nonfiction Texts)

(pg. 16) Today I want to teach you that readers of expository texts pause when reading to make little summaries in their mind. In this class, we sometimes refer to these summaries as boxes and bullets. Doing this helps readers take in and remember the important

things in a text. (Add to Anchor Chart To Learn from Expository Texts) *THIS LESSON IS CRITICAL FOR 3RD GRADE AND MAY NEED TO BE REPEATED A FEW TIMES WITH DIFFERENT TEXTS AND IN SOCIAL STUDIES AND SCIENCE*

1. When you come to the end of a chunk or section of a text, pause and say to yourself, “What did I just read?”
2. You can come up with little summaries of the important stuff by jotting a quick outline or using your hand. Your palm reminds you of the main idea, and as you touch your fingers, you remember the supporting details. (Teacher models this.)
3. Another way to remember the main idea and supporting detail is to use “boxes and bullets”
 - a. We write the main idea and draw a box around it.
 - b. Then, bullet each supporting detail under the box (see pg.17)

(Session 3: Grasping Main Ideas in Nonfiction Texts)

(pg. 28) Today I want to remind you that readers organize the bits of information in a nonfiction text into categories, especially when there aren’t subheads. Sometimes texts have pop out sentences that alert them to the big subtopics, the main ideas, and sometimes readers just need to think and figure out how the information is organized. (Add to anchor chart)

1. Remember we know that after reading a chunk of text, we think over what we read and make a summary with main ideas and details or boxes and bullets.
2. Review your boxes and bullets and ask, “How can I put all these into categories? What are the bigger categories here?”
3. Reread pop-out sentences, and ask, “Is there a teaching point that pops out, and seems really big and important?”

Week 2:

(Session 4: Becoming Experts and Teaching Others from Nonfiction Texts)

(pg. 39) Today I want to teach you that when readers read nonfiction texts, they can become experts, and they can teach others what they know. To teach someone, a reader needs to know the main ideas and the supporting details. It helps to use an explaining voice and gestures and to use a teaching finger to point out illustrations. (Model through Frogs and Toads by Bobbie Kalman and Tammy Everts.)

1. To teach others, we need to know the main ideas and supporting details. Readers think about the main idea and details to teach others the gist.
2. Use an explaining voice, gestures, and a teaching finger to point out charts, illustrations, and diagrams to help teach others. (Teacher “teaches” students about frogs by stating the main idea and supporting details using the information in #1 and #2 above, then ask students what methods they observed.)
3. Use gestures
4. Use a teaching finger to point out charts, illustrations, and diagrams to help explain.

(Session 5: Tackling Complexity)

(pg. 49) Today I want to teach you that when readers read expository nonfiction and come up with what they think the main idea of the passage or part of the passage is, they expect it to be revised as they continue to read. The main idea is often revised by becoming either more specific or more general.

1. We read the text and look at pictures to help us come up with a main idea.
2. We jot down the main idea in pencil - as we read, this main idea may change.
3. As we continue to read and look at all the text features, there may come a time when we as readers, need a second main idea statement or need to change the original main idea.
4. Readers ask themselves, “Does this new part of the text fit with - or extend - the part I was just reading, or is this a new thing?”

(Session 6: Getting Better Requires Clear Goals and Deliberate Work)

(pg. 54) Today I want to remind you that when you are working to get better with a skill, it helps to take stock of your progress periodically and to set new goals for yourself. Becoming more skilled as a reader requires that you have very clear goals and plans for reaching those goals. We can assess our Main Idea and Detail notes by:

1. Re-reading what we wrote!
 - a. Will you look at your work and think about what you did as you read that text and ask yourself:
 - i. “Can I say what the text I read is mostly about in a sentence?”
 - ii. “Can I think of related points that are specific and detailed?”
2. Review the Main Idea progression and see where your jot falls!
3. Set a goal for what you can do better!

“Readers, will you and your partner talk about the parts of this that you still need to work on?”

Week 3:

Bend II: Lifting the Level of Thinking about Expository Texts (Session 7: Reading for Significance)

(pg. 64) Today I want to teach you that the difference between a boring text and a fascinating text is not the text itself, but the person reading it. To be a fabulous nonfiction reader, you need to be the kind of person who finds the world to be a fascinating place.

1. Make a choice- (The reason we read nonfiction is to learn. We have a choice in life - we can walk through our days as curmudgeons - or as learners. Your decision will transform you as a reader)

Readers, let’s practice this. Get into small groups and study this object. Look at it as a curmudgeon would. Share with your group the boring things you see.
2. Become a learner. Look at the object again and approach it in a curious, thoughtful way. (Tell others what interesting things you see.)
3. Keep reading to find something interesting! If the text seems boring, stop, and reread trying to see the text through the eyes of a learner with brains turned on.

See Chart – pg. 65 Fig. 7-1

“Places Worth Stopping and Thinking/Talking/Jotting:”

- When we learn new information
- See a strong image
- Burst with curiosity
- Meet new words
- Come to the end of a section

(Session 8: Reading Differently because of Conversations)

(pg. 72) Today I want to teach you that readers read differently knowing they’re going to be in conversations later.

They read, holding conversations in their minds. *(Teacher Note: refer students to list of prompts from “Talking and Thinking in Response to Our Texts” chart on pg. 73. Students call out a prompt and the teacher fills in the prompt elaborating ideas from the example text. Step-by-step instructions on page 73)*

1. One way to start a conversation is to locate a big idea and talk back to that idea.
2. Take an interesting point your text is making and try to think more about that.
3. Use thought prompts to extend thinking about a bit of information: *I can picture how this goes... The weird thing about this is... This makes me think that... But I wonder... It is important to notice that... This reminds me of... You are probably asking___, I think perhaps an answer might be... I used to think ___ but now I’m realizing ... (chart p. 73)*

(Session 9: Distinguishing Your Own Opinion from That of the Author)

(pg. 79) Today I want to teach you that when reading informational texts, skilled readers talk back to the author’s idea about a topic. A reader might say, “I see what you are saying but I see things differently.”

1. Readers need to notice the author’s perspective about a topic before deciding if their own ideas are different or the same.
2. Usually authors leave clues that can help you figure out their perspective, and your job as a reader is to find these clues.
3. You can think, “Are there words, phrases, or punctuation that make things either especially positive or especially negative?”
(Teacher Note: using an example passage, have students search for the clues of the author’s perspective.)
4. Readers notice the word choices that authors make which leak out his or her view. Even though an author doesn’t give his/her opinion, by studying the words carefully as a reader you can say, “I agree” or you can say, “I see what you are saying and I disagree.”

(Session 10: Lifting the Level of Students’ Talk)

(pg. 86) Today I want to teach you that learning to talk really well about texts has a lot to do with learning to think well about texts, because in the end, what readers do when they think about a text is they have a conversation in their own mind.

1. Inquiry asks students this question and co-create a chart of response: When we think about the great conversations we have had in our lives, all the things that made these conversations great can be applied to conversations about texts. (*Chart what students think makes conversations great.*) *Chart* (pg. 86) – Qualities of Great Conversations:

- The listener gets the speaker saying more and more (nods, gestures, emotions).
- The conversation stays for a while on interesting/important things.
- The speaker talks about big important stuff and specific concrete details.
- The conversation ends up going back and forth.
- New ideas come up.
- In a text-talk, the text is cited and the talk stays close to the text.

Week 4:

Bend III: Synthesizing and Growing Ideas in Narrative Nonfiction (Session 11: Using Text Structure to Hold On to Meaning in Narrative Nonfiction)

(pg. 92) Today I want to teach you that just as fishermen use different hooks for different fish, readers use different ways of reading depending on if a nonfiction text is an expository text or a story. Readers of nonfiction stories use their knowledge of how stories go to organize their understanding of the text. (Add to anchor chart)

(*Read aloud a narrative nonfiction book and recruit students to join you in listening for the familiar elements of a story.*)

1. You already know that nonfiction readers have ways to get ready to read, and today we will add a new way. Nonfiction readers ask, “What sort of text is this?”
2. Readers must decide if the text is a narrative nonfiction text (a story) or is it expository before doing anything else.
3. Chart: Rev Up Your Mind Before Reading Nonfiction (pg. 93)
 - Think, “What sort of text is this?”
 - Read text features and think, “What will this mostly be about? What parts, subtopics?”
 - Recall prior knowledge and build expectations.
4. Remember readers, that expository nonfiction text is organized as categories of ideas. When reading a nonfiction story, it really helps to reach for the storyline, buried under the facts.
5. Readers of a nonfiction story can retell it and talk about the characters - their traits and wants, and retell the important events using sequence words, or talk about the problem and the solution. We will read nonfiction stories in the same way as we read literature.
6. When we read nonfiction stories we will be thinking, “What does the main character want? What gets in the way of him getting what he wants?”

(*Session 12: Summarizing Narrative Nonfiction*)

(pg. 101) Today I want to teach you that when readers read a true story about a person or an event in history, they usually know from the start why the person or event is famous. They know LeBron James is famous for basketball. They know the end of the

story. This clues readers into the details that will turn out to be important because they relate to the climactic ending. (*Model reading and using your knowledge of why that person is famous to determine which details are important and which are not. For example, him being the 1st high school player to be on the cover of Sports Illustrated versus eating cereal every morning.*)

1. Think about why the person is famous and whether it is also a theme to their story? (Was there a second goal?)
2. Summarize the story by telling the main story and thinking about what the character wants, (in non-fiction the character is the subject)
3. Tell about the plotline, and what was important early on and how it connects to what they are known for. What details from their early life fit?
4. Add the influences and early signs that the person would turn out that way? Add it to your summary!
5. Summarize with the most important details, events, and story line by including all the parts that contribute!

(*Session 13: Tackling Hard Words that Complicate Meaning*)

(pg. 108) Today I want to teach you that nonfiction readers don't just stop when they come across a hard word, but they do stop to figure out tricky parts when they get confused or lose meaning (Model how to solve for an unknown word)

1. Readers, remember that you already have an armload of strategies to help you figure out tough vocabulary.
2. Chart (pg. 108):
 - a. Readers Climb the Hurdle of Hard Words by:
 - Chunking the words and listening for a word they know and a word that makes sense
 - Thinking about a story and what is going on
 - Asking, "Does it look like a word I know?"
 - Asking, "Does it sound like a word I know?"
 - Trying out the different sounds a vowel or consonant makes.
 - Using textual clues that help figure out the meaning of hard words.
 - Using context clues to figure out which noun a pronoun represents.

Week 5:

(*Session 14: Reading Biographies through Different Lenses*)

(pg. 112) Today I want to teach you that readers of narrative nonfiction read through different lenses. One lens is the lens of a story. But narrative nonfiction is still nonfiction, which means it is meant to teach. So another lens we can use is the lens of reading-to-learn information. (Add to anchor chart, When Reading Narrative Nonfiction)

1. Pay attention to their traits, obstacles and achievements.
2. Pay attention to the person's life story, but to learn more about the world - about events in history, about what life was like during a time period - or to learn about a topic.
3. Create a timeline of their life while taking notes about the non-fiction we are learning.
4. Readers could then make boxes-and-bullets notes (and thinking) out of what they were learning just the same as when

reading expository nonfiction texts.

5. Teacher: Share from a biography about a person's life and traits. In "The Story of Ruby Bridges" by Robert Coles, study a section of text through the lens of reading for information.

(Session 15: Seeking Underlying Ideas in True Stories)

(pg. 121) Today I want to teach you that in narrative nonfiction, sometimes the author doesn't come right out and tell you the main idea. In a well-written story there is a main idea or a reason to tell the story. It can be helpful to ask, "What did the main subject learn?"

1. Nonfiction readers have to decide what a text is mainly about. When you read true stories - narrative nonfiction - have a much harder job to do because the author will often not come right out and say, "This story is mainly about . . ." or "This story teaches the lesson that . . ." *(Readers, you need to know that without an idea, what you are reading is just a list of events. It isn't even a story.)*
2. Ask yourself, "What lesson did the character learn?" *(Look for a time when they made a big choice and the lesson learned!)*
3. Ask, What helped the character make the choice, is there a life lesson for everyone here?

Chart (pg. 122) Seeking Underlying Ideas in Stories:

- When you wrote personal narratives, you stretched out the heart of the story. Most authors do that. Parts that are stretched out can give clues about big lessons or ideas in the story.
- Ask yourself, "What lesson did the character learn?"
- If you find a time in the story when the main character made a big choice, usually there is a lesson attached to that choice.
- Ask yourself, "When the character meets challenges, what helps? Is there a life lesson for everyone in this?"

(Session 16: Bringing Your Narrative Nonfiction Lenses to a Broader Range of Text)

(pg. 132) Today I want to teach you that readers use strategies they've developed for reading biographies on any text that is narrative nonfiction. They read books about the life story of a lobster or about the colonists coming to Plymouth – just as they read stories thinking about the main character's traits, wants, and struggles. (Mentor Text: Cactus Hotel)

1. Ask, What are some traits of the main character? What does the character want? What are its motivations? Its needs? What are some traits of the main character? (Refer to Narrative NF Chart) , Produce a synthesis of narrative text by leaning on the "Somebody...wanted...but...so..." scaffold.(See chart pg. 133)
2. Chart (pg. 132):When Reading Narrative Nonfiction:
 - Read it as a story!
 - What are...the subject's traits? the subject's motivations? Needs?
 - What...struggles/threats does the subject face? is the subject known for? ideas/life lessons does it teach?
 - Read it as information!
 - What...topics can you learn about? Main ideas, supportive points can you glean?

Week 6:

(Session 17: Identifying When a Text is Hybrid Nonfiction and Adjusting Accordingly)

(pg. 140) Today I want to teach you that when reading a hybrid text, readers always think to themselves, “What mind-work does this part of the text want me to do?” The parts that are narrative signal readers to read them like stories and the parts that are expository signal readers to read, collecting main ideas and supporting details. (Use the book George Washington’s Breakfast, by Jean Fritz)

1. Readers be alert for when a text structure shifts (Usually around the middle of a chapter or section) and that readers need to respond to those cues by shifting their way of reading the text.
 - Notice if the section of text names a person and begins telling you what the person is saying, doing, and thinking, then the style of writing is probably a story.
 - If the section of text reads like a report, has topic sentences, and the author uses a teaching voice, then the style of writing is probably expository. (Reference the chart: When Reading Narrative Nonfiction - see above)
2. Shift the way we read, in a story voice or explaining, and the way we take notes for when the text structure changes

Chart (pg. 142): To Learn from Expository Texts:

- Pause after a chunk to grasp the main ideas/supporting details.
- If no subheadings, chunk the text yourself & find the main idea.
- Teach others what you learn.
- Revise your idea of the text’s main idea as you read on.
- Let the text spark conversations.

(Session 18: Becoming Your Own Reading Coach)

(pg. 148) Today I want to teach you that self-assessment is the way you become your own coach. (Optional Mentor text to ask students to jot a post it for- Gorillas by Lori McManus).

1. Think about what we are doing well and how they can get stronger a
2. Use the Informational Reading Learning Progression to assess a summary or main idea we wrote
3. Look for what we did well, and set a goal for what we can do better!

(Session 19: A Celebration)

(pg. 151) Celebration: You’re going to be nonfiction readers wherever you go. There are opportunities for nonfiction reading all around us. And so you need to build monuments so that you won’t ever forget the ways you’ve grown as readers, teachers, and experts.

1. Readers, what is most worthy of keeping, honoring and memorializing? What you create today will be part of a museum share.

Westbrook Public Schools' Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- Elementary students work to build competence in all PoG learning expectations through classroom discussions and interdisciplinary projects. In each of the ELA units of study, students discuss and write about ways in which characters exemplify and/or fall short of our district's portrait of graduate attributes. Students will make responsible decisions by choosing Just Right books for them as they problem solve through a variety of reading strategies.
- Through the study of literature, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1):

Bend I

- 3-Grasping Main Ideas in Nonfiction Texts
- 4- Becoming Experts And Teaching Others from Nonfiction Texts
- 5-Tackling Complexity
- 6- Getting Better Requires Clear Goals And Deliberate Work

Bend II

- 7- Reading for Significance
- 9- Distinguishing Your Own Opinion from That of the Author

Bend III

- 11- Using Text Structure to Hold On to Meaning in Narrative Nonfiction
- 12- Summarizing Narrative Nonfiction
- 13- Tackling Hard Words That Complicate Meaning
- 15- Seeking Underlying Ideas in True Stories
- 17- Identifying When a Text is Hybrid Nonfiction and Adjusting Accordingly

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include individual goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): MTSS is used at Daisy Ingraham Elementary School to help educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiation support for students based on their individual needs.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Learning Progressions (Grades 2-8)
- Running Record Reading Assessments
- Writing about reading
- Readers' notebooks
- Teacher-created performance assessment
- Book club talks
- Student reflections
- Conferences and small groups

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Teachers College Running Records
- WPS High Frequency Word Assessment
- FUNdations Unit Assessments
- STAR Reading Assessment

- Museum presentations / biographies

Westbrook Public Schools Curriculum

Subject: ELA, Grade: 3

Subject(s)	ELA
Grade/Course	Grade 3 / ELA
Unit of Study Reading:	<p>Unit 3 : Character Studies Unit Description: Character This unit will inspire readers to think deeply about and learn from the characters in the books they read. The first part of this unit invites readers to dive into the world of their characters through predicting, envisioning, and reading with fluency. The second half of this unit asks students to notice character’s personality quirks and habits as well as infer, to develop ideas about character traits, motivations, troubles, and actions. The final leg of this unit asks students to learn alongside characters asking, “How can we apply these lessons to our own lives?” Much of the work in this unit is derived from Following Characters into Meaning in the series Units of Study for Teaching Reading: A Curriculum for the Reading Workshop, Grades 3-5. However, the final part of this unit is based on Bringing Characters to Life and Developing Essential Reading Skills in Constructing Curriculum, another book in the Units of Study series.</p>
Writing:	<p>Unit 3 : Baby Literary Essay (Curricular Calendar) / Test Prep Unit Unit Description: The “Baby Literary Essay,” meaning that the essay is a ‘baby’ form, or first steps, in a genre that kids will have to write well in high school. Third graders can write essays about the stories they are reading, and these don’t have to be essays with parallel reasons, or sophisticated quoting from the text, or insightful intellectual analysis. In this unit, students will realize that they have significant ideas about the characters in the stories they are reading, and the lessons these stories teach, and that they can write these ideas so that others are interested or persuaded. This unit will teach them to take ideas they are having about stories, check that they can support those ideas with evidence from the text, and then write a quick draft of an essay.</p>
Pacing	6 Weeks: 18 Sessions

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

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

RL.3.1: Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

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

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Supporting Standards:

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

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

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

RI.3.10: Actively engage in group reading activities with purpose and understanding

Correspondence to CT Core Standards

What are the goals of this unit?

Common Core State Standards Aligning with Grade 3 Unit 3, *Character Studies*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.3.3	RL.3.1, RL.3.2, RL.3.3 , RL.3.4, RL.3.6 , RL.3.10	SL.3.1, SL.3.2, SL.3.6	L.3.1, L.3.3, L.3.4, L.3.6
2	W.3.3	RL.3.1 , RL.3.2, RL.3.3 , RL.3.4, RL.3.6 , RL.3.10	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.3 , L.3.6
3	W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.5 , RL.3.6, RL.3.10, RF.3.4	SL.3.1, SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
4	W.3.3, W.3.10	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.4, RL.3.6 , RL.3.9, RL.3.10	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.2, L.3.3, L.3.6
5	W.3.3	RL.3.1, RL.3.2, RL.3.3 , RL.3.5 , RL.3.6, RL.3.10	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
6	W.3.3	RL.3.1 , RL.3.2, RL.3.3 , RL.3.4, RL.3.5, RL.3.6, RL.3.9, RL.3.10, RF.3.3, RF.3.4	SL.3.1, SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
7	W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.5 , RL.3.6, RL.3.10	SL.3.1 , SL.3.2 , SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
8	W.3.3	RL.3.1 , RL.3.2, RL.3.3 , RL.3.5, RL.3.6, RL.3.10	SL.3.1 , SL.3.6	L.3.1, L.3.3, L.3.6
9	W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.5 , RL.3.6 , RL.3.9, RL.3.10	SL.3.1 , SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
10	W.3.3	RL.3.1 , RL.3.2, RL.3.3 , RL.3.4 , RL.3.7 , RL.3.10	SL.3.1, SL.3.2 , SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.4, L.3.6
11	W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.4, RL.3.5 , RL.3.6, RL.3.10	SL.3.1 , SL.3.2 , SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
12	W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.5 , RL.3.6, RL.3.10	SL.3.1, SL.3.2, SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
13	W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.5 , RL.3.6 , RL.3.9, RL.3.10	SL.3.1 , SL.3.2, SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.4, L.3.6
14	W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.4 , RL.3.5 , RL.3.6 , RL.3.7, RL.3.10	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
15	W.3.3	RL.3.1 , RL.3.2, RL.3.3 , RL.3.4, RL.3.6, RL.3.9 , RL.3.10	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.3 , L.3.4, L.3.5 , L.3.6
16	W.3.3	RL.3.1 , RL.3.2, RL.3.3 , RL.3.9 , RL.3.10	SL.3.1, SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
17	W.3.3	RL.3.1 , RL.3.2, RL.3.3 , RL.3.4, RL.3.5, RL.3.6, RL.3.9 , RL.3.10	SL.3.1 , SL.3.2, SL.3.3 , SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
18	W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.5, RL.3.9, RL.3.10	SL.3.1, SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
19	W.3.3	RL.3.1 , RL.3.2, RL.3.3 , RL.3.9, RL.3.10	SL.3.1 , SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6

*Bold indicates major emphasis

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ul style="list-style-type: none"> Envision and predict what they read and dig deep to get to know a character. 	<ul style="list-style-type: none"> Envision and predict what they read and dig deep to get to know a character.

- Build theories by reading closely and inferring based on what a character does and how they do it.
- Step into the shoes of different characters and pay attention to moments when they face big challenges as well as how they resolve these challenges.
- State a clear opinion about a story or nonfiction text.
- Provide evidence to support their opinion.
- Craft an essay from beginning to end.
- Organize their writing into paragraphs.
- Include an introduction and conclusion.
- Revise and edit essays.
- Use transitional words and phrases to lead into evidence.
- Self assess their writing.

- Build theories by reading closely and inferring based on what a character does and how they do it.
- Step into the shoes of different characters and pay attention to moments when they face big challenges as well as how they resolve these challenges.

Essential Questions

What essential questions will be considered?

- How do readers get to know a character's friend?
- How do readers follow a character's journey?
- How do readers compare and contrast characters across books?
- How can I write an essay that states a strong opinion about a piece of literature and supports it clearly with reasons and evidence from the text?
- How can I learn to structure an essay by organizing my thinking, and by using evidence from the story to support my opinion or thesis?
- How can I raise the level of my essay writing by being even more organized and specific, and how can I begin to develop my own opinion or thesis by thinking, talking, and writing about a story?
- How can I use everything I've learned about supporting an opinion with details from a story, to supporting an

Corresponding Big Ideas

What understandings are desired?

- Envision the characters in a story and "get lost in a book."
- Grow theories about characters by reading closely and making inferences.
- Learn lessons by stepping into the shoes of different characters.

opinion or idea with evidence from any text, such as a nonfiction text?	
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Resources

Student Technology Integration and [Correspondence to ISTE Standards](#):





- **1.1.d.:** Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
- **1.2.c.:** Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- **1.6.b.:** Students create original works or responsibly repurpose or remix digital resources into new creations.

Informational Texts and/or Media:

- Any appropriate grade 3 novel as a read-aloud model to set up the routines
- Each Kindness by Jacqueline Woodson
- The Big Orange Splot by Daniel Pinkwater (Level L)
- Chrysanthemum by Kevin Henkes (Level M)
- The Most Magnificent Thing by Ashley Spires (Level L)
- Dancing in the Wings by Kadir Nelson (Level L)
- Wilfred Gordon McDonald Partridge by Mem Fox (Level N)
- “Alone” from Days with Frog and Toad by Arnold Lobel (Level K)
- One Green Apple by Eve Bunting (Level O)
- The Hundred Dresses by Eleanor Estes (Level P)
- A Bike Like Sergio’s (Level M)
- Mango, Abuela, and Me (Level M)
- Encyclopedia Brown Cracks the Case by Donald J. Sobol (Level Q)
- Indian Shoes by Cynthia Leitich Smith (first short story) (Bend II, Bend III) (Level O)
- Because of Winn-Dixie by Kate DiCamillo (Bend III) (Level R)
- Come On, Rain! by Karen Hesse (Bend III) (Level P)
- Make Way For Dymonde Daniel by Nikki Grimes (Bend III) (Level K)
- Those Shoes by Maribeth Boelts (Level L)
- Peter’s Chair by Ezra Jack Keats (Level J)
- Harry Houdini: Chained to Magic (Level P)

- Kid Migrants: Seeking a New Home (Level P)
- Pit Bulls: Loving Dogs, not Fighters (Level M)
- Work Hard and Don't Give Up: Story of Supreme Court Justice Sonia Sotomayor (Level P)
- You Don't Stop: The Birth of Hip Hop (Level M-P)
- The Stories Julian Tells by Ann Cameron (Level O)
- William's Doll by Charlotte Zolotow (Level P)
- Brave Irene by William Steig (Level S)
- Teacher-selected books for book talks and modeling good reader behaviors

Online Resources / Websites:

- Dante's Lunch video: <http://video.disney.com/watch/dante-s-lunch-a-short-tail-54be205cc4254f06bb392f0d>
-  The Hundred Dresses: Character-building Story
-  Because Of Winn Dixie |FULL AUDIOBOOK| 
-  'Brave Irene' read by Al Gore

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Character Traits:** the individual qualities or attributes that make up a person's overall character. These descriptions can be physical, emotional, mental, or moral.
- **Story Mountain:** one story structure or story map that can be taught to children to help them with creative writing. As the name suggests, these stories build to a big climax or obstacle that needs to be overcome, before being resolved and ended on the other side of the 'mountain'.
- **Problem:** something between one or more characters that must be solved by the end of the story.
- **Turning Point:** a moment in the plot when a character must make a decision that will change the course of the story. Every turn involves decisive change and either helps with character development or keeps the story moving.
- **Resolution:** the conclusion of a story's plot and is a part of a complete conclusion to a story. The resolution occurs at the end of a story following the climax and falling action.
- **Journey:** a quest or trek towards a goal, destination, or understanding that serves the progression of the plot.
- **Lesson:** What an author wants the reader to learn from a story. There are important pieces of information that support the central message or lesson of a story.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1: Bend I: Getting to Know a Character as a Friend

(Session 1: Readers Notice How a New Character Talks and Acts)

(pg. 5) Today I want to teach you that when readers begin a new book, they are given some new friends. Readers get to know the characters in the book in much the same way they get to know a new friend, taking notice of how the characters talk and act, discovering what they are like. (Start anchor chart of Getting to Know a Character) Readers do this by:

1. Reading, keeping the characters in mind;
2. Noticing how the characters talk;
3. Noticing how the characters act and what they do

(Session 2: From Observations to Ideas: Readers Think, “What Is My Character Like?”)

(pg. 14) Today I want to teach you that once readers have met a new character, they draw on their first observations to come up with an idea about the character. Readers do this by:

1. Studying what the character says;
2. Studying what the character does;
3. Thinking, “What does this tell me about the character?”

(Session 3: Noticing Patterns, Seeing More: Growing Theories about a Character)

(pg. 25) Today I want to teach you that as you read on in a book and learn more about a character, you’ll notice patterns in the things the character does across the story – and you can add on to your initial ideas to come up with a big idea about the character. We do this by:

1. Rereading/rethinking what we’ve read so far;
2. Thinking, “What do I see this character doing again and again?”
3. Developing a bigger idea about the character.

Week 2:

(Session 4: Growing Bigger Thoughts about a Character Asking Why)

(pg. 35) Today I want to teach you that once readers form a theory about what kind of person a character is, they can dig deeper to ask, “Why is the character this way?” We do this by:

1. Asking ourselves, “Why might the character be like this?”
2. Searching the text for evidence/support;
3. Coming up with a deeper theory.

(Session 5: Using Theories about Characters to Predict)

(pg. 45) Today I want to teach you that a reader's initial theories about a character are usually the tip of much deeper thinking. Once readers understand a character in deeper ways—once they have a sense of who the character is, what he tends to do again and again, and what he really wants—readers can use this knowledge to predict. We do this by:

1. Thinking about who the character is;
2. Thinking about what matters to him/her;
3. Imagining the next scene unfolding – predict!

(Session 6: Taking Stock and Self Assessing: Looking at Checklists, Noticing Strengths and Weaknesses, and Making New Reading Goals)

(pg. 52, last paragraph) Today I want to teach you that readers set clear goals for themselves. Good readers do this by:

1. Looking at checklists/reading logs;
2. Noticing strengths and weak
3. Making new reading goals.

Week 3: *Bend II: Following a Character's Journey*

(Session 7: Stories are Shaped Like a Mountain: Readers Watch Characters Go Up—and Down)

(pg. 60) Today I want to teach you that the main character in all stories travels along a story mountain. Readers expect that a character will face a problem that gets bigger and bigger, reaches a turning point, and then is resolved. We do this by:

1. Noticing the problem the character faces;
2. Watching out for a turning point;
3. Identifying the resolution to the problem.

(Session 8: Readers Expect Characters to Face—and React to—Trouble)

(pg. 70) Today I want to teach you that readers expect characters to encounter problems in a story. Readers notice what problems characters face and also how they react to these problems. We do this by:

1. Noticing the problem the character faces;
2. Studying what the character says;
3. Looking at how the character reacts.
4. Noticing how the character you're meeting has a similar or different approach from other characters

(Session 9: Readers Notice the Roles Secondary Characters Play in the Main Character's Journey)

(pg. 79) Today I want to teach you that readers pay close attention to how the secondary characters in a story help the main character along his or her journey. We do this by:

1. Asking, "Why is this character in the story?"
2. Considering the role of the secondary character, are they an advisor, friend, or challenger;

3. Thinking about how this character affects the main character.

Week 4:

(Session 10: Noticing the Roles Illustrations Play in a Story)

(pg. 88) *Inquiry Lesson* (Pose a question and ask students to help determine the answer in an exploratory fashion). Today I want to teach you that pictures in a book do as much work as the words to help the reader see the character's journey. The questions we'll be exploring are, "Why might authors include illustrations?" and "What do pictures contribute or add to the stories?" (Mentor text: Peter's Chair) Possible chart to co-create with students: We do this by studying the illustrations to see:

1. How a character is feeling;
2. How the characters interact;
3. How the main character moves along the story mountain.
4. Indicate trouble/tension
5. Paint a picture of the setting
6. Reveal the mood/feeling of the scene

(Session 11: Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character is Tested)

(pg. 96) Today I want to teach you that as readers near the end of a story, they expect the tension to build to a boiling point. When this happens, they pay attention to how the main character is tested, notice how the character reacts, and think, "Why might this be important to the character's journey?" We do this by:

1. Reading to the point of tension/climax;
2. Noticing how the character reacts:
3. Thinking, "How is this important to my character's journey?"

(Session 12: Readers Notice How a Character Resolves Big Trouble)

(pg. 105, second paragraph) Today I want to teach you that as a story comes to a close, the main character resolves his or her biggest problem. We can see this by:

1. Reading to the end of the story;
2. Thinking, "What strength did my character draw on to solve the problem?"
3. Considering how the character changed.

Week 5:

(Session 13: Readers Learn Lessons Alongside Their Characters)

(pg. 110) Today I want to teach you that after a character has resolved a problem, readers ask, "What does the character know now that he didn't at the start of the story? What lessons can he teach others about life?" We do this by:

1. Revisiting the character's journey and noticing how the character resolved their biggest problem by asking:
 - What strength does the character draw on?

- How does the character change?
- 2. Determining the lesson learned;
- 3. Considering how that lesson could apply to other real life situations.

(Session 14: Linger with a Story after It's Done: Looking Back to Analyze Author's Craft)

(120) Today I want to teach you that when expert readers reach the end of a book, they think about how all the parts fit together to make the whole story. Readers notice the choices an author makes and ask, “What does this part do?” and “How does it connect to other parts in the story?” Expert readers are analytic readers. We do this by;

1. Noticing the choices an author makes; (A place that was important or where we had a strong reaction)
2. Reviewing/remembering a part and asking, “What does this part do?”
3. Answering, “How does it connect to other parts in the story?”
4. Questioning the author's craft moves:
 - Why did the author most likely start or end the story this way? (Setting, question, quote, or dialogue?)
 - Why did the author choose to have the character.....
 - Why did the author use these words to describe...

Bend III: Comparing and Contrasting Characters Across Books

(Session 15: Comparing Characters: Noticing Similarities and Differences)

(pg. 131) Today I want to teach you that readers make comparisons as they read books. Readers can compare the main characters by thinking, “In what ways are these characters similar in what they do and say? What do they care about?” and “How are they different?”

1. Looking at what they do;
2. Looking at how they talk;
3. Noticing what they each care about; what they say, or what they do
4. Deciding how they are the same and different.

Week 6:

(Session 16: Readers Compare the Problems Characters Face—and Their Reactions)

(pg. 140) Today I want to teach you that once readers know how characters act and talk in their individual stories; they can compare how these characters tackle trouble. Specifically we think, “How do these two characters react to their problems? Are their similarities? Differences?” We do this by:

1. Paying close attention to the problem each character faces;
2. Noticing how each character reacts;
3. Deciding if the reactions are the same or different.

(Session 17: Readers Ask, “What Makes You Say That?” Engaging in Text-Based Mini-Arguments about Characters)

(pg. 151) Today I want to teach you that readers can discuss ideas about characters across books with a partner by exploring a big question with no one right answer. We do this by:

1. Starting with a question such as “Which character is better at _____?”
2. Looking for examples from the story – cite evidence.
3. Discussing with a partner or group.
4. Coming to a conclusion/agreeing to disagree.

(Session 18: Comparing and Contrasting the Lessons Characters Learn)

(pg. 160) Today I want to teach you that readers can compare themes and lessons across books. We do this by:

1. Noticing how two main characters resolve their challenges;
2. Identifying the lesson each character learned;
3. Thinking, “Are the lessons similar or different?”
4. Jotting, How did each author teach this lesson?

Today we will celebrate our writing! You may:

- end with debates about your book club books
- have on-demand debates about a new read aloud picture book
- print your baby literary essays and tape them into the backs of your books for future clubs to read
- join together with other book clubs and hold extended talks about your books
- make your own charts on the process of writing literary essays
- have a show and tell for fourth grade teachers

Pat yourselves on the back and celebrate your success.

Westbrook Public Schools’ Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- Elementary students work to build competence in all PoG learning expectations through classroom discussions and interdisciplinary projects. In each of the ELA units of study, students discuss and write about ways in which characters exemplify and/or fall short of our district's portrait of graduate attributes. Students will make responsible decisions by choosing Just Right books for them as they problem solve through a variety of reading strategies.
- Through the study of literature, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation With Small Groups: (Tier 1):

Bend I

3- Noticing Patterns, Seeing More: Growing Theories about a Character

4- Growing Bigger Thoughts About a Character Asking Why

5- Using Theories About Characters to Predict

Bend II

9- Readers Notice the Roles Secondary Characters Play in the Main Character's Journey

11- Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character is Tested

12- Readers Notice How a Character Resolves Big Trouble

13- Readers Learn Lessons Alongside Their Characters

14- Linger with a Story after It's Done: Looking Back to Analyze Author's Craft

Bend III

16- Readers Compare the Problems Characters Face—and Their Reactions

17- Readers Ask, "What Makes You Say That?" Engaging in Text-Based Mini-Arguments About Characters

18- Comparing and Contrasting the Lessons Characters Learn

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include individual goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): MTSS is used at Daisy Ingraham Elementary School to help educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiation support for students based on their individual needs.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Writing about reading
- Readers' notebooks
- Teacher-created performance assessment
- Book club talks
- Student reflections
- Conferences And small groups

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Teachers College Running Records
- WPS High Frequency Word Assessment
- FUNdations Unit Assessments
- Pre/Post On Demand Writing Assessments
- Baby Literary Essays

Westbrook Public Schools Curriculum

Subject: ELA, Grade: 3

Subject(s)	ELA
Grade/Course	Grade 3 / ELA
Unit of Study Reading:	<p>Unit 4: Research Clubs Elephants, Penguins, and Frogs, Oh My!</p> <p>This unit reinforces nonfiction reading skills while students form clubs, each club will study a topic of choice. In bend I children will be taught to preview not just a text but a collection of texts. In bend II students will study another related topic, comparing and contrasting. This bend supports transference and text structure. Finally, in bend III each club will study an overarching concept like adaptation, life cycles, habitats, landforms, noting how that concept applies to the topics they have studied in their clubs —synthesizing , comparing, and contrasting. The unit ends with students applying their knowledge to a real world problem: investigating, planning, and presenting ideas. Students will familiarize themselves with a text: using their prior knowledge, previewing text, making and revising theories, and building upon nonfiction strategies taught in previous units.</p>
Writing:	<p>Writing About Research</p> <p>This unit is like a sequel to The Art of Information Writing, so you'll want to think about this unit as supporting transference. You'll support your students in taking everything they learned in The Art of Information Writing and applying it to new projects that they'll write about the different animals they are studying. To do this, you'll alternate between referencing earlier teaching, by revisiting particularly powerful minilessons from The Art of Information Writing, and weaving in some new teaching to extend your students' work. In addition to supporting transference, this is also a unit that supports students in deepening their information writing skills in a few critical areas, namely: structure, elaboration, organization, and craft. These goals are mirrored in the Research Clubs: Elephants, Penguins, and Frogs, Oh My! unit, where students are taught to identify different text structures and use those structures to take notes, to elaborate on their ideas as they teach others, to synthesize information together as they notetake and teach, and to carefully consider the choices that the author made.</p> <p>In Bend I of the unit, you'll support students in transferring what they learned in The Art of Information Writing over to write new all-about books on the animal they're researching as part of Bend I in Research Clubs: Elephants, Penguins, and Frogs, Oh My! Students will work in their research clubs to create a club book. They'll</p>

	<p>begin by writing to grow ideas. Then, you'll support them as they transfer what they know about creating powerful tables of contents, teaching others, and drafting chapters using their knowledge of elaboration.</p> <p>In Bend II of the unit, each research club will write another all-about book, this time about the second animal they are studying. These books will have a particular emphasis on text structure. You'll teach students ways to collaboratively develop their writing, supporting their cross-text(s) synthesis skills. Each student will draft several chapters.</p> <p>Then in Bend III, you'll extend the work, teaching students how to use what they know about information writing to write books that advance the big ideas the club has been exploring. Clubs will write books exploring big ideas: animal adaptations, differences in animal habitats, and more! You'll teach them to lift the level of their writing by using peer conferring and self-assessment.</p>
Pacing	6 Weeks: 19 sessions

CT State Standards <i>What are the goals of this unit?</i>	
<p>Priority/Focus Standards:</p> <p>RI.3.1: Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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</p> <p>RL 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).</p> <p>Supporting Standards:</p> <p>RF 3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF 3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI 3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RL 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	

Correspondence to CT Core Standards

What are the goals of this unit?

Common Core State Standards Aligning with Grade 3 Unit 4, *Research Clubs*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.3.2 , W.3.4, W.3.7 , W.3.8	RF.3.3, RF.3.4, RI.3.1 , RI.3.2 , RI.3.3 , RI.3.5 , RI.3.7 , RI.3.10	SL.3.1, SL.3.4	L.3.3
2	W.3.2, W.3.7 , W.3.8 , W.3.10	RI.3.1, RI.3.2, RI.3.3, RI.3.5, RI.3.7, RI.3.9, RI.3.10	SL.3.1	L.3.1, L.3.2, L.3.3, L.3.6
3	W.3.2, W.3.7 , W.3.8 , W.3.10	RI.3.1 , RI.3.2, RI.3.3, RI.3.5, RI.3.7, RI.3.9 , RI.3.10	SL.3.1, SL.3.6	L.3.1, L.3.2, L.3.3, L.3.6
4	W.3.2, W.3.7, W.3.8	RI.3.1, RI.3.2, RI.3.3, RI.3.4 , RI.3.5, RI.3.7, RI.3.9	SL.3.1, SL.3.4	L.3.3, L.3.4 , L.3.5, L.3.6
5	W.3.2, W.3.7, W.3.8	RI.3.1, RI.3.2, RI.3.3, RI.3.5	SL.3.1 , SL.3.4, SL.3.6	L.3.1, L.3.2, L.3.3, L.3.6
6	W.3.2, W.3.4, W.3.7, W.3.8, W.3.10	RL.3.4, RI.3.1, RI.3.2, RI.3.5, RI.3.6	SL.3.1, SL.3.2, SL.3.3, SL.3.6	L.3.1, L.3.2, L.3.3, L.3.6
7	W.3.2, W.3.7, W.3.8	RI.3.1, RI.3.2, RI.3.6, RI.3.8 , RI.3.9 , RI.3.10	SL.3.1, SL.3.2, SL.3.6	L.3.3, L.3.6
8	W.3.2, W.3.5 , W.3.7 , W.3.8	RI.3.1, RI.3.2, RI.3.5, RI.3.7, RI.3.10	SL.3.1, SL.3.4 , SL.3.6	L.3.3, L.3.6
9	W.3.2	RF.3.3 , RF.3.4 , RI.3.1, RI.3.2, RI.3.3	SL.3.1, SL.3.2 , SL.3.3 , SL.3.4 , SL.3.6	L.3.3, L.3.6
10	W.3.2, W.3.7 , W.3.8	RI.3.1 , RI.3.2 , RI.3.5 , RI.3.7 , RI.3.8	SL.3.1	L.3.1, L.3.2, L.3.3, L.3.6
11	W.3.2, W.3.7, W.3.8	RI.3.1, RI.3.2, RI.3.3, RI.3.8, RI.3.9	SL.3.1, SL.3.2 , SL.3.3	L.3.1, L.3.2, L.3.3, L.3.6
12	W.3.2, W.3.7, W.3.8	RI.3.1, RI.3.2, RI.3.3, RI.3.4 , RI.3.8 , RI.3.9	SL.3.1	L.3.1, L.3.2, L.3.3, L.3.4 , L.3.6
13	W.3.2, W.3.7, W.3.8	RI.3.1 , RI.3.2, RI.3.3, RI.3.9 , RI.3.10	SL.3.1, SL.3.3	L.3.3, L.3.6
14	W.3.2, W.3.7, W.3.8	RI.3.1, RI.3.2, RI.3.3, RI.3.5, RI.3.8, RI.3.9 , RI.3.10	SL.3.1, SL.3.3	L.3.3, L.3.4 , L.3.6
15	W.3.2, W.3.5, W.3.7, W.3.8	RI.3.1 , RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.9 , RF.3.3, RF.3.4	SL.3.1, SL.3.6	L.3.3, L.3.6
16	W.3.2, W.3.7 , W.3.8	RI.3.1, RI.3.2, RI.3.3	SL.3.1	L.3.3
17	W.3.2, W.3.7 , W.3.8	RI.3.1 , RI.3.2 , RI.3.3 , RI.3.6, RI.3.8, RI.3.9	SL.3.1, SL.3.2	L.3.3
18	W.3.2, W.3.7 , W.3.8	RI.3.1 , RI.3.2 , RI.3.3 , RI.3.4	SL.3.1, SL.3.3	L.3.3, L.3.4 , L.3.6
19	W.3.2, W.3.5, W.3.6, W.3.7 , W.3.8	RI.3.1, RI.3.2, RI.3.3	SL.3.1, SL.3.6	L.3.3
20	W.3.2, W.3.7, W.3.8	RI.3.1, RI.3.2, RI.3.3	SL.3.1, SL.3.4, SL.3.5, SL.3.6	L.3.3

*Bold indicates major emphasis

Unwrapped Priority Standards	
Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ul style="list-style-type: none"> ● Select “just right” books by incorporating multiple strategies, such as previewing, five finger rule, interest, etc. ● Differentiate fiction and nonfiction to establish a reading purpose. ● “Shop” for books appropriately. ● Choose a spot that will encourage them to stay on task. ● Manage and monitor their independent book baggies with respect for the books in the classroom. ● Engage in a range of collaborative discussions, including one-on-one, group-talk, and teacher-led discussions, by providing sentence starters. ● Utilize Post-its and/or Reader’s Notebook to mark places to share. Use symbols for the funny parts, sad parts, favorite parts, etc. ● Retell the important parts of a story. ● Establish personal goals to read longer in each session. ● Increase stamina by rereading books, starting with a picture walk, reading for fluency, last to develop comprehension. ● Establish an agreement to promote a respectful partnership, i.e. how to sit properly, stay on task, take turns, and assist their partner when reading. ● Participate in conversations about the books. 	<ul style="list-style-type: none"> ● Nonfiction texts can aid in understanding topics in other academic areas. ● Nonfiction strategies and tools are needed to read content-based texts. ● Information writing skills such as: structure, elaboration, organization, and craft. ● Identify different text structures and use those structures to take notes, to elaborate on their ideas as they teach others, to synthesize information together as they not take and teach, and to carefully consider the choices that the author made. ● Develop their writing, supporting their cross-text(s) synthesis skills. ● Lift the level of their writing by using peer conferring and self-assessment.
Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>

- How can I use all that I know about nonfiction reading and writing in order to launch a research inquiry about atopic?
- How can I learn about atopic using a variety of different kinds of texts and lenses to fuel my research?
- How can I research a second topic, doing this work with greater independence, and then apply what I learn to help me understand another topic?
- How is one topic similar to and different from another topic I've studied—and what factors contribute to those similarities and differences?
- How do we utilize information writing skills such as structure, elaboration, organization, and craft to forward an idea?
- How do we identify different text structures and use those structures to take notes, to elaborate on ideas as we teach others, to synthesize information together as we notetaker and teach, and to carefully consider the choices that the author made?
- How do we develop our writing, and support cross-text(s) synthesis skills?
- How do we lift the level of writing by using peer conferring and self-assessment?

- Reading for/within a given content area
- Reviewing nonfiction reading strategies
- Understand that nonfiction texts can aid in understanding topics in other academic areas.
- Understand that nonfiction strategies and tools are needed to read content-based texts.

Resources


Student Technology Integration and [Correspondence to ISTE Standards:](#)

- **1.3.a:** Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- **1.3.b:** Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- **1.6.a:** Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

Informational Texts and/or Media:

- National Geographic (Level L-P)
- Archaeology magazine (Level L-P)
- Cobblestone (Level L-P)
- Shimmy Shimmy Shimmy like My Sister Kate: Looking at the Harlem Renaissance by Nikki Giovanni (Level L-P)
- On My Journey Now: Looking at African American History Through the Spirituals by Nikki Giovanni (Level L-P)
- Rose That Grew From Concrete by Nikki Giovanni (Level L-P)
- The Midnight Ride of Paul Revere by Henry Wadsworth Longfellow (Level L-P)
- Songs by Bob Dylan
- Octopus by Harry Abrams (Level L-P)
- Under the Sea: Hidden World by C. Delafosse (Level L-P)
- A Look Inside Sharks and Rays by K. Banister (Level L-P)
- Shark Attack! DK Readers (Level L-P)
- Life Cycle of an Emperor Penguin by Bobbie Kalman (Level L-P)
- The Penguin by Beatrice Fontanel (Level L-P)
- Penguins Are Waterbirds by Sharon Taberski (Level M)
- Deadliest Animals (National Geographic Kids) by Melissa Stewart (Level P)
- Any additional Frog and Penguin Non-Fiction Texts (Level M-P)
- Taj Mahal, Tagliaferro, Linda (Level L)
- Wolves, Markle, Sandra (Level M)
- Everything Weather, Furgang, Kathy (Level P)
- DK Eyewitness: Hurricane and Tornado, Challoner, Jac (Level W)
- Hurricanes, Simon, Seymour (Level S)

Videos:

-  Penguins lost in a blizzard - Snow Babies - BBC One Christmas 2012
- Teacher-selected books for book talks and modeling good reader behaviors

Online Resources / Websites:

- https://teachitct.org/wp-content/uploads/sites/9/2018/12/10Things_Every3rdGrader_ShouldKnow.pdf
- Connecticut Project Helper: http://www.ct.gov/kids/lib/kids/pdf/connecticut_project_helper.pdf
- Pequot Museum: Mashantucket reservation (virtual, in-person, guest speaker) <https://www.pequotmuseum.org/>

- <https://libguides.ctstatelibrary.org/hg/nativeamericans/cttribes>
- <https://brucemuseum.org/>
- <https://www.iaismuseum.org/> : <https://whereilivect.org/>

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Research:** finding something new within a literary work.
- **Subtopic:** a topic that is one of the parts or divisions of the main topic of a piece of writing.
- **Subsection:** one of the smaller parts into which its main parts are divided.
- **Technical Vocabulary:** is subject-bound, referring to words used in a specific context. subject for communicating subject-specific knowledge. It includes both high-frequency and. academic words that are used with a specialized meaning in a specific subject as well as those.
- **Narrator:** one who tells a story. In a work of fiction the narrator determines the story's point of view. If the narrator is a full participant in the story's action, the narrative is said to be in the first person.
- **Investigate:** to examine, study, or inquire into systematically; search or examine into the particulars of; examine in detail.
- **Structure:** how the story is organized. It is the framework of the story. You can think of structure as the outline of the story or the map of its construction.
- **Cause and Effect:** an action with a reaction. When an event occurs, its effect impacts the course of the story, often changing the character or later events of a story dramatically.
- **Synthesizing:** combining multiple sources and ideas. As a writer, you will use information from several sources to create new ideas based on your analysis of what you have read.
- **Comparing:** a rhetorical strategy and method of organization in which a writer examines similarities and/or differences between two people, places, ideas, or things.
- **Contrasting:** a rhetorical device used by a writer to emphasize the differences between two people, places or things. It's the opposition between two objects, with their differences highlighted and explained.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1: *Bend I: Researching a Topic*
(Session 1: Revving Up for a Research Project)

(pg. 4) Today I want to teach you that researchers get started learning about a topic by doing three things: they look over their resources, they read an easy overview book, and they skim the table of contents and illustrations to glean main subtopics, then read across books in one subtopic after another. We do this by:

1. Looking over our resources and putting them in order by difficulty.
2. Reading an easy overview book about our topic.
3. Skimming the table of contents and illustrations to glean the main subtopics.
4. Then reading across books in one subtopic after another.

(Session 2: Cross-Text Synthesis)

(pg. 11) Today I want to teach you that as researchers dig into a topic, they often identify subtopics. Then, as they read about the same subtopic in several texts, they synthesize (put together) the information so that related bits go side by side. The more researchers combine information, the more they become experts.

1. We scan through additional books to find another book with a similar subtopic.
2. We reread the subsection of the easy text first to get that information in your head.
3. We read aloud the related subsection of a second text.
4. We visualize the two pieces to confirm they go together.

(Session 3: Using the Lingo of Experts)

(pg. 24) Today I want to teach you that when you become an expert on a topic, it is important to begin using the technical vocabulary, or lingo, of that subject. “You talk the talk.”

1. We think about technical vocabulary related to the topic.
2. We make a word bank with the vocabulary.
3. We talk over the vocabulary with our club.

Week 2:

(Session 4: Zeal Matters: Pursuing Collaborative Inquiries with Commitment)

(pg. 31) Today I want to teach you to investigate answers to this question: How do you make the decision to read as if you are digging for treasure? (Inquiry lesson) Teacher: Ask students to share ideas (chart ideas).

1. We will listen to a part of a song and think how it teaches us to keep our energy up.
2. We will talk it over with our partners or club members.

(Session 5: Growing Ideas about Nonfiction)

(pg. 39) Today I want to teach you that one way to develop ideas is to study the subject of your research much the same way you study characters in fiction—by paying close attention to your subject’s traits, motivations, and struggles.

1. We reread important parts.

2. We pause and think, What is the subject doing?
3. We think, “What can we infer about this behavior? What does it suggest?”
4. We look at the words the author used to describe the behaviors.
5. We think and jot“What is the big idea?”

(Session 6: Researchers Ask Questions)

(pg. 47, middle of the page) Today I want to remind you that researchers don’t just collect information, they also think about that information. One way researchers think about that information is by asking-and trying to answer-the all important question: Why?

1. We revisit research topics and reread our notes.
2. We ask, “Why or why not?”
3. We think of a few possible answers saying, “It could be that...or maybe it’s because...”
4. We then read on, testing our theories.

Week 3: *Bend II: A Second Cycle of Research*

(Session 7: Planning a Second Study)

(pg. 55) Today I want to teach you that when nonfiction readers set out to study a topic, they start by making a plan for how that study will go. They think about their repertoire of reading and research strategies they know—and they make a plan for the study.

1. We look at charts to remind ourselves of strategies.
2. We think of the reading work we do well.
3. We preview the text and make a plan.
4. We talk it over with our club.

(Session 8: Reading with Volume and Fluency)

(pg. 61) Today I want to teach you that when nonfiction readers read with fluency, they often read with a teacher’s voice, an explaining voice (inquiry lesson).

1. We listen to an expert nonfiction narrator and ask, “How does a narrator of nonfiction use their voice?” (chart ideas)
2. We notice the narrator using an explaining voice.
3. We notice the narrator’s voice when they move to a new topic.
4. We notice narrators of nonfiction use their voice to create drama and tension.
5. We use our voice to pop out key words

(Session 9: Readers Notice Text Structures and Use Them to Organize Their Learning)

(pg. 69) Today I want to remind you that when you are trying to learn about a subject, it doesn’t work to just put a zillion facts in one huge list. It helps to make subsections in your notes, and to pop out the main ideas, showing how the smaller details go with them.

1. We stop to take a look at the structure of our text.
2. We think, “What type of structure is this?”
3. We take notes following that structure (boxes and bullets, web).

Week 4:

(Session 10: Compare and Contrast)

(pg. 79) Today I want to teach you that when you look over a text, thinking, “How is it structured?” It helps to have a handful of optional text structures in mind. Although some texts are structured as main ideas and supports (boxes and bullets), some are sequentially ordered, and some authors use compare and contrast.

1. We read the text.
2. We stop and think, “How is this text structured?”
3. We use keywords to help identify clues: similar, different, both, in contrast
4. We decide on a note-taking structure: T-chart, Venn diagram

(Session 11: Cause and Effect)

(pg. 89) Today I want you to explore another text structure authors often use, which is cause and effect (guided inquiry).

1. We’re going to study a text with this structure.
2. We work to figure out, “What kind of words and phrases signal a cause-and-effect structure?”
3. We think, “How can we take notes to fit with this structure?”

(Session 12: Reading Closely, Thinking Deeply)

(pg. 98) Today I want to teach you that it’s important, when we read nonfiction, to be aware that the author made particular choices.

1. We read on the lookout for specific types of structures.
2. We stop and think, “Why might the author have chosen to include this particular bit of information?”
3. We ask, “What does the author want me to know when I read this part of the text?”
4. We talk with our partners to grow ideas.

Week 5: Bend III: Synthesizing, Comparing, and Contrasting

(Session 13: Experts Widen Their Field of Focus and See Patterns)

(pg. 108) Today I want to teach you that to develop expertise on a topic, nonfiction readers go from learning about specific related topics (such as penguins or frogs) to learning about their bigger field of knowledge (animal kingdom). As a researcher’s focus gets bigger, the researcher thinks more about patterns and relationships.

1. Researchers lay out books you’ve studied and look across tables of contents to find similar subsections.
2. Researchers read sections and think, “What are some patterns and relationships we notice?”
3. Use sentence stems to compare and contrast ideas with your partner:

_____ and _____ are alike because...

_____ and _____ have differences too. One difference is...
Both _____ and _____ are ...

(Session 14: Asking Questions, Growing Big Ideas)

(pg. 116) Today I want to teach you that as readers research the similarities and differences between the things they are studying, they ask, “Why? Are others the same? What explains this?” These questions lead to more thinking, more talking—and to more reading!

1. Researchers read two passages related to a subtopic and think about their similarities and differences.
2. Researchers ask, “Why are these same? What explains this?”
3. Researchers think about possible answers, “Could it be...?”
4. Researchers read to find out more, this time guided by questions and hunches—we build theories

(Session 15: Pursuing Questions)

(pg. 125, middle of the page) Today I want to teach you that experts don’t just think about their topic. Experts also think about their process (This can be done as a fishbowl).

1. We reread our work.
2. We name what we did and ask, “What should I do next?”
3. We take stock. We go forward, with a plan.

Week 6:

(Session 16: Developing Evidence-Based Theories)

(pg. 128) Today I want to teach you that once researchers have read books, collected information, studied patterns, and grown theories, they are ready to do more. They ask: “What does the evidence suggest and how can I study all the evidence to grow new evidence-based theories?”

1. We talk over our notes with our club members asking, “What does the evidence suggest?”
2. We use the evidence to grow new theories and write them in our reading notebook.
3. As we read, we stop at important parts—gathering evidence to support those theories.

(Session 17: Adding to Theories by Researching Big-Picture Concepts)

(pg. 137) Today I want to teach you that researchers don’t just read about their focused topic. They also read around the topic, looking for help learning about the big theories they have developed.

1. We read from a short text with general information about a topic.
2. We stop and ask, “How does this text help us think more about our theory?”
3. We reread it, underlining key parts that relate to our big theory.
4. We use the information to say more about our topic.

(Session 18: Learning to Apply the Knowledge Readers Develop through Their Research)

(pg. 147) Today I want to teach you that when researching a solution to a real-world problem, it helps to think about all of the aspects of the problem. Researchers ask themselves, “How might I go about solving this problem? What information will I need, and where can I get it?” Then, make a plan.

1. Read over a list of problems. Ask yourself, “Am I interested in this problem?”
2. Do I have knowledge to tackle this problem?
3. List some questions to ask.
4. Ask, “What could I read or reread to learn something related to the problem?”
5. Read, looking for information that relates to the problem. Try to find connections by saying, “Maybe this relates because...”
6. Plan how your group will work.

(Session 19: Finding Solutions to Real World Problems: A Celebration)

(pg. 154) Celebration: Finding Solutions to Real World Problems

Writing Celebration: Each club should choose the book that represents their best work to publish – this may take several days.

Westbrook Public Schools’ Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools’ Portrait of a Graduate Framework

- Elementary students work to build competence in all PoG learning expectations through classroom discussions and interdisciplinary projects. In each of the ELA units of study, students discuss and write about ways in which characters

exemplify and/or fall short of our district's portrait of graduate attributes. Students will make responsible decisions by choosing Just Right books for them as they problem solve through a variety of reading strategies.

- Through the study of literature, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation With Small Groups: (Tier 1):

Bend I

3- Using the Lingo of Experts

5- Growing Ideas About Nonfiction

6- Researchers Ask Questions

Bend II

7- Planning a Second Study

10- Compare And Contrast

11- Cause And Effect

12- Reading Closely, Thinking Deeply

Bend III

13- Experts Widen Their Field of Focus and See Patterns

14- Asking Questions, Growing Big Ideas

16- Developing Evidence-Based Theories

17- Adding to Theories by Researching Big-Picture Concepts

18- Learning to Apply the Knowledge Readers Develop through Their Research

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include individual goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): MTSS is used at Daisy Ingraham Elementary School to help educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiation support for students based on their individual needs.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Writing about reading
- Readers' notebooks
- Teacher-created performance assessment
- Book club talks
- Student reflections
- Conferences And small groups

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Teachers College Running Records
- WPS High Frequency Word Assessment
- FUNdations Unit Assessments
- STAR Reading Assessment
- Pre/Post On Demand Writing Assessments
- Informational Writing published

Westbrook Public Schools Curriculum

Subject: Language Arts, Grade: 4

Subject(s)	Language Arts
Grade/Course	Fourth Grade, Language Arts
Unit of Study	Unit 1: Main Idea vs Theme and Analyzing Characters
Pacing	6-8 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inference from the text.

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.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Supporting Standards:

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4.c Use text to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.4.1d Review the key ideas expressed and explain their own idea and understanding in light of the discussion.

L.4.5a Explain the meaning of simple similes and metaphors in context.

Correspondence to CT Core Standards

What are the goals of this unit?

Reading:

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 (e.g., a character's thoughts, words, or actions).

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.

Writing:

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2a Use correct capitalization.

L.4.2b Use commas and quotation marks to mark direct speech and quotation from the text.

L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Speaking and Listening:

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and text, building on others' ideas and expressing their own clearly.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none">1. Students need to identify the main idea and theme of a text.2. Students need to develop a theme in a text. They will do this by thinking deeper about the main character. To start, the theme can be in the form of a topic rather than a complete sentence.	<ol style="list-style-type: none">1. Students need a clear understanding of what the main idea and theme are.2. Students need to understand how to make inferences in a text. Close reading strategies are developed so students have insight on various character traits. Students will observe and notice important details regarding the main & supporting characters.

	3. Using text evidence, students will be able to write well-crafted paragraphs, using the main characters' actions, to express the theme of the story. Students will also explain in writing the meaning of a simile in a text.
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Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
1. Students should ask themselves, "What does this story teach me?" or "What did the character learn?" 2. What is the difference between theme & main idea? 3. How can I build stronger interpretations from the text?	1. Students understand that messages are implicitly stated in a text. 2. Students will grasp the difference between these two literary terms. 3. Students will "read with a pencil" to annotate using sticky notes. Compelling questions will drive collaborative discussions. Close reading strategies will support careful and thoughtful reading.

Resources
<p>Student Technology Integration and Correspondence to ISTE Standards:</p> <ul style="list-style-type: none"> 1.1.a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 1.6.d Students publish or present content that customizes the message and medium for their intended audiences. 1.7.b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. 1.7.c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively

toward a common goal.

Informational Texts and/or Media:

Suggested Mentor Texts: (this curriculum has lessons geared toward *Wonder*)

- *Wonder* by RJ. Palacio
- *Tiger Rising* by Kate Dicamillo

Companion Short Stories:

- [All Summer in a Day by Ray Bradbury](#)
- **Picture Books to teach Main Idea & Theme:**
 - *After the Fall* by Dan Santat
 - *A Bad Case of The Stripes* by David Shannon
 - *A Chair for my Mother* by Vera B. Williams
 - *Chrysanthemum* by Kevin Hinkes
- **Picture Books to teach Point of View:**
 - *Seven Blind Mice* by Ed Young
 - *Memoirs of a Fish* by Devin Scillian
 - *Memoirs of a Hamster* by Devin Scillian
 - *Crown: An Ode to the Fresh Cut* by Denene Millner
 - *Hey, Little Ant* by Phillip M. Hoose
- **CommonLit short stories for character development & theme:** [CommonLit](#)
 - “Fox” by Maragaret Wild & Ron Brooks
 - “The Rescue of the Tin Woodman” by Frank Baum
 - “The Poetry Quilt” by Deirdre Mundy
 - “Jared to the Rescue” by Carole Duncan Buckman
 - “Emergency on the Mountain” by Kerry McGee
 - “Pasha's First Yom Kippur” by Carol Coven Grannick

Online Resources / Websites:

- CommonLit.org
- IXL
- Brainpop
- Khan Academy
- Newsela

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Theme** - the message of the story; the moral.
- **Infer/inference** - a conclusion reached based on reasoning and evidence.
- **Annotate** - to add notes to a text.
- **Main (Central) idea** - the central or most important idea in a passage or story.
- **Text evidence** - evidence from a fiction or nonfiction text used to support ideas, arguments, opinions, and thoughts.
- **Main character** - the central character in a story.
- **Secondary character** - supporting characters in a story.
- **Topic sentence** - the sentence that expresses the main idea of the paragraph.
- **Supporting sentences** - sentences that develop the main idea in the topic sentence.
- **Conclusion sentence** - the last sentence that might recap the main points or restate the topic sentence.
- **Transition words/phrases** - used to link together different ideas in writing.
- **Simile** - figure of speech that compares two things not exactly alike.
- **Metaphor - figure of speech** - a comparison which is not literally true.
- **Point of View** - the person telling the story.
- **First Person Point of View** - uses pronouns I, we, me & us to tell a story.
- **Third Person Point of View** - narrator is outside the story and uses the character's name or pronouns like he, she, they.
- **Sentence Fragment** - a sentence that is missing the subject or the main verb.
- **Complete Sentence** - a sentence that has a subject and verb.
- **Comma - punctuation** mark used to separate parts of a sentence.
- **Quotation mark** - punctuation mark which can be used to quote the exact words of the speaker in a sentence.
- **Direct Quotation** - quoting the exact words of an author.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1:

- Creating a Culture of Reading:
 - setting reading goals for the year
 - get the right book!
 - book talks (can include student summer reading books)
 - pick Independent Reading books
- Main (Central) idea: refer to the picture book suggestions above
 - Emphasize details, re-read first & last sentences, find keywords, use examples and non-examples
 - [Main Idea](#)
 - [Main Idea Practice Worksheet](#)
 - PowerPoint- [Main Idea Lesson](#)
 - Video Clip- [What is a Main Idea? Khan Academy](#)
 - [Graphic Organizer](#)

Week 2:

- Begin pre-reading work for *Wonder*
 - [Wonder- Treacher-Collins Syndrome Facts.docx](#)
 - [Wonder book trailer - R.J. Palacio](#)
- Theme introduction - what is a theme? THE/MEssage - refer to the picture book suggestions above
 - [Beginner Theme Worksheet](#)
 - [Next Step for Theme Worksheet](#)
 - [Finding Theme Worksheet](#)
 - [Graphic Organizers for Theme](#)
 - [Finding Theme Video Clip](#)
- Similes & Metaphors Mini Lesson
 - [Similes and Metaphors | Award Winning Similes and Metaphors Teaching Video](#)
 - ["Similes and Metaphors" song](#)
 - [Similes or metaphors worksheet](#)

Week 3:

- Begin reading *Wonder* - annotate as necessary
- [Wonder Quick Write!](#)
- Spiral back to simile lesson from week 2
 - [Wonder pg. 56 Simile Response](#)
- Theme discussion & question
 - [Wonder- Inference Response](#)

Week 4:

- Read *Wonder* - annotate as necessary
 - spiral back to week 3 written responses
 - edit & revise for sentence fragments
 - point out “silly” comma errors made- comma rules are week 5
- Complete Sentences - What are they?
 - Subject & Predicate
 - Video Clip- [Sentence Fragments for Kids](#)
 - [Sentences or Fragments Worksheet](#)
 - [Writing complete sentences Worksheet](#)

Week 5 & 6:

- Read *Wonder* - annotate as necessary
- Point of View Mini Lesson - refer to the picture book suggestions above
 - [Point of View Anchor Chart](#)
 - Video Clip [Point of View Fun](#)
 - [Point of View Worksheet](#)
 - [point-of-view-graphic-organizer](#)
- Comma rules
 - commas & quotation marks
 - [Quotation Marks Song](#)
 - [Commas and quotation marks worksheet](#)
 - comma before a coordinating conjunction
 - [Coordinating conjunctions and their use](#)

■ [Coordinating Conjunction Worksheet](#)

Week 7 & 8:

- Read & finish *Wonder* - annotate as necessary
- Read “All Summer in a Day”
 - Analyze the characters in both stories
 - Students could work in groups to brainstorm before writing
- [Comparing Two Characters](#)

**Westbrook Public Schools’ Portrait of a Graduate
Learning Expectations**

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools’ Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature and history. In each unit, students discuss and write about ways in which characters exemplify and/or fall short of our district’s portrait of graduate attributes.
- Through the study of literature and history, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): 504 plans and IEPs are met for each student. This might involve separate setting for assessments, directions and/or assessment being read orally, modified answer choices, speech to text, modified directions, chunking work, extra check-ins, time extensions on assessments, assignments and/or projects, Learning Ally for texts to be listened to, and front loading content or vocabulary.

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher lexile levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include stretch goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): MTSS is used at Daisy Ingraham Elementary School to help educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiation support for students based on their needs.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Exit tickets
- 1:1 writing conferencing
- observe group work

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- [Wonder Simile Response](#)
- [Wonder- Inference Response](#)

Westbrook Public Schools Curriculum

Subject: Language Arts, Grade: 4

Subject(s)	Language Arts
Grade/Course	Fourth Grade, Language Arts
Unit of Study	Unit 2: Writing Realistic Fiction
Pacing	8 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequence.

W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b Use dialogue and description to develop experiences and events or show the response of characters to situations.

W.4.3e Provide a conclusion that follows from the narrated experiences or events.

Supporting Standards:

W.4.3.c Use a variety of transitional words and phrases to convey experiences and events precisely.

Correspondence to CT Core Standards

What are the goals of this unit?

Reading:

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade level text with purpose and understanding.

Writing:

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequence.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.10 Write routinely over extended time frames and shorter times frames for a range of discipline-specific tasks, purposes, and audiences.

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

L.4.1a Use relative pronouns and relative adverbs.

L.4.1b Form and use the progressive verb tenses.

L.4.1d Order adjectives within sentences according to conventional patterns.

L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.4.2b Use commas and quotation marks to mark direct speech and quotation from a text.

Speaking and Listening:

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

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
1. The student must write a realistic fiction piece that shows a sequence of events. The student must include an effective lead, characters, transitions, dialogue, and a conclusion. Organization is also a key element.	1. The student must have a clear understanding of the elements and techniques of narrative writing.

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ol style="list-style-type: none"> 1. How do writers get their ideas? 2. How can I write descriptively and elaborate? 3. How can I develop a writer's craft? 	<ol style="list-style-type: none"> 1. Writers brainstorm, explore and plan their ideas that eventually become fictional stories. 2. Students will learn techniques to show action in the story as well as sensory details. Students will use dialogue and description to show the experiences of the characters. 3. Students will show an understanding of how to develop active characters who show struggles and motivation.

Resources
<p>Student Technology Integration and Correspondence to ISTE Standards:</p> <ul style="list-style-type: none"> ● 1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. ● 1.6.a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. ● 1.6.d Students publish or present content that customizes the message and medium for their intended audiences.
<p>Informational Texts and/or Media:</p> <p>Lucy Caulkin's mentor text suggestions for Writer's Workshop:</p> <ul style="list-style-type: none"> ● Writer's Craft: <ul style="list-style-type: none"> ○ <i>When I was Young in the Mountains</i> by Cynthia Rylant ○ <i>The Relatives Came</i> by Cynthia Rylant ○ <i>Woman Hollering Creek: And Other Stories</i> (Eleven, Hairs, Laughter) by Sandra Cisneros ○ "Fox" by Margaret Wild & Ron Brook ○ Leads

- *Pecan Pie Baby* by Jacqueline Woodson
- *Fireflies!* by Julie Brinckloe
- **Show, Don't Tell**
 - *Julious, The Baby of the World* by Kevin Henkes
- **Beginnings**
 - *The Paper Crane* by Molly Bang
 - *The Very Hungry Caterpillar* by Eric Carle
- **Dialogue**
 - *Hey, Little Ant* by Hoose
 - *Peter's Chair* by Jack Ezra Keats
 - *Quick as a Cricket* by Audry Wood
- **Endings**
 - *Owl Moon* by Jane Yolen
 - *The First Dog* by Jan Brett
 - *In November* by Cynthia Rylan

Online Resources / Websites:

- Grade 4 Narrative Samples: [Fourth Grade - Narrative Writing Sample](#)
- IXL
- Co-Writer
- ReadWrite
- BrainPop
- Khan Academy

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Narrative Writing** - A style that allows the writer to tell a story.
- **Realistic Fiction** - A genre consisting of stories that could have occurred to people or animals in a believable setting.
- **Characters** - A person in a story.
- **Setting** - Where and when the story takes place.
- **Plot** - The main events in a story.

- **Conflict** - The big problem in the story.
- **Resolution/conclusion** - The ending to the story; the reader has closure.
- **Story Mountain/Arc** - A graphic organizer used to improve the understanding of story structure.
- **Elaboration** - To tell more by adding details and description.
- **Comma** - A punctuation mark that indicates a pause in parts of a sentence.
- **Quotation Mark** - A punctuation mark that signifies a character is speaking.
- **Pronoun** - A part of speech that takes the place of a noun in a sentence.
- **Verb** - A part of speech that shows that action in a sentence.
- **Adjective** - A part of speech that describes a noun in a sentence.
- **Adverb** - A part of speech that describes a verb in a sentence.
- **Noun** - A part of speech that refers to a person, place, thing, animal or idea.
- **Transition words/phrases** - Words or short phrases that link ideas.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1:

- What is Realistic Fiction?
 - [Realistic Fiction Writing Clip](#)
- Free writing/Brainstorming - Developing strong story ideas, setting, and character(s)
 - Heart Map for brainstorming
 - [HeartMap](#)
 - Mind Movie
 - Use the details in your head
 - Don't delete or cross out
 - Let ideas flow
 - Big Ideas & small ideas
 - New ideas
 - Raises questions
- Pair/ Share

- Discuss your thinking
- What you did that helped you
- Write & generate new ideas
 - Is there an arc? Trouble in the story! [Arc visual](#)
 - drafting scene by scene
- Strong Leads - [Pecan Pie Baby](#)
 - setting
 - action
 - dialogue
 - create the mood

Week 2&3:

- *Fireflies!* by Julie Brinckloe [Fireflies Read Aloud](#)
 - Chart on Story Mountain [Gr. 4 Story Mountain](#) (model)
- Elaboration
 - Show, Don't Tell [Narrative- Show Don't Tell.docx](#)
 - Two retellings of *The Three Billy Goats Gruff*: one as a summary & the other as a scene from the story
 - Moving from summary to scene
 - [Three Billy Goats.pdf](#)
 - lift a line
 - What more can I say? [Explode a Moment Planner](#)
 - use senses
 - use dialogue
 - tell a reason
 - give an example
 - make a comparison
- 1:1 conferencing

Week 4:

- Matching writing using a story mountain
 - chart narratives on story mountain [Story Mountain](#)
 - sequence - order counts!
 - circle back to elaboration from previous week

- Transition words/phrases for sequence & time
 - [Narrative Transition Words List](#)
 - [Time & Sequence Worksheet](#)
- Deliberate dialogue mini lesson
 - [BrainPOP Video: Dialogue](#)
 - Have a reason; not a filler
- Organization
 - New characters speaking = new paragraph (model using any mentor text)
- 1:1 conferencing

Week 5:

- Commas & quotation mark mini lesson
 - [Punctuating Dialogue](#)
 - ["Quote Me!"](#)
 - [Commas in Dialogue](#)
- Review/study endings in any mentor text
- Writing Powerful Endings - Where to start?
 - action
 - dialogue
 - image
 - whole story reminders
- 1:1 conferencing

Week 6:

- Revising Endings
 - Can the reader see the changes in the main character?
 - Does the ending make sense & connected to the heart of the story?
 - Is the trouble in the story resolved?
 - Is the story's purpose clear to the reader?
- 1:1 conferencing
- Relative Pronouns Mini lesson
 - [Relative Pronoun Sentence Strips](#)
 - [Relative Pronouns Song](#)

- [Relative pronouns Worksheet](#)
- Relative Adverbs Mini lesson
 - [Relative adverbs Khan Academy](#)
 - [Relative Adverb Anchor Chart](#)
 - [Relative Adverb Worksheet](#)

Week 7 & 8:

- Ordering Adjectives Mini lesson
 - [Ordering Adjectives Chart](#)
 - [Ordering adjectives worksheet](#)
- Progressive Verb Tense Mini lesson
 - [Progressive Verb Tenses Clip](#)
 - [Progressive Verb Tense Worksheet](#)
- Editing & revising whole narratives
 - Rereading with a lens - model with a pair of glasses on!
 - Model with a mentor narrative - annotate
 - post its
 - peer editing
 - 1:1 conferencing
- Publish narratives
 - Publishing celebration
- Share one important part of your story

**Westbrook Public Schools' Portrait of a Graduate
Learning Expectations**

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature and history. In each unit, students discuss and write about ways in which characters exemplify and/or fall short of our district's portrait of graduate attributes.
- Through the study of literature and history, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): 504 plans and IEPs are met for each student. This might involve separate setting for assessments, directions and/or assessment being read orally, modified answer choices, speech to text, modified directions, chunking work, extra check-ins, time extensions on assessments, assignments and/or projects, Learning Ally for texts to be listened to, and front loading content or vocabulary.

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher lexile levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include stretch goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): MTSS is used at Daisy Ingraham Elementary School to help educators identify students'

academic, behavioral, and social-emotional strengths and challenges and provide differentiation support for students based on their needs.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- 1:1 Conferencing
- Exit Tickets

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- [Relative Pronoun Quiz](#)
- [Relative Adverb Quiz](#)
- [Progressive Verb Tense Quiz](#)
- Narrative Writing piece: [Narrative Writing Rubric](#)

Westbrook Public Schools Curriculum

Subject: Language Arts, Grade 4

Subject(s)	Language Arts
Grade/Course	Fourth Grade, Language Arts
Unit of Study	Unit 3: Historical Fiction Book Clubs
Pacing	9 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

Supporting Standards:

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.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficient, with scaffolding as needed at the high end of the range.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

FR.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

L.4.4a Use context as a clue to the meaning of a word or phrase.

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 and that are basic to a particular topic

Correspondence to CT Core Standards

What are the goals of this unit?

Reading:

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.

RI.4.3 Explain events, procedures, ideas, and concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Writing:

W.4.10 Write routinely over extended time frames and for a range of discipline-specific tasks, purposes, and audiences.

L.4.1g Correctly use frequently confused words.

L.4.2a Use correct capitalization.

L.4.2c Use a comma before a coordinating conjunction in a compound sentence.

Speaking and Listening:

SL.4.1a Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

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

Unwrapped Priority Standards

Skills/Suggested Outcomes	Concepts
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<i>What must students do?</i>	<i>What must students know?</i>
<ol style="list-style-type: none"> 1. The student must keep track of ways in which characters' timelines fit with the historic timelines. 2. The student must build their reading stamina for complex texts. 	<ol style="list-style-type: none"> 1. The student must know that character timelines intersect with the timeline of world events. 2. The student must know how to think deeply about a text and use close reading strategies.

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ol style="list-style-type: none"> 1. How can I deepen my interpretations while reading? 	<ol style="list-style-type: none"> 1. Students will notice why the character acts the way they do through observations of their patterns and actions. Students will collaborate with peers in their book clubs, be open to new ideas, and use these ideas to strengthen their interpretations.

Resources
<p>Student Technology Integration and Correspondence to ISTE Standards:</p> <ul style="list-style-type: none"> ● 1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. ● 1.2.b Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices. ● 1.3.d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. ● 1.7.c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
Informational Texts and/or Media:

- Mentor Text:
 - *Number the Stars* by Lois Lowry
- Short stories:
 - “Blizzard” by Patricia Baehr
 - “The Sign of the Cat” by Sandra Havriluk
 - “The Patchwork Quilt” by Valerie Flourney
 - “Sweet Clara and the Freedom Quilt” by Deborah Hopkinson
 - “Nettie’s Trip South” by Ann Turner
- Book Club Book Suggestions:
 - *I Survived* series.
- Possible Book Club Book Topics:
 - Great Depression
 - WWII
 - Civil Rights
 - Immigration
 - Westward Expansion
 - Civil War

Online Resources / Websites:

- CommonLit
- IXL
- Newsela
- Khan Academy
- Brainpop

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Theme** - THE/message of the story; What the author is trying to teach the reader.
- **Infer/inference** - Develop a conclusion based on evidence and reasoning.
- **quotation mark** - Punctuation that is used for a quoted passage or a title of works.

- **details** - Helps the reader learn more about the main idea or point.
- **setting** - Where and when the story takes place.
- **conflict** - The problem of the story.
- **interpret** - Allows the reader to understand the main idea and make inferences.
- **perspective** - How the characters view and understand what is happening in the story.
- **coordinating conjunction** - A word that connects phrases, words or clauses that are equal.
- **homophone** - A word that is pronounced the same as another word but has a different meaning.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1:

- Orienting to Book Clubs
 - Book Tasting for Book Club - book talks
 - Book Club expectations & contract
 - [A Well Run Club Anchor Chart](#)
 - [Creating A Constitution](#)
- Historical Fiction Study
 - Read Rose Blanche by Roberto Innocenti [Rose Blanche-book](#)
 - Pre Assessment (if desired) [PreAssessment](#)
 - Setting (clues), details to support, conflict
 - think, pair, share
 - Picture Books in clubs = transfer knowledge
 - read, stop & jot, turn-and-talk
- Start *Number the Stars*
 - reading analytically - facts, feelings and setting
 - who, what, where, when, why, how

Week 2:

- Launch Book Club reading

- Review expectations
 - [Growing Powerful Conversations](#)
- Read *Number the Stars*
- [Building Interpretations](#) Anchor Chart to guide conversation in groups & whole class
 - Model with *Number the Stars*
 - Notice dates
- Conferencing in Book Clubs

Week 3 & 4:

- Thinking Across Timelines
 - Create personal timelines - model your own to show how it is intertwined with historical events
 - [Timeline Samples](#)
 - Create historical timeline and a character-based timeline from *Number the Stars*
 - Students create a group timeline for their Book Club book
 - build on these timelines as the book unfolds
 - look for ways in which the timelines link together in various ways
- Read *Number the Stars*
- Conferencing in Book Clubs
- Commonly confuse words
 - to, too, tow
 - there, their, they're
 - [Homophones There, Their, They're, Your, You're, To, Too, Two](#)
 - [too_to_two worksheet](#)
 - [there-they-their worksheet](#)

Week 5:

- Read *Number the Stars*
- Character perspectives
 - History affects character thoughts, decisions & choices
 - Why does a character behave in a certain way?
 - Notice different perspectives of several characters on the same event
 - shaped by the times and by their roles
 - [Inferring About Characters & Determining Theme Rubric](#)

- Determining Theme
 - Support theme with evidence from the story
 - [Theme Anchor Chart](#)
 - [Readers of Historical Fiction...Anchor Chart](#)
- Conferencing in Book Clubs

Week 6 & 7:

- Read *Number the Stars*
- Improving Book Club discussions
 - [Thought Prompts to Grow Ideas Chart](#)
- Book Clubs
 - Inferring about characters
 - [Thinking Deeply about Passages](#)
 - Find a passage that is significant and write a theme
 - Ask yourself: What is the story really about? What is the author really saying about life?
- Conferencing in Book Clubs
- Coordinating Conjunctions
 - [FANBOYS: Coordinating Conjunctions](#)
 - [Coordinating Conjunctions Worksheet](#)

Week 8 & 9:

- Read *Number the Stars*
- Refer back to [Thinking Deeply about Passages](#)
 - Big ideas in small moments, details, and objects
 - sometimes in the form of symbols in a text
 - pink cupcakes in NTS- Innocence of Kirsti
 - the star necklace in NTS - Annemarie risks her own safety
 - [Necklace drawing](#)
- [Quick Writes](#) - write fast & furious!
 - Students pick one prompt and free write
- Take minor characters into account:
 - perspective changes to conflict? [Figuring Out Perspective Anchor Chart](#)
 - consider perspectives other than the main character

- Example: Uncle Henrik's perspective in *NTS*
- Conferencing in Book Clubs
- Post Reading
 - [Big Events in NTS](#)
 - [Map of Rescue Danish Jews](#)

Westbrook Public Schools' Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature and history. In each unit, students discuss and write about ways in which characters exemplify and/or fall short of our district's portrait of graduate attributes.
- Through the study of literature and history, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): 504 plans and IEPS are met for each student. This might involve separate setting for assessments,

directions and/or assessment being read orally, modified answer choices, speech to text, modified directions, chunking work, extra check-ins, time extensions on assessments, assignments and/or projects, Learning Ally for texts to be listened to, and front-loading content or vocabulary.

Enrichment: 504 plans and IEPs are met for each student. This might involve separate setting for assessments, directions and/or assessment being read orally, modified answer choices, speech to text, modified directions, chunking work, extra check-ins, time extensions on assessments, assignments and/or projects, Learning Ally for texts to be listened to, and front-loading content or vocabulary.

Learner Support (School-wide): MTSS is used at Daisy Ingraham Elementary School to help educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiation support for students based on their needs.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Observations in Book Clubs
- Exit Tickets
- 1:1 conferencing

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- [PostAssessment](#) - "The Sign of the Cat"
- [Inferring About Characters & Determining Theme Rubric](#)

Westbrook Public Schools Curriculum

Subject: Language Arts, Grade:4

Subject(s)	Language Arts
Grade/Course	Fourth Grade, Language Arts
Unit of Study	Unit 4: Personal & Persuasive Essays
Pacing	8 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

W.4.1 Write an opinion piece on topics or texts, supporting a point of view with reasons and information.

W.4.1a Introduce a topic of 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 reason using words and phrases

W.4.1d Provide a concluding statement or section related to the opinion presented.

W.4.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

Supporting Standards:

RI.4.8 Explain how the author uses reasons and evidence to support [articulate] points in a text.

RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed to planning, revising, and editing.

W.4.6 With some guidance and support from peers and 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.

Correspondence to CT Core Standards

What are the goals of this unit?

Reading:

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.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 4-5 text complexity band proficient, with scaffolding as needed at the high end of the range.

Writing:

W.4.1 Write an opinion piece on topics or texts, supporting a point of view with reasons and information.

W.4.1a Introduce a topic of text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

L.4.1c Use modal auxiliaries to convey various conditions.

L.4.1e Form and use prepositional phrases.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2b Use correct capitalization.

Speaking and Listening:

SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

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 considering the discussion.

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

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none"> 1. The student must flash draft to start their essay. 2. The student will create an essay, stating an opinion about a topic and support it with reasons. 	<ol style="list-style-type: none"> 1. The student must know how to generate topics and ideas to write about. 2. The students must understand opinion writing with regard to thesis, reasons, organization, transitions and grammar & mechanics.

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ol style="list-style-type: none"> 1. What is opinion writing? 	<ol style="list-style-type: none"> 1. Using picture books, articles and sample writings, students will be exposed to a variety of opinionated essays. Students will clearly express their opinion in a well written essay.

Resources

Student Technology Integration and [Correspondence to ISTE Standards](#):

- 1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.3.a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 1.3.d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
- 1.6.d Students publish or present content that customizes the message and medium for their intended audiences.

- 1.7.b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

Informational Texts and/or Media:

- *Animals Should Definitely Not Wear Clothes* by Judi Barrett
- *A Pig Parade Is a Terrible Idea* by Michael Ian Black
- *Animals Nobody Loves* by Seymour Simon
- *Red is Best* by Kathy Stinson
- *I Wanna Iguana* by Karen Kaufman Orloff
- *Dear Mrs. LaRue* by Mark Teague

Online Resources / Websites:

- Newsela
 - ["Don't Skip Breakfast"](#)
 - ["Baseball is Too Slow"](#)
 - ["Are U.S. Recycling Programs Too Costly?"](#)
- CommonLit
 - ["What Good is a Salt Marsh?"](#)
 - ["Do Kids Need Homework?"](#)

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Opinion** - A type of writing in which the author expresses their thoughts, views, opinions, or feelings on a specific topic of their choosing.
- **Fact** - Known or proved to be true.
- **Thesis** - A sentence that tells the reader your opinion or thoughts.
- **Evidence** - Proof that shows something is true.
- **Hook** - A sentence that grabs the reader's attention, so they want to read the essay.
- **Transitions - Words** or phrases that link ideas together.
- **Auxiliary verb** - A verb that helps the main verb in a sentence.


- **Preposition** - A word that connects a noun with other words in the sentence, it shows the two words are related.
- **Simile** - A figure of speech that describes a comparison of two unlike objects using the words “like” or “as”.
- **Metaphor** - A figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1:

- Introduction to opinion writing
 -  [What is Opinion Writing?](#)
- Writing Structure - teaching an unfamiliar structure
 - thesis statement/claim
 - Brainstorm: “I love ice cream” example (box) & three reasons (bullets)
 - boxes and bullets [boxes and bullets organizer](#)
 - Flash-draft (fast & furious!) an essay on ice cream, using the organizer

Week 2:

- [Let's Write an Essay Anchor Chart](#)
- Insightful Ideas to Write About - “life ideas”
 - Model using chart paper
 - a person who matters to you
 - list specific ideas about that person; branch off from that idea
 - place
 - object
 - scene from a memory
- Choose and idea
 - turn & talk
 - jot & discuss
- [Strategies for Generating Essay Entries](#)

- [Qualities of Good Free Writing Anchor Chart](#)
- 1:1 and small group conferencing

Week 3:

- Elaboration Prompts
 - [Ways to Push Our Thinking Chart](#)
- Staying with one idea & grow it!
 - Ask yourself...[Questions Writers Ask](#)
 - Create reasons for your thesis
- Develop a Thesis
 - Spiral back to ice cream or person who matters to you (week one) & model
- Flash Draft - (fast & furious!)
 - includes a thesis & evidence
 - turn & share - Does the evidence support the thesis?
- Share non-examples - story does not support the thesis
- 1:1 & small group conferencing

Week 4 & 5:

- Composing & Organizing
 - Questions to ask:
 - What qualities are there and what is missing?
 - Does each bit of material develop the thesis statement?
 - Are the different parts distinct or overlapping?
 - [Guidelines for Writing Supporting Stories for Essays Chart](#)
 - Show non example where main points are left out; revise whole group
 - Order evidence from least powerful to most powerful or surprising
- [Let's Write an Essay Organizer](#)
- Ways to start an essay:
 - What people need to know is...
 - Many people don't know but I've come to know...
 - Sometimes in life...
 - I have found...
 - Sometimes people ask...Well, I have found...

- 1:1 & small group conferencing
- Auxiliary verbs
 - [auxiliary-verbs](#)
- Prepositional Phrases
 - [Prepositions/Prepositional Phrases Chart](#)

Week 6 & 7:

- Selecting words to make the organization strong
 - Cement with transition words/phrases
 - keywords to help readers understand the most important parts
- Spiral back to: [Let's Write an Essay Organizer](#)
- Transitions
 - Give an example
 - One example that shows this is..., For instance..., One time...
 - When you want to add on
 - Another example that shows this is..., Also..., In addition to...
 - To connect evidence
 - This is important because...
 - This shows that...
 - This proves that...
 - This has shown me that...and now...
 - This made me realize...
- Supporting reasons
 - mini-stories
 - facts
 - statistics
 - definitions
 - quotes
- Similes & metaphors
 - [Similes and Metaphors in Disney Songs](#)
 - [Simile/Metaphor Worksheet](#)
- 1:1 and small group conferencing

Week 8:

- Independent & small group work
 - Paraphrasing, using transition words & revising ideas
- Conclusion
 - Refer back or repeat the main idea
- Ways to end an essay
 - I realize that...
 - This makes me think...
 - I realize that when I..., I feel...
 - Other people should care about this because...
 - This is important because...
- Checklist for Revising
 - [OPINION Writing Checklist](#)
 - Mini lessons as needed on run-on sentences, fragments, punctuation, capitalization
- 1:1 and small group conferencing
- Publish essays
- Share your opinions with the world!
 - writers share their opinion pieces with the class

**Westbrook Public Schools' Portrait of a Graduate
Learning Expectations**

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

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Differentiation (Tier 1): 504 plans and IEPs are met for each student. This might involve separate setting for assessments, directions and/or assessment being read orally, modified answer choices, speech to text, modified directions, chunking work, extra check-ins, time extensions on assessments, assignments and/or projects, Learning Ally for texts to be listened to, and front-loading content or vocabulary.

Enrichment: 504 plans and IEPs are met for each student. This might involve separate setting for assessments, directions and/or assessment being read orally, modified answer choices, speech to text, modified directions, chunking work, extra check-ins, time extensions on assessments, assignments and/or projects, Learning Ally for texts to be listened to, and front-loading content or vocabulary.

Learner Support (School-wide): MTSS is used at Daisy Ingraham Elementary School to help educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiation support for students based on their needs.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- 1:1 and small group conferencing

- sticky notes
- exit tickets
- writing journals

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Opinion Essay [Opinion Writing Rubric](#)

Westbrook Public Schools Curriculum

Subject: Language Arts, Grade 4

Subject(s)	Language Arts
Grade/Course	Fourth Grade, Language Arts
Unit of Study	Unit 5: Poetry & Poetic Elements
Pacing	4 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.

RF.4.4a Read with sufficient accuracy and fluency to support comprehension.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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

L.4.2 Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

Supporting Standards:

RL. 4.1 Refer to details and examples in a text when explaining what the text says and when drawing inferences from the text.

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.

RF.4.3 Know and apply grade-level phonics and word analysis in decoding words.

RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

L.4.4c Consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

L.4.5c Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.

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 and that are basic to a particular topic.

Correspondence to CT Core Standards

What are the goals of this unit?

Reading:

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RF.4.4a Read with sufficient accuracy and fluency to support comprehension.

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.

W.4.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on other's ideas and expressing their own clearly.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none"> 1. Students will apply knowledge of poetry to draft, edit, and revise original poems using mentor texts and mini lessons. 2. Using poetry, students will make inferences and draw conclusions, as well as identify specific language used in to convey emotion and meaning. 	<ol style="list-style-type: none"> 1. Students know strategies to bring forth the meaning and tone of their poem to express feelings and thoughts. 2. Students know what similes and metaphors are as well as various types of figurative language.

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ol style="list-style-type: none"> 1. What makes a piece of writing poetry? 2. Why do people write poetry? 	<ol style="list-style-type: none"> 1. Different poetry structures can be used for different purposes. Students will be exposed to a variety of poems in this unit. They will read and analyze to gather a clear understanding of the types of poems and poetic devices. 2. People write poetry to express their thoughts and emotions in a creative and unique way.

Resources

Student Technology Integration and [Correspondence to ISTE Standards](#):

- 1.1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.2.b Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions

online or when using networked devices.

- 1.6.a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 1.6.d Students publish or present content that customizes the message and medium for their intended audiences.

Informational Texts and/or Media:

Poems:

- “Bed in Summer” by Robert Louis Stevenson
- “Dream Variations” by Langston Hughes
- “Be Glad Your Nose Is on Your Face” by Jack Prelutsky
- “My Shadow” by Robert Louis Stevenson
- “Since Hanna Moved Away” by Judith Viorst
- “Being Brave at Night” by Edgar Guest
- “The Fair” by Vernon Witmer
- “Wind On the Hill” by A. A. Milne
- “Snowball” by Shel Silverstein

Poetry books:

- *Owl Moon* by Jane Yolen
- *Parts* by Ted Arnold
- *Dogku* by Andrew Clements
- *Where the Sidewalk Ends* by Shel Silverstein
- *Poetry for Kids* by Robert Frost
- *Wet Cement: A Mix of Concrete Poems* by Bob Raczka
- *Daniel Finds a Poem* by Micha Archer
- *A Full Moon Is Rising* by Marilyn Singer
- *At the Sea Floor Café: Odd Ocean Critter Poems* by Leslie Bulion
- *The Great Frog Race and Other Poems* by Kristine O’Connell George
- *Hi, Koo! A Year of Seasons* by Jon J. Muth
- *The Great Migration: Journey to the North* by Eloise Greenfield
- *Shaking Things Up* by Susan Hood

Online Resources / Websites:

- www.Dictionary/Thesauras.com
- www.ClassroomPoems.com
- www.Poetry4kids.com
- www.Familyfriendpoems.com
- www.shelsilverstein.com

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Poetry** - A type of literature, or artistic writing, that attempts to stir a reader's imagination or emotions.
- **Stanza** - A verse in a poem.
- **Alliteration** - The occurrence of the same letter or sound at the beginning of adjacent or closely connected words.
- **Figurative language** A type of communication that does not use a word's realistic meaning.
- **Onomatopoeia** - The formation of a word from a sound.
- **Dialogue** - Words or sentences spoken in a poem.
- **Simile** - A figure of speech involving the comparison of one thing with another thing of a different kind.
- **Metaphor** - A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.
- **Infer/inference** - A conclusion or opinion that is reached because of known facts or evidence.
- **Theme** - THE/message of the text; the lesson or moral.
- **Thesaurus** - A dictionary of synonyms and antonyms.
- **Antonym** - A word opposite in meaning to another.
- **Synonym** - A word that has nearly the same meaning as another word.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1:

- Introduction to poetry
 - [Poetry Introduction Clip](#)
- Poetry Study
 - Where do poets get their ideas?
 - life experiences, feelings, art, nature, inspirations, passions, memories, history, dreams
 - Close reading
 - Read it several times
 - Think about the title
 - What is the tone or mood?
 - How is it organized?
 - Special language?
 - What is the theme?
- Determining the speaker in a poem
 - Read and annotate “Bed in Summer” label lines & stanzas
 - [Bed-in-Summer](#)
 - [Who is talking graphic organizer](#)
 - highlight figurative language
 - highlight any comparisons

Week 2:

- Antonym & Synonym - [Synonyms and Antonyms Anchor Chart](#)
 - Thesaurus minilesson
 - [Using a Thesaurus](#)
 - Antonyms [Antonym Worksheet](#)
 - Synonyms [Synonym Worksheet](#)
- Poetry Portfolio
 - Creating Poems
 - Brainstorming
 - make list of ideas & model
- Flash draft- just write! fast & furious
 - turn & share with a partner
- Figurative Language
 - similes [Poems with Metaphors and Similes](#)

- metaphors
- onomatopoeia [Onomatopoeia Poems](#)
- alliteration [Alliteration Poems](#)
- Exit ticket - read a poem and find a simile or metaphor
- Exit ticket - read a poem and find an example of figurative language
- 1:1 conferencing

Week 3:

- Show, not tell
 - build on previous lesson [Show Don't Tell](#)
- Making Inferences
 - build on previous lesson
 - [HalloweenPoem](#)
- Theme -build on previous lesson
 - [Determine the theme of a poem](#)
 - Practice using the mentor poems listed
 - [Determine Theme Graphic Organizer](#)
 - Read “My Shadow”
 - [Theme - "My Shadow" handout](#)
- Exit ticket - read a poem and tell the theme
- 1:1 conferencing

Week 4:

- Edit & Revise - independent
 - read it out loud
 - begin & end with powerful lines
 - word choice counts! [Thesaurus.com](#)
 - figurative language
 - describe using show, not tell
 - theme?
 - title the poem
- Edit & Revise - peer review
 - [Poetry Revising and Editing Partner](#)

- 1:1 conferencing
- Publish poems
- Poetry Slam - share a poem with the class
- Gallery Walk

Westbrook Public Schools' Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature and history. In each unit, students discuss and write about ways in which characters exemplify and/or fall short of our district's portrait of graduate attributes.
- Through the study of literature and history, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): 504 plans and IEPs are met for each student. This might involve separate setting for assessments, directions and/or assessment being read orally, modified answer choices, speech to text, modified directions, chunking work, extra

check-ins, time extensions on assessments, assignments and/or projects, Learning Ally for texts to be listened to, and front-loading content or vocabulary.

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher lexile levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include stretch goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): MTSS is used at Daisy Ingraham Elementary School to help educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiation support for students based on their needs.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Conference notes
- Contribute a polished poem to the school literary magazine (optional)
- Share published written work in a poetry slam
- Gallery walk

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- [Poetry Rubric Grade 4](#)
- [Theme - "My Shadow"](#)

Westbrook Public Schools Curriculum

Subject: Language Arts, Grade: 5

Subject(s)	Language Arts
Grade/Course	Fifth Grade, Language Arts
Unit of Study	Unit 1: Close Reading & Analyzing Theme
Pacing	6-8 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

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 of how the speaker in a poem reflects upon a topic; summarize the text.

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.

Supporting Standards:

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

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

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

Correspondence to CT Core Standards

What are the goals of this unit?

Reading:

RL.5.6 Describe how a narrator's or speakers' point of view influences how events are described.

Writing:

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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.

Speaking and Listening:

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

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none">1. Students need to be able to read and identify the theme of a written work.2. Summarize a text and quote accurately to explain what the author says explicitly and when drawing inferences.	<ol style="list-style-type: none">1. The student must grasp the idea of a theme in a text. Before they can do that, we discuss the various notice & note signposts good readers use to read closely. This strategy lays the foundation for the close reading we do for the rest of the year.2. In time, students' comprehension skills are strengthened and identifying a theme is developed. Students are expected to craft a well written paragraph expressing the theme in a statement, supporting their thoughts with evidence from the text.

Essential Questions

What essential questions will be considered?

Corresponding Big Ideas

What understandings are desired?

<ol style="list-style-type: none"> 1. How can I understand what is read, not just of the content but also of the structure? 2. What do I notice & note? 3. What can I infer from the text? 4. How can I read from high interest texts, faster and with comprehension? 	<ol style="list-style-type: none"> 1. Students can dig deeper in a text and improve their overall comprehension. 2. Students will use the Notice & Note Signposts with automaticity. 3. Students learn how to understand text messages that are implicitly stated. 4. Students improve their rate of reading.
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Resources

Student Technology Integration and Correspondence to ISTE Standards:

1.1.a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1.3.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1.3.d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Texts and/or Media:

- *Fish in a Tree* by Lynda Mullaly Hunt (whole class novel where various themes are modeled and reinforced).
- “The Grasshopper & the Ant” [The Grasshopper & the Ant](#).
- “The Lady and the Four Turtles” [The Lady and the Four Turtles](#).
- “The Little Boy Who Cried Wolf” [The Little Boy Who Cried Wolf](#).
- Signpost Introduction Clip- [Introduction to Signposts Clip](#)

Online Resources / Websites:

- IXL
- Brainpop

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Theme:** the message of the story; what the author wants the reader to learn.
- **Evidence:** proof; to support a claim.
- **Text:** written work.
- **Support:** synonym for evidence - proof.
- **Elaboration:** to tell more, especially in writing.
- **Direct Quote:** to copy the author's exact words; to be used as evidence/support.
- **Topic Sentence:** the first sentence lets the reader know what they'll be reading about - no details here.
- **TAG line:** Acronym for Title - Author - Genre to support writing an effective topic sentence.
- **Signpost:** points in the text that stand out as being significant.
- **Simile:** figure of speech that compares two unlike items using "like" or "as."
- **Metaphor:** figure of speech that compares two unlike items - something "is" something else.
- **Subject: noun** (who or what) of the sentence.
- **Predicate:** verb the action of the sentence (what do they do?).
- **Point of View:** the perspective the story is being told from.
- **Prefix "im":** in, into, not.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1:

Define theme- THE/message introduction [Theme Introduction Lesson](#)

Theme is a statement or phrase: one word = a topic

Theme in Songs Clip - [Song Lyrics with a Theme](#)

Cinderella Clip - [How to Find the Theme in a Story](#)

Fish in a Tree - whole class novel

- Pre-reading Activities [FIAT Pre-reading](#)
- Author Inspiration - [Lynda Mullaly Hunt](#)
- Prefix "im"

Fish in a Tree - [Book Trailer](#)

Week 2:

Begin *Fish in a Tree* - model & notice any early themes.

Introduce (3) Signposts - [Signpost Clip](#)

Create a packet with the following documents - [Cover Page for Signpost Packet](#)

- Again & Again - [Ormie](#)
- [Again & Again Accompanying Document](#)
- Aha Moment - [The Present clip](#)
- [Aha Moment Accompanying Document](#)
- Words of the Wiser - [Boundin'](#)
- [Words of the Wiser Accompanying Document](#)

Similes

- [Video clip](#)
- [Practice - interactive on smart board](#)
- [Practice worksheet](#)

Week 3:

Group work- Read “The Little Boy Who Cried Wolf” [The Little Boy Who Cried Wolf](#) & [Written Response Activity](#)

Theme Written Response Model - [Model Written Response - The Little Boy...](#)

Read *FIAT*

Introduce (2) Signposts

- Words of the Wiser - [Boundin'](#)
- [Words of the Wiser Accompanying Document](#)
- Tough Questions - [Tough Questions Clip](#)
- Memory Moment - [Lily & the Snowman](#)
- [Memory Moment Accompanying Document](#)

Week 4:

Read FIAT - text dependent questions

- Memory Moment - [Lily & the Snowman](#)
- [Memory Moment Accompanying Document](#)
- Contrast and Contradictions - [Presto](#)

- [Contrast and Contradictions Accompanying Document](#)

Read “Angie the Artist” - [Angie the Artist](#) & [Written Response Activity](#)

Week 5:

Read *FIAT* - text dependent questions.

Identify Signposts while reading *FIAT* - [Signpost Documentation](#)

Complete Sentences

- Subject
- Predicate

Common vs Proper Nouns

Written responses - paragraphs & organization

Weeks 6 - 8:

Read & finish *FIAT*.

- Text dependent questions
 - Sample text dependent question - [Chapter 33](#)
- Adding details to writing - [Adding details to elaborate](#)
- Off topic! [extraneous information](#)

Grasshopper & the Ant Theme Assessment - [Theme Assessment](#)

[Written Response Mini Lesson - common student errors](#)

Westbrook Public Schools’ Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☐ Effectively Communicating
- ☐ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- *FIAT* - The main character supports Socially Aware & Persevering as she struggles academically & socially while trying to accept her reading differences.
- The short story "The Grasshopper & the Ant" supports Critical Problem Solving.
- The short story "The Lady and the Four Turtles" supports Socially Aware.
- The events in the short clips each support Critical Problem Solving, Persevering, and Socially Aware.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): 504 plans and IEPs are met for each student. This might involve separate setting for assessments, directions and/or assessment being read orally, modified answer choices, speech to text, modified directions, chunking work, extra check-ins, time extensions on assessments, assignments and/or projects, Learning Ally for texts to be listened to, and front loading content or vocabulary.

Enrichment: Some students might be ready to move quicker with the written responses associated with the unit. Those students who are gifted writers should be encouraged to support their evidence with quoting the text immediately rather than in progression. These students might also be challenged to "unpack" the quote, too. These students might also benefit from higher level texts.

Learner Support (School-wide): Aperture is used to survey the social-emotional needs of all student's school-wide.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Exit cards

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Theme assessment - The Grasshopper & the Ant:
 - [Grasshopper / Ant Story \(Read Independently\)](#)
- Theme Student Checklist/Rubric:
 - [Scoring Rubric](#)

Westbrook Public Schools Curriculum

Subject: Language Arts, Grade: 5

Subject(s)	Language Arts
Grade/Course	Fifth Grade, Language Arts
Unit of Study	Unit 2: Crafting Narratives
Pacing	6-8 Weeks

CT State Standards <i>What are the goals of this unit?</i>	
<p>Priority/Focus Standards:</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the response of characters to situations.</p> <p>W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequences of events.</p> <p>W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p>Supporting Standards:</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>W.5.4 Produce clear and coherent writing in which the developments and organization are appropriate to task, purpose, and audience.</p>	

Correspondence to CT Core Standards

What are the goals of this unit?

Reading:

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

Writing:

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

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

W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

Speaking and Listening:

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Unwrapped Priority Standards

Skills/Suggested Outcomes

*What must students **do**?*

1. Write a small moment narrative that develops a real experience or event using effective technique, descriptive details, and clear sequence.

Concepts

*What must students **know**?*

1. Brainstorm topics - narrow it down to a seed story.
2. Use of a planner/story mountain for organization of thoughts and ideas.
3. Create a flash draft.
4. Narrative crafting techniques told in sequential order.

	<ol style="list-style-type: none"> 5. Develop characters with effective dialogue. 6. Show, not tell. 7. Write a powerful resolution/ending. 8. Edit, revise & publish.
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Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ol style="list-style-type: none"> 1. How do I craft a personal narrative? 2. How can I enrich my own writing using a mentor text to develop my own craft? 3. How do I use the writing process to improve my narrative? 	<ol style="list-style-type: none"> 1. The student explores and participates in the writing process. 2. Students will use the mentor texts as a model & example for their own writing. The text is analyzed in a way it allows the student to take a risk and attempt a new writing strategy. 3. The student will participate in editing and revising their work. The student conferences with the teacher frequently and accepts written & oral feedback. The student self-edits by using Read & Write to “hear” their narrative. At times, peer feedback is provided.

Resources
<p>Student Technology Integration and Correspondence to ISTE Standards:</p> <ul style="list-style-type: none"> ● 1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. ● 1.6.a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or

communication.

- 1.6.d Students publish or present content that customizes the message and medium for their intended audiences.
- 1.7.b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

Informational Texts and/or Media:

- “Eleven” by Sandra Cisneros.
- “The Salt & the Snail.”
- “Papa” by Sandra Cisneros.
- Every Living Thing by Cythnia Rylant.

Online Resources / Websites:

- Read & Write
- IXL

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Narrative Story:** a story crafted with a setting, characters/dialogue, action, climax and resolution.
- **Story Mountain:** a visual used to show students the components of a well written narrative.
- **Setting:** when and where the story takes place.
- **Rising Action:** the plot - the “steps” that lead to the climax.
- **Climax:** the “action” part of the story; the turning point.
- **Falling Action:** the part in the narrative that shows the conflict slowly being solved.
- **Resolution:** the “solution” to the story; the ending.
- **Conflict:** the problem in the story.
- **Pronoun “I”:** takes the place of a noun and is always capitalized.
- **Transitional Words/Phrases:** words that help the story flow or link ideas.
- **Elaborate:** to tell more, especially in writing.
- **Speaker Tag:** also called a dialogue tag; tells the reader who is speaking.
- **Dialogue:** conversation between characters.

- **Quotation Marks:** punctuation to show a character is talking.
- **Homophone:** words that sound the same but have different meaning and spelling.
- **Personification:** figure of speech that gives non-living objects a human quality.
- **Hyperbole:** figure of speech to show an exaggeration.
- **Onomatopoeia:** figure of speech to show noise or sound in writing.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1:

Narrative writing - [What is Narrative Writing?](#)

- [Narrative Writing PowerPoint](#)
- Story Elements - [Khan Academy: Elements of a Story](#)
- [Story Mountain](#)
- Mini Lesson: [Linking a Theme to the Narrative](#)

Pronouns

- [Pronoun "I"](#)

Narrative Brainstorming for topics - “free write” for 20 minutes - Model first

Week 2:

Homophone

- Clip - [HomeSchool Pop](#)
- There, their, they’re
- Too, to, two

Narrative Brainstorming: narrow down to 3 topics - which one can I write the most about? Star top 3- Model first

Read *Eleven* by Sandra Cisneros [Eleven](#)

- discuss story elements (setting, rising action, climax, falling action, resolution, characters)
- annotate the story together.

Model narrative writing techniques

Review subject & predicate for complete sentences

Week 3:

Speaker Tags - ["Said is Dead" visual](#)

Quotation marks - [Dialogue lesson](#)

Quotes & Speaker Tags - [Dialogue lesson #2](#)

Effective Transitions - [Transition Words](#)

Finish garden narrative - solve the story's conflict

- [Garden Narrative Assignment](#)

Week 4:

Small Moments in a story- [Watermelon Seed Story Visual](#)

Narrative Strong Leads - [Leads](#) Pick one!

Editing Checkpoint - [Common Errors Mini Lesson](#)

Figurative Language to enhance writing - [Figurative Language Mini Lesson](#)

Figurative Language Clip - [FL video clip](#)

Songs that use figurative language:

- Simile & Metaphor: [The Grinch](#)
- Personification: [Personification in song lyrics](#)
- Hyperbole: [Hyperbole in song lyrics](#)
- Onomatopoeia: [Onomatopoeia examples](#)
-

Spiral back & review quotation mark and punctuation

Week 5:

[Mentor text - "The Salt and the Snail"](#)

- read together.
- annotate narrative elements with colored pencils.
- review leads & story mountain.
- stretch the climax (mountain peak)

Spiral back & review quotation mark and punctuation

Show, not tell.

- [Elaboration](#)
- [Stretch a Sentence](#)

Weeks 6 - 8:

Write Small Moment Narratives:

- complete planners/story mountain
- draft 2-3 days
- edit & revise - self, peer, & teacher

Conference 1:1 daily during drafting with students - use sticky note for feedback - 1-2 suggestions per conference.

- publish & share

**Westbrook Public Schools' Portrait of a Graduate
Learning Expectations**

The Westbrook Student will meet expectations by...

- ☐ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☐ Socially Aware
- ☐ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- Students are encouraged to share their work with other students. This supports Communicating effectively.
- Students must show Effective Communication when they are expressing themselves during 1:1 conferencing.
- Students will show Perseverance as they move through the writing process. This takes time and persistence.
- Students are Creatively Thinking as they produce a well written and thoughtful narrative story.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): These students might need more 1:1 conferencing or a reteach of strategies. Any student with a 504 or IEP will have their accommodations met. The use of speech to text, modified planner/story mountain, modified writing assignment to show less dialogue or examples of figurative language in the narrative, extended time, Read & Write. At times, the planner is started during direct instruction with the Special Education teacher.

Enrichment: Students who are gifted writers would be encouraged to show more complex types of dialogue. For example, putting the speaker tag as an interrupter is something these students are typically ready for. These students would be encouraged to express themselves using a more complex writing style as well.

Learner Support (School-wide): Aperture is used to survey the social-emotional needs of all student's school-wide.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Exit ticket

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- [Homophone Quiz](#)
- Narrative Writing Rubric & Checklist - [Student Rubric](#)

Westbrook Public Schools Curriculum

Subject: Language Arts, Grade: 5

Subject(s)	Language Arts
Grade/Course	Fifth Grade, Language Arts
Unit of Study	Unit 3: Historical Fiction Book Clubs and Learning Through Reading
Pacing	8 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

RL.5.1 Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.3 Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., *how characters interact*).

RL.5.5 Describe how a narrator's or speaker's point of view influences how events are described.

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.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Supporting Standards:

RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI. 5.8 Explain how an author uses reasons and evidence to support 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 knowledgeability.

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

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

Correspondence to CT Core Standards

What are the goals of this unit?

Reading:

RL.5.5 Describe how a narrator's or speaker's point of view influences how events are described.

Writing:

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, audience.

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.

Speaking and Listening:

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

Unwrapped Priority Standards

Skills/Suggested Outcomes

*What must students **do**?*

1. Students need to determine point of view in a text.
2. Identify signal words to determine point of view.
3. Students must be able to compare characters to develop a deeper understanding of each character.

Concepts

*What must students **know**?*

1. The student must have a grasp on the different types of points of view they encounter when reading.
2. The student needs to have prior knowledge of pronouns. (Taught previously in unit 1)
3. The student must have a grasp on making inferences.

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
1. How does the main character change over time? Observe how the character responds to events.	1. Students first think deeply about the main character in the whole class mentor text, <i>The Breadwinner</i> . They further use this knowledge and understanding to observe the characters in their book club books. Some Book Club titles are <i>Ground Zero</i> , <i>Fever 1793</i> , <i>Don't Tell the Nazis</i> , <i>Eleven</i> , <i>Prisoner B- 3087</i> , <i>Making Bombs for Hitler</i> , <i>The War That Saved My Life</i> , <i>Project 1065</i> .

Resources
<p>Student Technology Integration and Correspondence to ISTE Standards</p> <p>1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p>1.6.d Students publish or present content that customizes the message and medium for their intended audiences.</p>
<p>Informational Texts and/or Media:</p> <p><u>Novels:</u></p> <ul style="list-style-type: none"> • <i>I am Malala</i> - (excerpts only) by Malala Yousafzai • <i>The Breadwinner</i> (mentor text) by Deborah Ellis <p><u>Newsela articles:</u></p> <ul style="list-style-type: none"> • “Taliban Take Over Afghanistan: What we know and What’s Next.” <ul style="list-style-type: none"> ◦ Article • “Countries of the World: Afghanistan” <ul style="list-style-type: none"> ◦ Article • “Taliban Bars Afghan Girls, Women from School: Inside their Virtual Classes in the U.S.”

- [Article](#)

- **Common Lit articles:**

- “Why Afghanistan's 'Underground Girls' Skirt Tradition to Live as Boys”

- [Breadwinner Connection](#)

- “Malala Yousafzai: A Normal Yet Powerful Girl”

- [Malala](#)

Online Resources / Websites:

- Newsela
- Common Lit
- IXL

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Narrator** - the person who tells the story.
- **Perspective** - Point of View which the story is being told.
- **First Person Point of View** - refers to the speaker; generally, uses the pronoun “I.”
- **Second Point of View** - the person being addressed; ““your” perspective.
- **Third Person Point of View** - the narrator exists outside the story; refers to characters by their names, or he, she, they.
- **Inference/infer** - to conclude from evidence and reasoning rather than explicit statements.
- **Conflict** - the problem of the story.
- **Comma** - punctuation; indicates a pause between parts of a sentence.
- **Theme** - the message of the story.
- **Historical Fiction** - genre where parts of the story could have happened; set in a real place and recognizable time.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1:

- Reinforce figurative language.
- Historical Fiction introduction - Just share the top piece - [Intro to Historical Fiction Book Clubs](#).
- Discuss the types of conflict commonly noted with this genre.
- “Book Tasting” - With Patti Goad in the library - students pick from selected titles.
- Students are given their book Club Book books (based on their rankings at the book tasting).
- Start reading mentor text, *The Breadwinner*, and determine what perspective the story is told from.
 - [Breadwinner Pre Reading & Vocabulary](#) - share vocabulary words as they appear in the text.

Week 2:

- Review Book Club Calendar- students set their pace for reading - [Book Club Historical Fiction Definition/Sample Calendar](#)
- [Book Club Contract](#)
- Students start reading in Book Clubs - teacher flows in and out of each group, letting the students “run” their group
- Students consider:
 - What perspective is the story told from? How do you know? How might the story be different if it was told from another POV?

Point of View

- [Point of View Clip](#)
- [Point of View Examples](#)
- [Silly Symphony - The Three Little Pigs](#) vs. [The True Story of the Three Little Pigs](#)
 - [Point of View Writing Activity](#)
- Start reading the whole class mentor text, *The Breadwinner* - discuss the setting, characters, and plot.

Week 3:

- Mentor Text- *The Breadwinner*
 - Whole class discussion thoughts:
 - What historical issues are your main characters facing?
 - What is the big conflict in your story?
- Book Club reading - students carry over the whole class discussion into their own Book Club books.
 - [Point of View/Perspective Fun Pictures](#)

Commas

- [Comma Definition](#)
- [Comma Rules](#)
- Book Club Writing Checkpoint
 - [Historical Fiction Book Club Response #1.](#)

Week 4:

- Point of View Activity:
 - [The House](#) - this is a group activity - told from the perspective of a thief or a real estate agent.
- Read mentor text - *The Breadwinner* - spiral back to theme - discuss various themes for our whole class novel.
- Book Club reading- students carry over the theme conversation into their own Book Clubs.
- Unpacking a Quote Mini Lesson
 - [Unpacking Quotes](#)
- Book Club Writing Checkpoint
 - [Book Club Response #2](#)
- Commas: [Tag Questions](#)

Week 5:

- Read mentor text - *The Breadwinner* - How does the main character grow & change based on the conflict they are faced with?
- Book Club reading.
 - Students carry over the character discussion in their own Book Clubs.
- Commas
 - [Commas and introductory elements](#)

Weeks 6 & 7

- Read and finish mentor text - *The Breadwinner* - compare & contrast the main character to other characters we have read about this year.
 - For example, *Fish in a Tree*. How are these characters alike and different? Are the conflicts they face similar?
- Book Club Books - read by deadline on the self-created calendar.

[Comparing & Contrasting Texts](#)

Week 8:

- Wrap- up Book Clubs
 - [Breadwinner Post Reading](#)

Westbrook Public Schools' Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature and history. In each unit, students discuss and write about ways in which characters and historical figures exemplify and/ or fall short of our district's portrait of graduate attributes. Through the study of literature and history, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): 504 plans and IEPs are met for each student. This might involve separate setting for assessments, directions and/or assessment being read orally, modified answer choices, speech to text, modified directions, chunking work, extra check-ins, time extensions on assessments, assignments and/or projects, Learning Ally for texts to be listened to, and front-loading

content or vocabulary.

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher lexile levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include stretch goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): Aperture is used to survey the social-emotional needs of all student's school-wide.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Exit tickets
- Commas Assessment - [Comma Quiz](#)

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- POV Assessment - [POV Quiz](#)
- Story Elements Assessment - [Comparing Story Elements](#) (done over time, not one class) **OR** [compare-story-elements](#).

Westbrook Public Schools Curriculum

Subject: Language Arts, Grade: 5

Subject(s)	Language Arts
Grade/Course	Fifth Grade, Language Arts
Unit of Study	Unit 4: Research- Based Argument Essay
Pacing	7-8 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.8 Explain how an author uses reasons and evidence to support 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.

W.5.1a Introduce a topic or text clearly, state and opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

Supporting Standards:

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in point of view they represent.

W.5.1b Provide logically ordered reasons that are supported by facts and details.

W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

W.5.1d Provide a concluding statement or section related to the opinion presented.

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.
L.5.3 Use Knowledge of language and its conventions when writing, speaking, reading, or listening.

Correspondence to CT Core Standards

What are the goals of this unit?

Reading: 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.

Writing: W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Speaking and Listening:

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

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none">1. Students must research a topic and make an argument on a debatable topic.2. Students will read arguments and informational texts.3. Students will use information and apply it to writing.	<ol style="list-style-type: none">1. The student must approach a text with their own ideas and grow new ideas.2. The student uses strategies to follow opinions an author makes and the reasons that support the claim.3. The student will create a well written essay to support their opinion.

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
1. How do I read nonfiction texts to effectively research and create arguments about debatable issues?	1. Students determine a topic they are passionate about and based off their reading, state a claim. Research & note taking is conducted to organize evidence and facts to support the claim. Students will craft an organized research-based essay.

Resources
<p>Student Technology Integration and <u>Correspondence to ISTE Standards:</u></p> <p>1.2.b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>1.3.a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>1.3.b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.</p> <p>1.3.c Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>1.5.b Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.</p> <p>1.6.d Students publish or present content that customizes the message and medium for their intended audiences.</p> <p>1.7.b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p> <p>Informational Texts and/or Media:</p> <ul style="list-style-type: none"> ● Newsela sample Pro/Con articles: <ul style="list-style-type: none"> ○ Hurricane Harvey ○ Binge Watching ○ Ban Cellphones in Schools ○ Newsela Instructional Content Platform

- [Pay College Athletes?](#)

Online Resources / Websites:

- [WMS Destiny](#)

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Opinion** - a view or judgment formed on something.
- **Claim** - the central idea of your paragraph; found in the introduction.
- **Evidence** - facts that support your writing.
- **Direct Quote** - the author's exact words; used to strengthen an argument.
- **Introduction Paragraph** - first paragraph that states the claim and three strong reasons to support the claim.
- **Body Paragraph** - middle paragraph(s) that support your argument with facts, evidence and quotes.
- **Conclusion Paragraph** - the last paragraph in the essay; wraps up the essay and resonates the claim and reasons.
- **Synonym** - a word that has the same meaning as another word.
- **Antonym** - a word that has the opposite meaning as another word.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1:

- Launch Opinion/Argument Writing:
 - Fact vs. Opinion
 - [Introduction to Opinion Writing // 5th Grade Writing Online Lesson](#)
 - [Opinion PowerPoint](#)
- Claims - [Claim Mini Lesson](#)
- Explore Pro/Con Newsela articles
- Antonyms & Synonyms

- [Synonyms & Antonyms](#)
- [The Synonyms and Antonyms \(Punk-Rock\) Song](#)

Week 2:

- Note Taking (collaborate with Library Media Specialist) - bullets only.
 - [Note Card Opinion](#)
 - [Works Cited Form Opinion](#)
- Model Opinion Writing:
 - Annotate an Essay - examine the components of a well written essay.
 - [Opinion Writing- TVs](#)
- Decide on a topic to research.
- Note taking from book sources only.

Week 3:

- Note Taking using websites only.
 - [WMS Destiny](#)
- Writing an Introduction:
 - [Opinion Writing- Introductions](#)
- Fill out planner [Graphic Organizer](#)
- Start drafting essays.
- 1:1 conferencing every day this week

Week 4:

- Continue drafting essays.
- 1:1 conferencing every day this week.
- Formatting Titles.
 - [Titles in a Text- Italicize or quotes chart](#)
 - [Capitalizing & Formatting Titles](#)

Week 5:

- Continue drafting essays.
- 1:1 conferencing every day this week.
- Formatting Titles continued.

- [Titles Punctuation Song](#)
- [Capitalizing Titles Mini Lesson](#)
- Areas of additional research? What needs strengthening? Weak areas are identified.

Week 6:

- Finish drafting.
- 1:1 conferencing every day this week.
- Share rubric.
 - [Opinion Checklist/Rubric](#)
- Edit & revise using Read & Write.

Weeks 7 and 8:

- Share published work.
- Hold debates using student research.

Westbrook Public Schools' Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature and

history. In each unit, students discuss and write about ways in which characters and historical figures exemplify and/ or fall short of our district's portrait of graduate attributes. Through the study of literature and history, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): 504 plans and IEPs are met for each student. This might involve separate setting for assessments, directions and/or assessment being read orally, modified answer choices, speech to text, modified directions, chunking work, extra check-ins, time extensions on assessments, assignments and/or projects, Learning Ally for texts to be listened to, and front-loading content or vocabulary.

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher lexile levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include stretch goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): Aperture is used to survey the social-emotional needs of all student's school-wide.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Assessment:
 - [Antonyms & Synonyms](#)
- 1:1 conferencing & conversations
- Sticky Notes

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Note Packet
 - [Note card Opinion](#)

- Works Cited
 - [Works Cited Form Opinion](#)
- Opinion essay & [Opinion Checklist/Rubric](#)

Westbrook Public Schools Curriculum

Subject: Language Arts, Grade: 5

Subject(s)	Language Arts
Grade/Course	Fifth Grade, Language Arts
Unit of Study	Unit 5: Reading for Empathy Book Clubs
Pacing	5 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

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 of how the speaker in a poem reflects upon a topic; summarizes the text.
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

Supporting Standards:

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1b Form and use the perfect verb tenses.
L.5.1c Use verb tense to convey various times, sequences, states, and conditions
L.5.1d Recognize and correct inappropriate shifts in verb tense.
L.5.1a Use correlative conjunctions.

Correspondence to CT Core Standards

What are the goals of this unit?

Reading:

RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Writing:

W.5.9a Apply grade 5 Reading standards to literature.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Speaking and Listening

SL.5.1a 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.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none">1. The student must compare character perspectives to build a deeper understanding of who a character is.2. Students will analyze the main character.	<ol style="list-style-type: none">1. How characters grow and change through relationships with others.2. The student must draw inferences from the text.

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ol style="list-style-type: none">1. How can stereotypes lead to discrimination and prejudice? How do people develop stereotypical ideas?	<ol style="list-style-type: none">1. Empathy Book Clubs expose students to a variety of emotional and social issues.<ol style="list-style-type: none">a. Book Club suggestions: <i>Shouting at the Rain</i>,

<p>2. Does reading make you a better person?</p>	<p><i>Wonder, Counting By 7s, Because of Mr. Turrupt, Wink, Save me a Seat, The Canyon's Edge, Pictures of Hollis Woods, Life in the Balance, The Remarkable Journey of Coyote Sunrise, Alone, Bigger Than a Breadbox, Insignificant Events in the Life of a Cactus, OCDaniel, Restart</i></p> <p>2. The book choices increase a student's ability to empathize with others and to be more socially aware.</p>
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Resources
<p>Student Technology Integration and Correspondence to ISTE Standards:</p> <ul style="list-style-type: none"> • 1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. • 1.3.d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. • 1.6.d Students publish or present content that customizes the message and medium for their intended audiences. • 1.7.b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. • 1.7.c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
<p>Informational Texts and/or Media:</p> <ul style="list-style-type: none"> • “Fly Away Home” Eve Bunting Fly Away Home • “A Day's Work” Eve Bunting A Day's Work <p>Short Clips: (embed as desired to initiate a conversation around empathy)</p> <ul style="list-style-type: none"> • Take a Seat, Make a Friend SoulPancake Street Team - for teachers • Science of Empathy • 5-Minute Film Festival: Kindness, Empathy, and Connection

Online Resources / Websites:

- IXL
- Newsela
- BrainPOP

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Stereotype** - idea of a particular type of person or thing.
- **Empathy** - the ability to understand and share the feelings of another.
- **Discriminate** - an unjust judgment & treatment of people, especially on the grounds of ethnicity, sex, age, or disability.
- **Prejudice** - preconceived opinion that is not based on reason or actual experience.
- **Compare** - identifying similarities and/or differences.
- **Contrast** - comparing two or more objects or events in order to show their differences.
- **Infer/inference** - a conclusion from evidence and reasoning rather than from explicit statements.
- **Analyze** - examine in detail the structure of something, especially information.
- **Characterization** - the creation of a fictional character.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1:

- Introduce the Unit
 - read mentor text: [A Day's Work](#) & discuss.
 - [A Day's Work - Response to Lit.](#) - can be done whole group or individually.
- Book Talk/Book Tasting with Library Media Specialist - students “taste” each book, then rank by choice.

- [Book Tasting Form](#)
- Assign books to students.
- Create a pace for reading - [Sample Book Club Calendar](#)
- Start reading in Book Clubs

Week 2:

- Continue reading in Book Clubs
 - What are some revealing character traits of your main character? (Assess inferring)
- Verb Tense
 - [Introduction to verb tense - Khan Academy](#)
 - Mini Lesson- [Verb tense](#)
- Irregular Verbs
 - Mini Lesson [Irregular Verbs](#)
 - [Introduction to irregular verbs - Khan Academy](#)
 - [The truly irregular verbs - Khan Academy](#)

Week 3:

- Continue reading in Book Clubs
- Read mentor text: [Fly Away Home](#)
 - What stereotypes do we see in this short story?
 - What stereotypes are you noticing in your Book Club Book?
 - [Fly Away Home - Response to Lit](#)
- Book Club Checkpoint #1 - [Summarizing](#) (determining importance)
- Verb Tense Practice
 - [Irregular verb test prep](#)

Week 4:

- Continue reading in Book Clubs
- Discussion Questions
 - How is your character growing and changing? How are they responding to how others treat them? Put yourself in their position. Would you respond the same way?
- “To be” Verb mini lesson.

- [“To be” Verbs](#)
- Book Club Checkpoint # 2 - [Book Club # 2 Interpretation](#)

Week 5:

- Finish reading Book Club books - final discussions & wrap up.
 - Checkpoint #3 [Book Club - Empathy - Connections](#)
- Correlative Conjunctions Introduction
 - [Correlative Conjunctions Chart](#)
 - [Correlative Conjunctions Clip](#)
 - [Neither-/Nor- Either/Or](#)
 - [Correlative Conjunctions Clip](#)

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Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): 504 plans and IEPs are met for each student. This might involve separate setting for assessments, directions and/or assessment being read orally, modified answer choices, speech to text, modified directions, chunking work, extra check-ins, time extensions on assessments, assignments and/or projects, Learning Ally for texts to be listened to, and front loading content or vocabulary.

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher lexile levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include stretch goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): Aperture is used to survey the social-emotional needs of all student's school-wide.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Observing & participating in Book Club discussions
- Exit Tickets

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Verb Tense Assessment
 - [Verb Tense Quiz](#)
- Correlative Conjunction Assessment
 - [Correlative conjunction QUIZ](#)
- Written Response Assessment
 - [Book Club - Empathy - Connections](#)

Westbrook Public Schools Curriculum

Subject: Language Arts, Grade: 5

Subject(s)	Language Arts
Grade/Course	Fifth Grade, Language Arts
Unit of Study	Unit 6: Poetry
Pacing	3 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

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.

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

Supporting Standards:

W.5.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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

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

Correspondence to CT Core Standards

What are the goals of this unit?

Reading:

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.

Writing:

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Speaking and Listening:

SL.5.6 Adapt speech to a variety of context and task, using formal English when appropriate to task and situation.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none">1. Students will implement different poetic vocabulary as they draft their own original poems.2. Students will apply knowledge of poetry to draft, edit, and revise original poems using mentor texts and mini lessons as guides through the writing process.	<ol style="list-style-type: none">1. Students know and understand poetry vocabulary including rhyme, rhythm, stanza, similes, metaphors, alliteration, onomatopoeia, mood and free verse.2. Students know strategies to bring forth the meaning and tone of their poem to express feelings and thoughts.

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ol style="list-style-type: none">1. What makes a piece of writing poetry?2. How does the student generate a poem to support a topic or theme?	<ol style="list-style-type: none">1. Different poetry structures can be used for different purposes.2. Students will be exposed to a variety of poems in this unit. They will read, analyze and annotate to gather a

	clear understanding and familiarity of the types of poems and strategies used to create one.
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Resources

Student Technology Integration and [Correspondence to ISTE Standards:](#)

- 1.1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.2.b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- 1.6.a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 1.6.d Students publish or present content that customizes the message and medium for their intended audiences.

Informational Texts and/or Media:

- “Dreams” by Langston Hughes [dreams.pdf - Langston Hughes](#)
- “Listen to the Mustn’ts” by Shel Silverstein [Listen To The MUSTN'TS](#)
- Poems of Robert Frost [Reader's Theatre: Robert Frost](#)
- *Extra Innings: Baseball Poems* by Lee Bennett Hopkins
- *Revolting Rhymes* by Roald Dahl
- *My Thoughts are Clouds: Poems for Mindfulness* by Georgia Heard
- *Science Verse* by Jon Scieszka
- *Joyful Noise: Poems for Two Voices* by Paul Fleischman
- *Wet Cement: A Mix of Concrete Poems* by Bob Raczka
- **Shel Silverstein’s books:**
 - *Falling Up*
 - *A Light in the Attic*
 - *Where the Sidewalk Ends*

Online Resources / Websites:

- www.poetryfoundation.org

- www.dictionary.com
- <https://poetry4kids.com/>
- www.shelsilverstein.com

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Poetry** - a type of literature, or artistic writing, that attempts to stir a reader's imagination or emotions.
- **Stanza** - a verse in a poem.
- **Rhyme** - correspondence of sound between words or the endings of words.
- **Rhythm** - a strong, regular, repeated pattern of movement or sound.
- **Alliteration** - the occurrence of the same letter or sound at the beginning of adjacent or closely connected words.
- **Figurative language** - a type of communication that does not use a word's realistic meaning.
- **Onomatopoeia** - the formation of a word from a sound.
- **Simile** - a figure of speech involving the comparison of one thing with another thing of a different kind.
- **Metaphor** - a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.
- **Imagery** - language that stimulates the reader's senses.
- **Theme** - the message of the text; the lesson or moral
- **Free Verse** - poetry that is free from the limitations of a regular rhythm and does not rhyme.
- **Mood** - the emotional response that the writer wishes to evoke in the reader through a story.
- **Thesaurus** - a dictionary of synonyms and antonyms.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1:

- Launch Poetry Unit
 - [Poetry Introduction](#)

- Draw on real life experiences or memories as a springboard.
- Pick a theme (spiral review)
 - [Theme Definition](#)
- [Poetry Techniques & Examples](#)
 - [Rhyme](#)
 - [Rhyming Dictionary](#)
- Read poetry - exposure to various types of poems
- [Finish the Poem Assignment](#)
- [Food Poem Examples](#)
 - [Food Assignment](#)

Week 2:

- Figurative Language
 - Alliteration: [Alliteration Song](#)
 - Onomatopoeia: [Onomatopoeia Clip](#)
 - Similes (spiral review)
- Word choice
 - Thesaurus Mini Lesson
 - Review antonyms & synonyms (spiral review)
 - [Synonyms & Antonyms](#)
 - <https://www.dictionary.com/>
- Bio Poem
 - [Bio Poem Assignment](#)
- Acrostic Poem
 - [Acrostic Lesson](#)
 - [How To Write An Acrostic Poem](#)
 - [Acrostic Poetry Assignment](#)

Week 3:

- Free Verse Poems
 - [Free Verse Examples](#)
- Mood
 - [What's the Mood?](#)

- Free Verse
 - [Getting Started](#)
- Poetry Slam: share your best piece with the class

Westbrook Public Schools' Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature and history. In each unit, students discuss and write about ways in which characters and historical figures exemplify and/ or fall short of our district's portrait of graduate attributes. Through the study of literature and history, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): 504 plans and IEPs are met for each student. This might involve separate setting for assessments, directions and/or assessment being read orally, modified answer choices, speech to text, modified directions, chunking work, extra check-ins, time extensions on assessments, assignments and/or projects, Learning Ally for texts to be listened to, and front loading content or vocabulary.

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher lexile levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include stretch goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): Aperture is used to survey the social-emotional needs of all student's school-wide.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Conference notes
- Contribute a polished poem to the school literary magazine (optional)
- Share published written work in a poetry slam

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Published Pieces:
 - [Bio Poem Assignment](#)
 - [Acrostic Poetry Assignment](#)
- [Poetry Rubric](#)

Westbrook Public Schools Curriculum

Subject: ELA, Grade: 6

Subject(s)	ELA
Grade/Course	Grade 6 / English
Unit of Study	Unit 1: Mythology / Narrative Writing
Pacing	8 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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.

Supporting Standards:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Describe how a particular stories 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- Analyze how a particular sentence, chapter, scene, or stanza fit into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- 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.

- 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 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.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i> <i>Note: Specific text is not named in the standards. This may apply to any mythology text.</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none"> 1. Read the text closely to understand what the text says explicitly. 2. Make logical inferences. 	<ol style="list-style-type: none"> 1. Explicit / literal understanding of text <ul style="list-style-type: none"> ● the “Ws”; who, what, where, when. ● strategies for literal understanding. <ul style="list-style-type: none"> ○ identify unfamiliar words and use prefixes, suffixes, root words and context to define. ○ read aloud, audio text. ○ main idea. 2. Logical inferences <ul style="list-style-type: none"> ● based on the literal text. ● authors provide clues that cause a reader to “read between the lines.” ● inferential conclusions can be supported by explicit evidence.

<p>3. Cite specific textual evidence to support conclusions.</p> <p>4. Write narratives.</p> <p>5. Develop imagined experiences or events using effective technique.</p> <p>6. Use relevant descriptive details.</p> <p>7. Create a well-structured sequence of events</p>	<p>3. Text evidence/conclusion</p> <ul style="list-style-type: none"> • what the author wrote. • applying knowledge from reading. <p>4. Narrative</p> <ul style="list-style-type: none"> • tells a story <p>5. Effective technique</p> <ul style="list-style-type: none"> • dialogue • pacing • description <p>6. Relevant descriptive details</p> <ul style="list-style-type: none"> • focused on story development • specific, precise language • sensory details • figurative language: simile, metaphor, hyperbole <p>7. A well-structured sequence of events</p> <ul style="list-style-type: none"> • establish context • introduce narrator/characters • logical sequence - chronological • conclusion that follows narration / sequence of events
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<p>Essential Questions</p> <p><i>What essential questions will be considered?</i></p>	<p>Corresponding Big Ideas</p> <p><i>What understandings are desired?</i></p>
<p>1. What is the hero's journey?</p>	<p>1. The hero's journey is an archetypal storyline that has been used over the course of centuries and helps us to better understand characters in literature and their</p>

<p>2. What is the purpose of mythological stories?</p> <p>3. How is mythology like and different from comparison to other mainstream religions?</p>	<p>response to challenges.</p> <p>2. Myths provide the rationale for religious beliefs and practices and sets cultural standards for appropriate behavior.</p> <p>3. Both are systems of concepts that are of high importance to a certain community, making statements concerning the supernatural or sacred.</p>
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Resources	
<p>Student Technology Integration and Correspondence to ISTE Standards:</p> <ul style="list-style-type: none"> 1.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. <ul style="list-style-type: none"> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
<p>Texts and/or Media:</p> <ul style="list-style-type: none"> Rick Riordan, The Lightning Thief (full text pdf) (New York: Hyperion Paperbacks for Children, 2005), ISBN: 0-7868-3865-3. Neidl, Jessica Fisher. "Shrouded In Myth." Calliope 13.1 (2002): 10. "The Hero's Journey," Adapted by Expeditionary Learning from www.mythologyteacher.com by Zachary Hamby Alternate mythology texts with reading levels <p>Online Resources / Websites:</p> <ul style="list-style-type: none"> Close Reading strategies and article https://lindsayannlearning.com/strategies-close-reading/ EL Education - Greek Mythology - Lightning Thief lessons Possible homework assignments IXL lessons - grade 6:	

- B.1- Theme
- D.1/D.2 - Narrative Point of View
- G - Draw inferences in literary text
- J.1/J.2 - Novel study The Lightning Thief
- T. 1-5 Greek and Latin Roots
- Grammar and Mechanics lessons as needed, based on student formative assessments (classwork)
- Newsela article: [Ancient Greece - Gods, Goddesses and Heroes](#) - use Newsela.com for adjusting reading level as needed
- Story elements graphic organizer ([sample](#))
- Brainpop.com: *Characterization; Figurative Language, Mood, and Tone; Plot; Point of View; Roots, Suffixes and Prefixes; Show, Not Tell; Story Conflicts*
- Greek prefixes, suffixes, roots [chart](#)
- *Lightning Thief* [Novel Study](#) ideas (click for website - free account available)

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Archetype:** a typical example of a certain person or thing.
- **Analyze:** to discover or learn something through detailed examination.
- **Annotate:** to add notes to a text or diagram giving explanation or comment.
- **Chronological:** time order.
- **Claim:** to state or assert that something is the case or true.
- **Comprehension:** the capacity for understanding thoughts and ideas.
- **Conclusion:** applying what has been read and understood / the ending.
- **Context:** the circumstances that create a setting for an event or idea; the surrounding words.
- **Demigod:** a being who is offspring of a deity and a mortal; half god, half human.
- **Elaborate:** (adj) many parts, detail, design in planning; (v) add detail to what has been stated.
- **Explicit:** stated clearly and in detail with no confusion or doubt.
- **Evidence:** facts that indicate whether a claim is true or valid.
- **Fan fiction:** stories that involve popular fictional characters that are written by fans.
- **Gist:** to get the point or essence of a text or speech.
- **Inference:** a conclusion based on evidence and reasoning.

- **Metaphysical:** beyond the laws of nature.
- **Myth:** a story that explains a natural or social occurrence, usually with supernatural beings.
- **Narrative:** a spoken or written account of connected events; story.
- **Narrator:** one who is the storyteller.
- **Plot:** the main events of a storyline.
- **Point of view:** the position of the narrator in relation to the story.
- **Precise:** exactness and accuracy in detail.
- **Religion:** an organized, institutionalized system of beliefs and practices particularly in worship of superhuman beings.
- **Sensory details:** details that involve the use of the 5 senses; sight, sound, taste, smell, touch.
- **Shroud:** something that covers or shelters; a cloth placed over or around a dead body.
- **Supernatural:** relating to an existence beyond the visible observable universe.
- **Theme:** a central, unifying idea.
- **Vague:** uncertain, unclear in meaning.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1:

- [Infer the topic](#) : discuss: What makes a hero?
- Why is Greek mythology still important today? [Article- scroll down](#)
- [Close Reading Strategies module 1 myth.pdf](#)” Shrouded in Myth”
- Narration: [point of view](#) / Read Newsela article: [Greek Mythology](#)
- [Chapters 1-3](#) (*all weekly chapter ranges may be flexible depending on needs)
- Discuss: What is the narrator’s point of view for each of the 3 readings? What character traits are shown based on the character’s (Percy’s) actions and decisions so far?

Week 2:

- [Carousel of quotes](#) chart (scroll down on the document)
- [Hero’s Journey](#) reading and [chart](#) (modify as needed): “Departure” section
- Chapters 4-5

- Discuss: What role does friendship play in Percy's journey so far?

Week 3:

- Read chapters 6-10
- "Initiation" section of the Hero's Journey chart (link above)
- Introduce/practice the claim, evidence, reasoning strategy ([CER organizer samples](#)) for responding to open-ended questions
- Discuss/write: How does Percy's understanding of his identity as a demigod evolve (grow and change) in these chapters? What events or experiences contribute to this development?

Week 4:

- Read chapters 11-16
- Formative assessment CER: What do you think the author is trying to convey (show/say/teach) about the concept of heroism?
- Self-evaluate (or peer/small group) responses: [sample rubric](#) - copy and modify for brief writes

Week 5:

- Read chapters 17-20
- Work on a story element graphic organizer for the text, defining and discussing the elements. ([sample](#))
- Discuss craft: How does the author use humor to lighten the tone of the story? How has Percy's character developed throughout the story? Percy often finds himself in difficult situations. What does this reveal about his character?

Week 6:

- Read chapters 21-22 (end)
- One sentence summary: (character) wanted ____, but ____, so ____, then ____.
- Discuss/write: What is the significance of Greek mythology references in the story? How do the references help the reader to understand the characters and plot?

Week 7:

- Introduce [writing assignment](#)
- Organize a writing plan using the same or similar graphic organizer story map as used for the text
- Review sample narrative texts for introducing and teaching context

Week 8:

- Continue writing.

- Mini-lessons for revisions including: sensory detail, figurative language, paragraph structure, dialogue, [irrelevant information](#).
- Peer / self-revision/checklist for narrative writing ([sample](#) - modify as needed).
- During writing days, the teacher is providing feedback and suggestions through conferences and online editing.

Westbrook Public Schools' Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature, science, and history. In each unit, students discuss and write about ways in which characters and historical figures exemplify and/ or fall short of our district's portrait of graduate attributes.
- Through the study of literature, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1):

- Sentence starters for small group discussion

- Translate the text [Lightning Thief](#) via pdf and Google translate.
- Audio versions of text

Enrichment:

- Mythology one-pagers as character portrayals: [example format](#)
- [Family tree](#): create a “family tree” for the characters in the story.
- https://curriculum.eleducation.org/curriculum/ela/2019/grade-6/module-1#optional_activities

Learner Support (School-wide):

- Aperture is used to survey the social-emotional needs of all students’ school-wide.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Entrance/exit tickets:
 - [sample](#).
- Varied [assessments](#) and classwork.

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Responding to questions using CER format [sample rubric](#)
- Student writing: creative mythology or fan fiction from the text [sample rubric](#)
 - [Narrative Writing Rubric and Checklist](#)

Westbrook Public Schools Curriculum

Subject: ELA, Grade: 6

Subject(s)	ELA
Grade/Course	Grade 6 / ELA
Unit of Study	Unit 2: Writing to Inform
Pacing	8 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

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).

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Supporting Standards:

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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.

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.

W.6.7. Conduct short research projects to answer a question, drawing on multiple resources.

W.6.8 Gather relevant information from print and digital resources, assess credibility, quote, or paraphrase, and use bibliographical information to avoid plagiarism.

W.6.11. Create and present a text or artwork in response to a literary work.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none">1. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.2. Determine the meaning of words and phrases.3. Figurative and connotative meanings.4. Impact of a specific word choice on meaning and tone.	<ol style="list-style-type: none">1. Key individuals:<ul style="list-style-type: none">● someone important to the story.● may be a main character or a minor character.● events are how the author drives the story line.● ideas are the result of individuals and their actions.● elaboration is a result of these working together.2. Words and phrases may have multiple meanings<ul style="list-style-type: none">● use context clues and word parts to determine meaning.3. Figurative: not a literal statement<ul style="list-style-type: none">● Metaphors. Similes. Allusions. Hyperboles. Personifications. Oxymorons. Idioms.Connotative:<ul style="list-style-type: none">● Words and phrases with emotional implications to their meaning.4. Impact on meaning and tone<ul style="list-style-type: none">● The author chooses words that help convey the author's feelings about a topic (tone).

<p>5. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>6. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<ul style="list-style-type: none"> ● Author's word choice will affect the meaning of the text. <p>5. Informative/explanatory texts</p> <ul style="list-style-type: none"> ● Tells about an idea or event to explain or inform examine a topic. ● Rules People Live By in personal life and examples in the larger world. Analysis of relevant content. ● Where can 'rules to live by' be found in other content? <p>6. Conventions of standard English grammar and usage</p> <ul style="list-style-type: none"> ● Focus on word selection for accuracy, including the proper use of pronouns. ● Previous skills such as sentence structure and capitalization of proper nouns is to be maintained.
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<p>Essential Questions</p> <p><i>What essential questions will be considered?</i></p>	<p>Corresponding Big Ideas</p> <p><i>What understandings are desired?</i></p>
<p>1. How are individual and societal rules created and communicated?</p> <p>2. In what ways do rules develop an individual's ability to survive or to thrive?</p> <p>3. How does word choice affect meaning in writing or in speech?</p>	<p>1. Also called "social norms," these are created by socialization, or personal experiences, including school, family, and other social groups. Many are communicated by example; some are by law.</p> <p>2. Rules help individuals to understand and adapt to the world around them. Rules also protect other individual's rights so they may also survive and thrive.</p> <p>3. Words carry weight and convey not only a direct meaning, but also feelings one may have about the topic. Figurative language is used to help illustrate an idea.</p>

Resources

Student Technology Integration and [Correspondence to ISTE Standards:](#)

1.2 Digital Citizen

- Students recognize the rights, responsibilities, and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Informational Texts and/or Media:

- [Research packets](#) for teams.

Online Resources / Websites:

- “If,” Rudyard Kipling (RL poem, NL).
 - Audio version: <https://www.poetryfoundation.org/podcasts/77063/if>
- President Barack Obama, “Back-to-School Speech,” made on September 8, 2009.
- Christopher Paul Curtis, Bud, Not Buddy (Yearling, 2002), ISBN-13: 978-0440413288.
 - [Bud, Not Buddy by Christopher Paul Curtis \(1\).pdf](#)
- Christopher Paul Curtis, The Watsons go to Birmingham - 1963, (Random House, 1995)
- CommonLit.org (free) Book Pairings <https://www.commonlit.org/en/book-pairings/bud-not-buddy>
- IXL: grade 6 FF and GG: pronoun lessons.
 - H Analyzing Informational Texts.
 - Y.1; Y.2 Connotations
 - AA: Context Clues
 - N.1; N.2 Expository Writing
 - O: Fact and Opinion
- Brain Pops:
 - Fact and Opinion
 - Context Clues
 - Figurative Language

- Paraphrasing
- Plagiarism

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Connotative:** a suggested meaning implied in addition to the literal meaning.
- **Explanatory:** to provide a methodical description or a person, event, etc. to clarify a topic.
- **Fact:** can be proven to be true.
- **Figurative:** communication that does not use the literal meaning of words, but rather comparisons, to creatively express meaning.
- **Informative:** providing facts and information.
- **Judgment:** making decisions based on consideration of facts and perceptions.
- **Opinion:** a view of a topic, not necessarily based on facts.
- **Survive:** remaining alive.
- **Thrive:** grow, change, flourish.
- **Theme:** an often-recurring universal idea in art.
- **Tone:** attitude of the speaker/writer.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1:

- [Introduce the Text](#)
- Build Background.
- Begin to Identify.
 - [Word Choice](#)
- Chapters 1-4 (Bud, Not Buddy) Focus on figurative language, word choice, tone.

- [Assessment Example](#)

Week 2:

- [Steve Jobs' Commencement Address](#)
 - Chapters 5-10 of text
- [Paragraphs 6-8 text questions and comparison to Bud](#)
- [Paragraphs 10-12 analysis S. Jobs](#)
- Close read paragraphs [20-22](#) from the speech and connect to chapter 10.

Week 3:

- Focus on:
 - [Theme](#)
- Reading chapters 11-15

Week 4:

- [Survive vs thrive](#):
 - Writing arguments based on text understanding.
- Chapters 16-18

Week 5:

- Analyzing “If”
 - [Stanzas 1 and 2](#)
- [Stanza 3](#)
- [Formative Assessment](#)
 - For analyzing “If” and rules to live by.

Week 6:

- Student [analysis of literary essay](#)
- Begin connecting research of a topic as providing evidence of “rules to live by”
- Group [discussions](#) and research:
 - [Assignment](#)

Week 7:

- Research teams or individuals:

- [Materials for Research Folders](#)
- Rule to Live By example: Lincoln:
 - [The Importance of Reading Every Day](#)” as writing model

Week 8:

- [Rubric and prewrite](#) materials for performance task.
- Performance task (see weeks 6-7)

Westbrook Public Schools’ Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools’ Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature, science, and history. In each unit, students discuss and write about ways in which characters and historical figures exemplify and/ or fall short of our district’s portrait of graduate attributes.
- Through the study of literature, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1):

- Sentence starters for small group discussion
- Translate the text: [Bud, Not Buddy by Christopher Paul Curtis \(1\).pdf](#): via pdf and Google translate.
- Audio versions of texts
- Graphic Organizers for writing (included above)

Enrichment: For all students independently proficient with technology, create a recorded public service announcement based on their essay; Create an accompanying poster for their essay; Create a graphic essay (like a graphic novel, but informational).

Learner Support (School-wide): Aperture is used to survey the social-emotional needs of all students' school-wide.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Bud, Not Buddy
 - [Figurative language and word choice](#).
- [Formative Assessment](#)
 - For analyzing "If" and rules to live by.
- [Formative Assessment](#)
 - For informational reading.

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- [Figurative language, close reading](#)
 - President Obama's Back to School Speech
- [Performance Task Assignment](#)

Westbrook Public Schools Curriculum

Subject: ELA, Grade: 6

Subject(s)	ELA
Grade/Course	Grade 6 English
Unit of Study	Unit 3: Finding One's Identity / Writing with Purpose
Pacing	7 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fit 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.

W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Supporting Standards:

RL 6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.3 Describe how a particular stories or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.9 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.

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

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
 L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none"> 1. Analyze a particular sentence, chapter, scene, or stanza. 2. Overall structure of a text. 3. Development of the theme, setting, or plot. 4. Explain how the author develops point of view. 5. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	<ol style="list-style-type: none"> 1. A sentence, chapter, scene, or stanza <ul style="list-style-type: none"> • small parts of a text make up the larger ideas 2. Structure of a text <ul style="list-style-type: none"> • compare/contrast • sequence - process or chronological • problem/solution • cause/effect 3. Development of story elements <ul style="list-style-type: none"> • Theme - a central idea • Setting - time, place • Plot - main events in a storyline 4. Narrator's point of view <ul style="list-style-type: none"> • Pronouns • First Person - "I", "We" • Second Person - "you": mostly used in nonfiction • Third Person - Narrator knows most or all of the details. • Author uses genre and complexity to decide on the POV 5. Clear and coherent writing <ul style="list-style-type: none"> • Well-developed elements

6. 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.

- Organized (text structure)
- Style
 - word choice
 - syntax
 - literary devices
 - content and purpose
 - author's personal influences
- Task
 - how the author presents material on a given topic
- Purpose
 - inform
 - persuade
 - entertain
 - instruct
 - describe
- Audience
 - the intended reader
 - language and style: formal v informal

6. Present claims and findings

- Present
 - write, draw, speak
 - appropriate eye contact, volume, pronunciations
- Claims and Findings
 - any conclusions made by the reader based on interest or guided questions
- logical and pertinent descriptions
 - presented material makes sense
 - facts and details support findings
- main idea, theme
 - the general idea of the presentation is clear

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ol style="list-style-type: none"> 1. What is “identity”? 2. How does making connections between text and self-deepen my understanding of my own identity? 3. How does understanding my own identity help me to connect and empathize with others? 	<ol style="list-style-type: none"> 1. Identity refers to our sense of who we are as individuals and as members of social groups. It also refers to our sense of how others may perceive and label us. Identity is a sense of self that is created through memories, experiences, and values. 2. Text connections broaden thinking and support deeper meaning in the reader. Through comparisons, one can identify similarities and differences in one’s identity. 3. Understanding of self creates a clear understanding of thought and behavior patterns that help to understand other people. Understanding one’s own feelings helps one to empathize with others.

Resources
<p>Student Technology Integration and Correspondence to ISTE Standards:</p> <ul style="list-style-type: none"> • 1.1 Empowered Learner Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
<p>Informational Texts and/or Media:</p> <ul style="list-style-type: none"> • Suggested Book Titles for the Unit <ul style="list-style-type: none"> ○ <i>I am Malala</i>, Malala Yousafzai I am Malala PDF.pdf ○ <i>Born A Crime</i>, YA Edition, Trevor Noah ○ <i>Dragonwings</i>, Lawrence Yep ○ <i>Rez Dogs</i>, Joseph Bruchac

- *The Witch Boy*, Molly Knox Ostertag

Online Resources / Websites:

- CommonLit.org (free) Identity and Resilience supplemental readings
 - <https://www.commonlit.org/en/themes/identity>
 - <https://www.commonlit.org/en/themes/resilience-success>
 - <https://www.commonlit.org/en/book-pairings/i-am-malala-how-one-girl-stood-up-for-education-and-changed-the-world>
- “Who Am I?” activities <https://www.teachingexpertise.com/classroom-ideas/who-am-i-activities-for-middle-school/>
- “The Bear that Wasn’t” text [Reading The Bear That Wasn't.pdf](#)
- “The Bear that Wasn’t” video adaptation <https://www.facinghistory.org/en-gb/resource-library/bear-wasnt-uk>
- Podcasts and Poetry: <https://www.facinghistory.org/resource-library/slow-down-slowdown>
- Newsela: Poems about identity set : <https://newsela.com/subject/other/2000614381>
- IXL:ELA:Grade 6:
 - D.1; D.2: Narrator’s Point of View Practice
 - K.3; K.4: *I am Malala* reading passages
 - KK: Adjectives and Adverbs
- Brain Pops:
 - Adjectives
 - Adverbs
 - Growth Mindset
 - The House on Mango Street
 - Malala
 - Poetry
 - Point of View
 - Setting Goals

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Adjective:** describes a noun.

- **Adverb:** describes a verb (action).
- **Authentic:** genuine, real, being what is claimed.
- **Goal:** a desired result.
- **Narration:** written or spoken commentary that delivers a story.
 - **first-person:** narrator is part of the story, pronoun “I.”
 - **second person:** narrator speaks to the audience and can see what the character is doing, pronoun, “you”.
 - **third person limited:** the narrator knows what one or some of the characters think and feel.
 - **third-person omniscient:** the narrator knows what all the characters think and feel.
- **Plot:** the events / elements that create a story.
- **Setting:** place, time, atmosphere.
- **Stanza:** a group of lines in a poem that creates unity.
- **Theme:** a recurring idea in texts.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Week 1:

- [Suggested Titles Excerpts](#) (Teacher may use one of these as a touchstone text or use individual readings to model learning.)
- Students decide which book to read, meet with groups, discuss group responsibilities, and set group guidelines.
- Read the first assigned pages and complete [GIST activity](#) (teacher model first)

Week 2:

- [Review](#) Narrator’s [Point of View](#) and [practice](#)
- IXL Practice: Grade 6: Section D: Point of View
- Students find and share three different texts in three different points of view.
- Book teams set goals for the week. (Brain Pop: *Setting Goals* and *Growth Mindset* would be appropriate here)

Week 3:

- Focus standard RL 6.5: [Example](#) Analyze how a sentence, stanza, paragraph, chapter fits the writing structure and helps to develop plot/characters. Work with the touchstone text or excerpts for modeling.

- Students work in their book teams to [analyze character traits](#): responsibility, honesty, integrity, respect, caring, civility. [Sample Organizer](#)
- Teams set goals for the week.

Week 4:

- [“The Bear that Wasn’t”](#) introduces outside influence on identity.
- [Outside influences](#) on identity; work with the touchstone text, then main character, then self.
- [Identity Charts](#)
- Book teams set goals for the week.

Week 5:

- What’s in a name? [Activity with House on Mango Street](#). Respond to 3 questions as self and 3 as the character.
- Poetry and Prose
 - [Poems about identity](#): questions are related to the standards and poems serve as models
- Book teams set goals for the week

Week 6:

- Book Teams set goals for the week including:
 - completing any identity charts from their book groups
 - finishing the reading
 - completing any character trait organizers
- Close out the books with a mixed discussion: [Meet, Mix, Mingle](#)

Week 7:

- [RAFT assignment](#) / Writing Process

Westbrook Public Schools’ Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature, science, and history. In each unit, students discuss and write about ways in which characters and historical figures exemplify and/ or fall short of our district's portrait of graduate attributes.
- Through the study of literature, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1):

- Draw yourself showing [outside and inside](#) influences in developing identity (week 4 support)

Enrichment:

- Students may choose to analyze 2 other traits: living peaceably, golden rule, and why those are important.
- Draw yourself showing [outside and inside](#) influences in developing character (week 4 extension or support)

Learner Support (School-wide):

- Aperture is used to survey the social-emotional needs of all students' school-wide.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- [Poems about identity](#): choose one not examined in class as a formative assessment.
- [Point of View](#)
- IXL practice

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- [RAFT assignment](#)

Westbrook Public Schools Curriculum

Subject: ELA, Grade: 6

Subject(s)	ELA
Grade/Course	Grade 6, English
Unit of Study	Unit 4: Nature and Conservation Research
Pacing	8 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

- 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).
- W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.6.2a. Use experience and knowledge of language and logic to address problems and advocate persuasively.
- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.; a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.

Supporting Standards:

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
- 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).

- 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.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none"> 1. 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. 2. 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). 3. Write arguments to support claims with clear reasons and relevant evidence. 	<ol style="list-style-type: none"> 1. Trace and evaluate the argument <ul style="list-style-type: none"> ● specific claims - the argument or point being made ● distinguishing claims - separating by quality ● supported by reasons and evidence from claims that are not. <ol style="list-style-type: none"> i. evidence from facts/texts ii. reasoning that explains the fact's relationship to the claim. 2. Compare and Contrast <ul style="list-style-type: none"> ● qualities that are similar and different ● author's presentation <ul style="list-style-type: none"> ○ style, tone, evidence, reasoning, volume, eye contact, formal language 3. Write arguments to support claim <ul style="list-style-type: none"> ● statements which support an overarching idea ● relevant evidence

4. Draw evidence from literary or informational texts to support analysis, reflection, and research.

5. Use experience and knowledge of language and logic to address problems and advocate persuasively.

6. Use knowledge of language and its conventions when writing, speaking, reading, or listening.; a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.

- factual information that supports or refutes a claim
- clear reasons
 - explanation of the evidence and its relationship to the original argument/claim

4. Draw evidence from literary or informational texts

- Information gathered from fiction or nonfiction
- support analysis, reflection, and research
 - facts provide evidence to analyze
 - reflection will enable the writer to reason
 - research of a topic will create a broader knowledge to reason with.

5. Use experience of language

- knowledge of language and logic
 - experience and knowledge of language combine to create intentional statements
- address problems
 - figuring out how to solve an issue and creating a plan
- advocate persuasively
 - recommend or support a claim using persuasive techniques
 - authority, inclusive language, anecdote, loaded/emotional language

6. Use knowledge of language conventions

- proper spelling, punctuation, capital letters
- grammar: for both written and spoken
- sentence length and style varies
- formal style

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ol style="list-style-type: none"> 1. How do we balance the needs of people and the condition of the natural world? 2. How do human activities affect the balance of our ecosystem? 3. How can I use speaking and listening to advocate my own position persuasively? 	<ol style="list-style-type: none"> 1. Human populations need to work within the limits of the natural world using methods of sustainability, reduce, reuse, recycle, group action, and government action. 2. Humans rely on natural resources for basic needs as well as economic reasons. Overuse creates deficits, misuse creates pollution. Humans also support the ecosystem through responsible practices. 3. Confident, organized, and well-reasoned arguments will be well received by others. Acknowledge any weaknesses in the argument to help connect to the audience. Be passionate and knowledgeable about the topic.

Resources
<p>Student Technology Integration and Correspondence to ISTE Standards:</p> <ul style="list-style-type: none"> • 1.3 Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
<p>Texts and/or Media:</p> <ul style="list-style-type: none"> • Jean Craighead George, <i>Frightful's Mountain</i> (New York: Dutton Children's, 1999), ISBN: 978-0-141-31235-4. • Mark Kurlansky, <i>World without Fish</i> (New York: Workman Publishing, 2011), ISBN: 978-0-7611-5607-9. • Carl Hiaasen, <i>Flush</i> (New York: Random House, 1991), ISBN: 978-0-3758-6125-3.

Online Resources / Websites:

- Audio/video of *Flush* <https://www.youtube.com/watch?v=j0PxJAyiyFU>
- Audio/video of *World Without Fish* [World Without Fish Chapter 1](#)
- John Stossel DDT Video [John Stossel - DDT](#)
- <https://www.commonlit.org/en/text-sets/nature-and-conservation>
- <https://www.commonlit.org/en/book-pairings/flush>
- <https://www.commonlit.org/en/book-pairings/frightful-s-mountain>
- <https://www.commonlit.org/en/book-pairings/world-without-fish>
- IXL
 - C.1; C.2; C.3 Author's purpose, formal sentences, tone
 - E.1,2,3,4 Text Structures; compare informative texts
 - I.1 Tracing an Argument
 - L: Comparing Texts
 - O: Persuasive Writing Techniques
 - P.2 Sentence Variation
 - DD: Sentence Structure
- Brainpop
 - Clauses
 - Commas
 - Critical Reasoning
 - Humans and the Environment
 - Prewriting: Choosing a Topic
 - Research
 - Run ons
 - Sentence Fragments
- Newsela
 - Conflict in Coastal and Marine Environments <https://newsela.com/subject/other/2000298692/resources/text-set/2000298692>
 - Chocolate Production and its Effects on the Environment <https://newsela.com/subject/other/2000524871/resources/text-set/2000524871>

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

- **Advocate:** publicly recommend or support.
- **Argument:** a set of reasons given with the goal of persuading others.
- **Claim:** to state that something is true.
- **Compare:** notice similarity or dissimilarity between items.
- **Conservation:** prevention of wastefulness of a resource.
- **Contrast:** very different from something else.
- **Credible:** able to be believed.
- **Ethical:** right and wrong conduct based on rules and standards.
- **Evidence:** facts that show a belief is valid.
- **Formal:** conventional, suitable for an important occasion.
- **Informal:** relaxed, friendly, unofficial style.
- **Logic:** a way of thinking based on reason and good judgment.
- **Persuasive:** cause someone to believe something through reasoning.
- **Reason:** cause, explanation or justification of an action or event.
- **Refute:** to prove a statement or theory to be wrong; contradict.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

***This may be taught with one literary novel or both novels along with the non-fiction text. ***

Week 1:

- Opening: Quote Analysis “In nature, nothing exists alone”
- Frightful’s Mountain [Chapters 1-3](#)
- Flush [Chapters 1-3: Vocabulary and introduction](#)
- [Gist](#) Activity

Week 2:

- Analyze Author's [point of view](#) and compare with reader's point of view
- Informative [POV](#) analysis
- [Main Character's view](#) of surroundings and events.
- Continue chapter work

Week 3:

- [Comparing](#) Video and Text: [Option](#) for Frightful's Mountain
- [Tracing](#) an argument (based on Stossel video)
- IXL practice E, I, and L sections
- Continue chapter work

Week 4:

- [Plot Development](#) for texts
- Comparing and contrasting [author's presentations](#) (starts on second page)
- [Assess](#) the ability to trace development of plot or idea
- Continue chapter work.

Week 5:

- Using readings in student research folders, students select a topic for research: Humans and the Environment
- Examine source [credibility](#)
- Choose a topic and begin drafting [research questions](#) Question [Examples](#)

Week 6:

- Explore the [layout](#)/format of the argument essay.
- Articles and [paraphrasing practice](#)
- Comparing and contrasting [two texts](#)

Week 7:

- Use the graphic organizers from previous week to continue research and planning.
- Plagiarism
 - Brain Pop
 - [Paraphrase](#), [quote](#), plagiarism [information](#) and practice

Week 8:

- Editing and Revising Week
- [Formal v Informal](#) writing
- [Refining transitions and content vocabulary](#)
- Final Draft Submission

Westbrook Public Schools' Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature, science, and history. In each unit, students discuss and write about ways in which characters and historical figures exemplify and/ or fall short of our district's portrait of graduate attributes.
- Through the study of literature, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support**Differentiation (Tier 1):**

- Sentence starters for discussion and writing.

- Write 1 or 2 main idea paragraphs instead of 3.
- Graphic organizer style essay.

Enrichment:

- Create a video newscast about your topic.
- Find a partner, become research scientists, develop, and question and answer, record an interview.

Learner Support (School-wide): Aperture is used to survey the social-emotional needs of all students' school-wide.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Plot/Idea development
- Paraphrasing
- Comparing Texts

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- Position Paper and self-reflections
- Rubrics

Westbrook Public Schools Curriculum

Subject: English, Grade 7

Subject(s)	English Language Arts
Grade/Course	7th Grade / English
Unit of Study	Unit 1: Notice & Note- Strengthening Annotation Skills
Pacing	3 Weeks

Correspondence to CT Core Standards

What are the goals of this unit?

Priority/Focus Standards:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Supporting Standards:

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Assess how point of view or purpose shapes the content and style of a text.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
--------------------------------------------------------------------------	-----------------------------------------------------------

<ol style="list-style-type: none"> 1. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 2. Annotate. 	<ol style="list-style-type: none"> 1. In this unit, we use short texts (shorts stories, poems, read aloud plays) to review and learn the literary terms and reading strategies we will use all year to analyze texts. 2. In this unit we learn to use the Notice and Note signposts to annotate and think more deeply about texts. We also learn to analyze techniques writers use such as establishing a mood, using figurative language, and creating irony to find meaning in texts. 3. This unit is heavy on the academic vocabulary and annotation skills which are foundational to the work we do all year.
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Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ul style="list-style-type: none"> • What is more important- individuality and the value of human experiences or the greater good of society? • Does technology benefit or harm human relationships? • What are the potential dangers or drawbacks of a society that strives for complete sameness and uniformity? • In what ways do dystopian societies explore the potential consequences of unchecked power? • How do dystopian societies control and manipulate information, and what effect does this have on individuals within those societies? 	<ul style="list-style-type: none"> • Dystopian texts often warn readers about problems in contemporary society by showing us what could happen. • Analyzing dystopian stories from the past and present can help us to explore problems and fears in our current world.

Resources
Student Technology Integration and Correspondence to ISTE Standards when Applicable:

- 1.1 A Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1.6 C: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- 1.6 D Students publish or present content that customizes the message and medium for their intended audiences.

Example: Website Building using Google Sites (Students create a year-long) Reading Website: add reading tracker spreadsheet, quarter 1 reading goals, make goal visible- [Model Student Websites](#)

Texts:

- “Autumntime”
- “The Pedestrian”
- “All Summer in a Day”
- “The Lottery”
- “Harrison Bergeron”
- “The Veldt”

Spoken Word Poetry-

- “Touchscreen”
- “Autocorrect Humanity”
- “Look Up”

Media:

- Analyzing mood with Disney trailers vs. Disney horror trailers

Online Resources / Websites:

- IXL- theme; match quotes to theme; Bonus IXLs: theme with short stories, tone
- Gimkit- Unit Test Review

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

Affixes Covered:

- dys- (as in dystopian, dysfunctional, dysgraphia, dyslexia)
- ped/ pod (as in pedestrian, quadruped, cephalopod, tripod, biped, podium, podiatrist, centipede/ millipede)
- man (as in manual, manicure, manuscript)
- soc (as in society, social, socialism, sociology)

Academic Vocabulary/ Literary Terms:

- Theme: THE Message- A theme is a universal idea, lesson, or message explored throughout a work of literature.
- Point of view: Point of view is the writer's way of deciding who is telling the story to whom. Establishing a clear point of view is important because it dictates how your reader interprets characters, events, and other important details. There are three kinds of points of view: first person, second person, and third person.
- Irony (situational, dramatic, verbal):
- Mood: As a literary device, mood refers to the emotional response that the writer wishes to evoke in the reader through a story.
- Tone: Tone in literature refers to the author's attitude toward a certain topic. Through specific word choice, the author reveals their feelings and opinions to the reader.
- Foreshadow: a narrative device in which suggestions or warnings about events to come are dropped or planted.
- Figurative language: Figurative language is a type of communication that does not use a word's strict or realistic meaning. Common in comparisons and exaggerations, figurative language is usually used to add creative flourish to written or spoken language or explain a complicated idea.
- Allusion: Allusions are generally regarded as brief but purposeful references, within a literary text, to a person, place, event, or to another work of literature.
- Onomatopoeia: the naming of a thing or action by imitation of natural sounds (as "buzz" or "hiss")
- Pun: the humorous use of a word or phrase so as to emphasize or suggest its different meanings or applications, or the use of

words that are alike or nearly alike in sound but different in meaning; a play on words.

- Metaphor: a figure of speech that makes a comparison by directly relating one thing to another unrelated thing
- Simile: a figure of speech comparing two unlike things that is often introduced by like or as
- Hyperbole: a figure of speech in which an author or speaker purposely and obviously exaggerates to an extreme
- Ominous: suggesting that something unpleasant is likely to happen
- Foreboding: a feeling that something bad will happen
- Stanza: a group of lines that forms the basic structure of a poem; “the paragraphs” of a poem

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Texts	Guiding Question
<ul style="list-style-type: none"> ● “The Pedestrian” by Ray Bradbury ● “The Veldt” by Ray Bradbury ● “All Summer in a Day” by Ray Bradbury ● “Harrison Bergeron” by Kurt Vonnegut ● “Autumntime” 	<ul style="list-style-type: none"> ● What is more important- individuality and the value of human experiences or the greater good of society? ● What are the potential dangers or drawbacks of a society that strives for complete sameness and uniformity? ● In what ways do dystopian societies explore the potential consequences of unchecked power? ● How do dystopian societies control and manipulate information, and what effect does this have on individuals within those societies? ● Mini Literary Analysis Essay Assignment ● Selecting the best evidence ● Connecting themes across texts ● Citing evidence with proper MLA formatting ● 1-page formal paper

<ul style="list-style-type: none"> • “Touchscreen” by Marshall Souful Jones • Let’s Autocorrect Humanity” • “Look Up” by Gary Turk 	<ul style="list-style-type: none"> • Connecting themes across texts- connecting themes across the short stories and poems we have read this semester. 1-page formal paper.
Student Expectations: <ul style="list-style-type: none"> • 2 formal papers. • 2 total pages. 	Instructional Strategies: <ul style="list-style-type: none"> • Formal and daily/informal writing • <u>Weekly, explicit writing instruction</u> <ul style="list-style-type: none"> ○ e.g., organizing/outlining; paragraph structure; citing/quoting textual material; usage and mechanics.

Westbrook Public Schools’ Portrait of a Graduate Learning Expectations	
<p><i>The Westbrook Student will meet expectations by...</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critically Problem Solving <input checked="" type="checkbox"/> Effectively Communicating <input checked="" type="checkbox"/> Creatively Thinking <input checked="" type="checkbox"/> Persevering <input checked="" type="checkbox"/> Socially Aware <input checked="" type="checkbox"/> Responsibly Making Decisions 	

Interdisciplinary Connections to Westbrook Public Schools’ Portrait of a Graduate Framework
<ul style="list-style-type: none"> • In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature and history. In each unit, students discuss and write about ways in which characters and historical figures exemplify and/ or fall short of our district’s portrait of graduate attributes. Through the study of literature and history, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): With universal design in mind, all students will be provided with some options regarding engagement, representation, and action and expression. For example, students always have some choice in the format of their texts to support their learning needs (audio, large print, Spanish, Portuguese, adapted texts). All students are provided with the option of using writing and discussion supports- graphic organizers, templates, sentence stems- if needed to begin the writing process.

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher lexile levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include stretch goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): At WMS, all teachers complete Aperture surveys to gauge students' social and emotional needs. All student data is considered as we consider student needs during MTSS meetings. All students have opportunities to access supports such as academic support periods, homework club, and after-school tutoring.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding Rubrics/Checklists when Applicable:

- [Unit 1 Quiz](#)

Summative Assessments and Corresponding Rubrics/Checklists when Applicable:

- [Writing Pre-Assessment](#) using the text “Autumntime”
- Part 1: Vocabulary and Grammar [Unit Assessment](#) [2022 version](#)
- Part 2: Reading and Writing [Unit Assessment](#)
- [Modified Unit Assessment Part 1](#)
- [Modified Unit Assessment Part 2](#)

Westbrook Public Schools Curriculum

Subject: English, Grade 7

Subject(s)	English Language Arts
Grade/Course	7th Grade / English
Unit of Study	Unit 2: A Deep Study of Character with <i>The Giver</i> & Dystopian Book Clubs
Pacing	4 Weeks

Correspondence to CT Core Standards

What are the goals of this unit?

Priority/Focus Standards:

- Draw evidence from literary or informational texts to support analysis.
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Supporting Standards:

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

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none"> 1. Analyze how a character or character relationship changes over the course of a text. 2. Support a topic sentence with the best supporting evidence. 3. Determine key themes in a text and select the best evidence to analyze the theme. 	<ol style="list-style-type: none"> 1. In this unit, students work on gathering the best evidence to support themes and analyze relationships that evolve over the course of the text. 2. Students will use the academic vocabulary and <i>Notice & Note</i> signposts learned in the previous unit to annotate as they read. 3. At the end of the unit, students will craft mini-literary essays which is a skill we spiral back to at the end of the year when we write full-blown literary analysis essays.

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ul style="list-style-type: none"> • What is more important- individuality and the value of human experiences or the greater good of society? • What are the potential dangers or drawbacks of a society that strives for complete sameness and uniformity? • In what ways do dystopian societies explore the potential consequences of unchecked power? • How do dystopian societies control and manipulate information, and what effect does this have on individuals within those societies? 	<ul style="list-style-type: none"> • Dystopian texts often warn readers about problems in contemporary society by showing us what could happen. • Analyzing dystopian stories from the past and present can help us to explore problems and fears in our current world.

Resources
Student Technology Integration and Correspondence to ISTE Standards when Applicable:

- 1.1 A Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1.6 C: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
- 1.6 D Students publish or present content that customizes the message and medium for their intended audiences.

Example: Website Building using Google Sites (Students create a year-long) Reading Website: add reading tracker spreadsheet, quarter 1 reading goals, make goal visible- [Model Student Websites](#)

Texts:

- *The Giver* (novel and film adaptation)
- Scenes from *Pleasantville*
- Short Story/ Poem “Gate A-4” (for teaching symbolism)

Media:

- *The Giver* (film adaptation)

Online Resources / Websites:

- IXL- apostrophes and possession; MLA citations; allusions (bonus)
- Gimkit Unit Test Review

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

Affixes Covered: -cide: killer or act of killing (as in pesticide, homicide, suicide, etc.)

Academic Vocabulary:

- Inferencing/infer/ inference: to infer is to make an educated-guess based on context and prior knowledge- to form an opinion or guess that something is true because of the information that you have.

- Context: the circumstances that inform an event, an idea, or a statement.
- Thesis statement: a short statement, usually one sentence, that summarizes the main point or claim of an essay, research paper, etc.,
- Analysis/ Analyze: Analysis is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it.
- Claim: A claim persuades, argues, convinces, proves, or provocatively suggests something to a reader who may or may not initially agree with you.
- Evidence: Evidence is the facts or sources that support your written argument. In a literature course, for instance, evidence would be a quotation from the text that helps you make your point.
- Reasoning: Evidence is the facts or sources that support your written argument. In a literature course, for instance, evidence would be a quotation from the text that helps you make your point.
- Symbol / Symbolism: A symbol is a mark, sign, or word that indicates, signifies, or is understood as representing an idea, object, or relationship. Symbols allow people to go beyond what is known or seen by creating linkages between otherwise very different concepts and experiences.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Texts	Guiding Question
<ul style="list-style-type: none"> ● <i>The Giver</i> ● Dystopian Book Club Selections- ● <i>Fahrenheit 451</i> ● <i>Scythe</i> ● <i>Hunger Games</i> ● <i>Legend</i> ● <i>Warcross</i> 	<ul style="list-style-type: none"> ● What do dystopian texts teach us about our contemporary society, human nature, and power? ● What is more important- individuality and the value of human experiences or the greater good of society? ● What are the potential dangers or drawbacks of a society that strives for complete sameness and uniformity? ● In what ways do dystopian societies explore the potential

<ul style="list-style-type: none"> • <i>Last Cuentista</i> • <i>Maze Runner</i> • <i>Divergent</i> • <i>Ready Player One</i> • <i>The Selection</i> • <i>The Belles</i> • <i>Matched</i> 	<p>consequences of unchecked power?</p> <ul style="list-style-type: none"> • How do dystopian societies control and manipulate information, and what effect does this have on individuals within those societies? • Literary Analysis Essay Writing: How does gaining feelings change Jonas's opinion of his community? • Exemplar Essay • Essay Rubric
<ul style="list-style-type: none"> • Newsela Text set which includes a wide array of articles on AI, robotics, new technologies, etc. 	
<p>Student Expectations:</p> <ul style="list-style-type: none"> • 1 formal essay. • 3 total pages 	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Formal and daily/informal writing • <u>Weekly, explicit writing instruction</u> <ul style="list-style-type: none"> ○ e.g., organizing/outlining; paragraph structure; citing/quoting textual material; usage and mechanics.

Westbrook Public Schools' Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware

☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature and history. In each unit, students discuss and write about ways in which characters and historical figures exemplify and/ or fall short of our district's portrait of graduate attributes. Through the study of literature and history, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): With universal design in mind, all students will be provided with some options in regard to engagement, representation, and action and expression. For example, students always have some choice in the format of their texts to support their learning needs (audio, large print, Spanish, Portuguese, adapted texts). All students are provided with the option of using writing and discussion supports- graphic organizers, templates, sentence stems- if needed to begin the writing process.

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher lexile levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include stretch goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): At WMS, all teachers complete Aperture surveys to gauge students' social and emotional needs. All student data is considered as we consider student needs during MTSS meetings. All students have opportunities to access supports such as academic support periods, homework club, and after-school tutoring.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding Rubrics/Checklists when Applicable:

- [Vocabulary Gimkit](#)
- [Double-Entry Journals and Reading Summaries Written in Dystopian Book Club Packet](#)

Summative Assessments and Corresponding Rubrics/Checklists when Applicable:

- Literary Analysis Essay Writing: How does gaining feelings change Jonas's opinion of his community?
- [Exemplar Essay](#)
- [Essay Rubric](#)
- Part 1: Vocabulary and Grammar: [2022 Unit Test](#) Part 1
- Part 2: Writing- submit essay(s) [Part 2 of Unit Test 2022](#)
- [Part 2 of Unit Test in Portuguese](#)
- [2021 Test Outline](#), [2022 Test Outline](#)
- Past versions of unit test- 2020- [Unit Test](#); 2021- [Unit Test Part 1](#) [Modified Part 1](#)
- [Unit Test Part 2- Essay](#) [Modified Essay with Graphic Organizer](#)

Westbrook Public Schools Curriculum

Subject: English, Grade 7

Subject(s)	English Language Arts
Grade/Course	7th Grade
Unit of Study	Unit 3: Futuristic Narratives
Pacing	4 Weeks

Correspondence to CT Core Standards

What are the goals of this unit?

Priority/Focus Standards:

- Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

Supporting Standards:

- 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.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 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.

- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ul style="list-style-type: none">● Grammar & Mechanics: comma usage; correcting comma splices; semicolons; vague pronouns; Punctuating and Formatting Dialogue; capitalization of mom, dad	<ul style="list-style-type: none">● In this unit, students are exercising their imaginations to write short stories that take place in the future.● We focus on how writers of fiction use research to make their stories feel more believable.● Students will read numerous newspaper articles on new advancements in technology and science as they work to make predictions about the future of our world.● The end of this unit is heavy on editing as we look to clean up students' comma usage skills.

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ul style="list-style-type: none">● How do writers use models to inform their writing?● How do writers of fiction use research to craft believable worlds?	<ul style="list-style-type: none">● Strong writers are readers. They use models to set a bar for the quality of their writing.● Writers of fiction use research to craft believable worlds, characters, and dialogue.

Resources

Student Technology Integration and [Correspondence to ISTE Standards](#) when Applicable:

- 1.1 A Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1.6 C: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
- 1.6 D Students publish or present content that customizes the message and medium for their intended audiences.

Example: Website Building using Google Sites (Students create a year-long) Reading Website: add reading tracker spreadsheet, quarter 1 reading goals, make goal visible- [Model Student Websites](#)

Texts:

Teacher Resource:

- [Narrative Writing Unit Student Packet \(self created\)](#)

Student Texts:

- Model teacher essay
- Model student essays
- Mentor/ model stories to analyze-
- [“The Pedestrian”](#) -by Ray Bradbury
- [“Autumntime”](#)
- “The Veldt” by Ray Bradbury
- “All Summer in a Day by Ray Bradbury

Informational Texts:

- Dystopian article text set on Newsela

Media:

- “Touchscreen” by Marshall Soulful Jones- performance on Youtube

Online Resources / Websites:

- IXL- all comma, semicolon lessons, vague pronouns
- Gimkit Unit Test Review

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

Affixes Covered:

- dys: ill, bad (as in dysfunction, dystopia, dysgraphia, dyslexia)
- phil: love (as in bibliophile, Francophile, thermophile, Philadelphia)
- topia: a place with specific characteristics (as in utopia, Zootopia, dystopian)

Academic Vocabulary:

Narrative: a story

Comma Splice: a type of run-on where two independent clauses are joined by just a comma (where there should instead be a period, semicolon, or conjunction)

Semicolon: a type of punctuation that indicates a pause between independent clauses that is more pronounced than just a comma

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Texts	Guiding Question
<ul style="list-style-type: none"> • Newsela Text set which includes a wide array of articles 	<ul style="list-style-type: none"> • Articles will be used as research to write their own

on AI, robotics, new technologies, etc.	futuristic narratives. 2–10-page narrative
<ul style="list-style-type: none"> • “The Pedestrian” by Ray Bradbury • “The Veldt” by Ray Bradbury • “All Summer in a Day” by Ray Bradbury • “Harrison Bergeron” by Kurt Vonnegut • “Autumntime” 	<ul style="list-style-type: none"> • The dystopian short stories read in the previous unit serve as a model for narrative writing. • What craft moves do writers of dystopian fiction make? • What moves can we mimic from the writers we have studied such as Ray Bradbury and Kurt Vonnegut? • Looking across all the dystopian fiction we have read thus far, what makes for a good dystopian story?
Student Expectations: <ul style="list-style-type: none"> • 1 narrative essay • 2 - 10 total pages 	Instructional Strategies: <ul style="list-style-type: none"> • Formal and daily/informal writing • <u>Weekly, explicit writing instruction</u> <ul style="list-style-type: none"> ○ e.g., organizing/outlining; paragraph structure; citing/quoting textual material; usage and mechanics.

Westbrook Public Schools’ Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature and history. In each unit, students discuss and write about ways in which characters and historical figures exemplify and/ or fall short of our district's portrait of graduate attributes. Through the study of literature and history, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): With universal design in mind, all students will be provided with some options in regard to engagement, representation, and action and expression. For example, students always have some choice in the format of their texts to support their learning needs (audio, large print, Spanish, Portuguese, adapted texts). All students are provided with the option of using writing and discussion supports- graphic organizers, templates, sentence stems- if needed to begin the writing process.

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher lexile levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include stretch goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): At WMS, all teachers complete Aperture surveys to gauge students' social and emotional needs. All student data is considered as we consider student needs during MTSS meetings. All students have opportunities to access supports such as academic support periods, homework club, and after-school tutoring.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding Rubrics/Checklists when Applicable:

- [Comma and Semicolon Usage Quiz](#)
- [Comma and Semicolon Usage Quiz Modified](#)
- Gimkit and Kahoot on comma and semicolon usage

Summative Assessments and Corresponding Rubrics/Checklists when Applicable:

- SBAC Narrative Writing Interim Assessment (consider for future years)
- [Narrative Unit Test](#)
- [Modified Narrative Test](#)
- [Narrative Test Outline](#)
- [Narrative Writing Practice Test/ SBAC Practice](#)

Westbrook Public Schools Curriculum

Subject: English, Grade 7

Subject(s)	English Language Arts
Grade/Course	7th Grade / English
Unit of Study	Unit 4: Gifts from the Greeks- Exploring the Influence of Mythology on Today's Language and Popular Culture
Pacing	4 Weeks

Correspondence to CT Core Standards

What are the goals of this unit?

Priority/Focus Standards:

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

Supporting Standards:

- 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.

Essential Questions

What essential questions will be considered?

Corresponding Big Ideas

What understandings are desired?

<ol style="list-style-type: none"> 1. What are the moral lessons and ethical dilemmas presented in mythological tales, and how do they continue to resonate with modern society? 2. In what ways does mythology address the universal experiences of love, loss, heroism, and the human condition? 3. How have mythological stories and characters been reinterpreted and adapted in contemporary literature, art, and popular culture? 	<ol style="list-style-type: none"> 1. Many modern phrases, brands, characters, etc. can be traced back to Greek mythology. 2. Greek myths have had a lasting impact on society due to the universal themes and dilemmas they explore.
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Resources

Student Technology Integration and [Correspondence to ISTE Standards](#) when Applicable:

- 1.1 A Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1.6 C: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
- 1.6 D Students publish or present content that customizes the message and medium for their intended audiences.

Example: Website Building using Google Sites (Students create a year-long) Reading Website: add reading tracker spreadsheet, quarter 1 reading goals, make goal visible- [Model Student Websites](#)

Texts:

- *Gifts from the Gods*
- *Greek Myths*

Online Resources / Websites:

- **Listenwise Articles:**
 - [“Greek Influence in Modern Culture”](#)
 - [“Greek Mythology Summer Camp”](#)

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

Affixes Covered:

- -ology (mythology, biology, astrology, geology)
- -graph (calligraphy)
- hyper- (hyperbole)/ hypo- (hypothermia)
- number prefixes (octogenarian, dodecagon)

Academic Vocabulary:

Myth: traditional story, especially one concerning the early history of a people or explaining some natural or social phenomenon, and typically involving supernatural beings or events.

Mythology: a collection of myths, especially one belonging to a particular religious or cultural tradition.

Allusions: references to literature, the Bible, mythology, etc.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Texts	Guiding Question
<ul style="list-style-type: none">• D'Aulaires's Book of Greek Myths	<ul style="list-style-type: none">• Mythology- What do Greek myths teach us about our contemporary society, human nature, and power?• What are the moral lessons and ethical dilemmas presented in mythological tales, and how do they continue to resonate with modern society?• In what ways does mythology address the universal

	<p>experiences of love, loss, heroism, and the human condition?</p> <ul style="list-style-type: none"> • How have mythological stories and characters been reinterpreted and adapted in contemporary literature, art, and popular culture?
<ul style="list-style-type: none"> • Gifts from the Gods • Listenwise Articles- “Greek Influence in Modern Culture”, • “Greek Mythology Summer Camp” 	<ul style="list-style-type: none"> • What contemporary phrases and names can be traced back to Greek myths? How does Greek mythology still affect our language and popular culture? • How have mythological stories and characters been reinterpreted and adapted in contemporary literature, art, and popular culture?
<ul style="list-style-type: none"> • Selection of Greek myths 	<ul style="list-style-type: none"> • Mythology- What do Greek myths teach us about our contemporary society, human nature, and power? • What are the moral lessons and ethical dilemmas presented in mythological tales, and how do they continue to resonate with modern society? • In what ways does mythology address the universal experiences of love, loss, heroism, and the human condition? • How have mythological stories and characters been reinterpreted and adapted in contemporary literature, art, and popular culture?
<p>Student Expectations:</p> <ul style="list-style-type: none"> • 2 formal essays. • 2 - 4 total pages. 	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Formal and daily/informal writing • <u>Weekly, explicit writing instruction</u> <ul style="list-style-type: none"> ○ e.g., organizing/outlining; paragraph structure; citing/quoting textual material; usage and mechanics.

Westbrook Public Schools' Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature and history. In each unit, students discuss and write about ways in which characters and historical figures exemplify and/ or fall short of our district's portrait of graduate attributes. Through the study of literature and history, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): With universal design in mind, all students will be provided with some options regarding engagement, representation, and action and expression. For example, students always have some choice in the format of their texts to support their learning needs (audio, large print, Spanish, Portuguese, adapted texts). All students are provided with the option of using writing and discussion supports- graphic organizers, templates, sentence stems- if needed to begin the writing process.

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher lexile levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include stretch goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): At WMS, all teachers complete Aperture surveys to gauge students' social and emotional needs. All student data is considered as we consider student needs during MTSS meetings. All students have opportunities to access supports such as academic support periods, homework club, and after-school tutoring.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding Rubrics/Checklists when Applicable:

- [Gimkit on unit vocabulary](#) and grammar skills

Summative Assessments and Corresponding Rubrics/Checklists when Applicable:

- Essay topic selected from the guiding questions

Westbrook Public Schools Curriculum

Subject: English, Grade 7

Subject(s)	English Language Arts
Grade/Course	7th Grade / English
Unit of Study	Unit 5: Diary of Anne Frank the Play and WWII Book Clubs
Pacing	4 Weeks

Correspondence to CT Core Standards

What are the goals of this unit?

Priority/Focus Standards:

- 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.
- 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, 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 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.
- 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 the purpose and audience have been addressed.

Supporting Standards:

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.
- 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).

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none">1. Craft an informative essay and presentation on an aspect of WWII covered in the selected text.2. Develop a clear thesis statement and topic sentences.3. Analyze evidence and connect back to the =thesis statement.	<ol style="list-style-type: none">1. Student book club selections cover a wide range of material from WWII. Some students may choose to write about Siberian work camps and the Russian invasion of Lithuania, others might focus on Japanese POW camps, and still others might write and present on Schindler's list.2. In this unit, students will research a topic touched upon in their book club novel and will teach their classmates about the perspective from which their characters experienced WWII.3. In this unit, we work hard to clean up students' writing

	and editing skills to make sure we are helping to create eighth grade-ready essay writers.
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Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ul style="list-style-type: none"> • How did the characters/ people in your story cope with the trauma and emotional toll of WWII? • How did the war change relationships and dynamics between the characters/ people in your story? • What moral dilemmas did the characters/ people in your story encounter during the war, and how did they navigate them? 	<ul style="list-style-type: none"> • WWII is larger than just Hitler and Germany- People from many different nations and backgrounds faced extreme trauma and adversity during WWII. • It helps to better understand a topic as vast as WWII when we can read about war from a variety of people and characters' perspectives. Reading about history helps to build empathy and understanding.

Resources
<p>Student Technology Integration and Correspondence to ISTE Standards when Applicable:</p> <ul style="list-style-type: none"> • 1.1 A Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. • 1.6 C: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations. • 1.6 D Students publish or present content that customizes the message and medium for their intended audiences. <p>Example: Website Building using Google Sites (Students create a year-long) Reading Website: add reading tracker spreadsheet, quarter 1 reading goals, make goal visible- Model Student Websites</p>
<p>Texts:</p> <ul style="list-style-type: none"> • <i>Diary of Anne Frank</i> the Play • Read aloud- 1st chapters of <i>Between Shades of Gray</i> • <i>The Boy on the Wooden Box</i>

- *Prisoner B-3087*
- *Words of Fire*
- *Between Shades of Gray* (available in Portuguese, Spanish, and graphic novel as well)
- *Salt to the Sea* (available in Spanish and Portuguese)
- *Unbroken*
- *Boys in the Boat*

Online Resources / Websites:

- IXL- thesis statements; dashes, colons, and ellipses
- Gimkit Unit Test Review

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

Affixes Covered:

- -cide: killing (review as in genocide)

Academic Vocabulary:

- Denotation vs. connotation: A connotation is the feeling a word invokes. But take note! A denotation is what the word literally says.
- Topic sentence: a sentence that states the main idea of a paragraph.
- Analyze: to break down.

Vocabulary:

- Holocaust- The Holocaust was the genocide of European Jews during World War II. Between 1941 and 1945, Nazi Germany and its collaborators systematically murdered some six million Jews across German-occupied Europe, around two-thirds of Europe's Jewish population.

- genocide: the deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group.
- concentration camps: a place where large numbers of people, especially political prisoners or members of persecuted minorities, are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes to provide forced labor or to await mass execution. The term is most strongly associated with the several hundred camps established by the Nazis in Germany.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Texts	Guiding Question
<ul style="list-style-type: none"> ● WWII Book Club Selections- ● Boy on the Wooden Box ● Words on Fire ● Between Shades of Gray ● Salt to the Sea ● Boys in the Boat (Young Adult Adaptation) ● Unbroken (Young Adult Adaptation) ● The Book Thief ● Prisoner B-3087 ● Read aloud 1st 7 chapters of Between Shades of Gray 	<ul style="list-style-type: none"> ● WWII-How did the characters/ people in your story cope with the trauma and emotional toll of WWII? ● How did the war change relationships and dynamics between the characters/ people in your story? ● What moral dilemmas did the characters/ people in your story encounter during the war, and how did they navigate them? ● What aspects of WWII did your book club selection focus on? Summarize what you have learned about the portion of WWII your novel examines. ● Analyze how a character or relationship evolved over the course of the text. 2, 1-page formal papers.
<ul style="list-style-type: none"> ● “Anne Frank’s Father Attempted to Emigrate” ● “Anne Frank’s Diary” 	<ul style="list-style-type: none"> ● How did the war change the lives of ordinary people?

<ul style="list-style-type: none"> • Various WWII Listenwise articles • Newsela WWII text set 	
<ul style="list-style-type: none"> • <i>Diary of Anne Frank</i> (the play) 	<ul style="list-style-type: none"> • How did the play make you consider the impact of war and conflict on ordinary people's lives? • How did the play depict the dynamics and relationships among the individuals hiding in the annex? • In what ways did the play make you reflect on the concepts of identity, fear, resilience? • Which portrait of a graduate attributes does Anne exemplify?
Student Expectations: <ul style="list-style-type: none"> • 2 formal essays. • 2 - 4 total pages. 	Instructional Strategies: <ul style="list-style-type: none"> • Formal and daily/informal writing • <u>Weekly, explicit writing instruction</u> <ul style="list-style-type: none"> ○ e.g., organizing/outlining; paragraph structure; citing/quoting textual material; usage and mechanics.

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Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding Rubrics/Checklists when Applicable:

- IXL quizzes- active and passive voice, subj. verb agreement, dashes/ colons/ ellipses
- [Gimkit for literary essay unit](#)

- [SBAC review Gimkits](#)

Summative Assessments and Corresponding Rubrics/Checklists when Applicable:

- WWII topic presentations and essays
- 7th-grade final exam
- SBAC Writing Interim Assessment

Westbrook Public Schools Curriculum

Subject: English, Grade 7

Subject(s)	English Language Arts
Grade/Course	7th Grade / English
Unit of Study	Unit 6: John F. Kennedy's Life, Presidency, Assassination, and Legacy
Pacing	3 Weeks

Correspondence to CT Core Standards

What are the goals of this unit?

Priority/Focus Standards:

- 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.*
- 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).

Supporting Standards:

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- 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 the purpose and audience have been addressed.
- 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).

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none"> 1. Craft clear and concise objective summaries from a nonfiction text. 2. 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). 	<ol style="list-style-type: none"> 1. Students must gain a deep understanding of the life and times of John F. Kennedy in order to write an intelligible objective summary. Students will build background knowledge about JFK's service during WWII, the Cold War, Civil Rights, the Space Race, and his assassination. Students must learn to pull out the main ideas and avoid insignificant details when writing a summary. In order to stay objective student must avoid personal pronouns and their opinions to write a factual summary. 2. In part 2 of the novel, students will analyze what several different people did on the day of JFK's assassination (JFK, Jackie, Lee Harvey Oswald, secret service agents, doctors, etc.). Students will analyze the interactions between these individuals and events.

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ul style="list-style-type: none"> ● How does Kennedy exemplify one or more of our POG attributes? ● How did Kennedy's short presidency leave a lasting impact on American society and politics? ● What were some of Kennedy's greatest successes and 	<ul style="list-style-type: none"> ● Kennedy exemplifies many of our POG attributes throughout his life, yet he was human and also capable of making mistakes. We can examine both the strengths and weaknesses of historical figures to learn about ourselves. ● Although Kennedy was president for just over a hundred

failures? How did he respond to both his successes and failures throughout his life?

days, he left a lasting impression on American politics and society. As the first president born in the 20th century, he modernized the way presidential candidates lead and campaign. In his short time in office, he navigated the Cold War, inspired great feats in the Space Race, and began to lay the foundation for improved civil rights.

Resources

Student Technology Integration and [Correspondence to ISTE Standards](#) when Applicable:

- 1.1 A Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1.6 C: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
- 1.6 D Students publish or present content that customizes the message and medium for their intended audiences.

Example: Website Building using Google Sites (Students create a year-long) Reading Website: add reading tracker spreadsheet, quarter 1 reading goals, make goal visible- [Model Student Websites](#)

Online Resources / Websites:

- [Gimkit- John Fitzgerald Kennedy Facts](#)

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

Academic Vocabulary:

- Objective vs. Subjective: Objective stays clear of opinions while subjective is influenced by personal views and opinions.
- Objective summary: A piece of writing that provides the main points and ideas of a text without giving opinions.
- Analyze: to break down

Vocabulary:

- Civil Rights: the rights of citizens to political and social freedom and equality.
- Cold War: The Cold War was an ongoing political rivalry between the United States and the Soviet Union and their respective allies that developed after World War II.
- Nuclear Weapons: A nuclear weapon is a device that uses a nuclear reaction to create an explosion. This explosion is much more powerful than that of conventional explosives (like TNT). When a nuclear weapon explodes, it gives off four types of energy: a blast wave, intense light, heat, and radiation.
- Assassination: Assassination is the willful killing, by a sudden or secret attack, of a person—especially if prominent or important.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Texts	Guiding Question
<ul style="list-style-type: none"> ● <i>The President Has Been Shot</i> by James L. Swanson ● Kennedy's Address at Rice University ● Kennedy's Inaugural Address 	<ul style="list-style-type: none"> ● What kind of a person and leader was John F. Kennedy? What POG attributes did Kennedy most exemplify? ● What kinds of challenges or adversity to Kennedy face throughout his life? How did he handle these obstacles? ● How did the assassination of President Kennedy impact the course of American history, particularly in terms of policy, politics, and societal changes? ● What lessons can be learned from the assassination of

	<p>President Kennedy, and how does it continue to shape discussions around security and leadership?</p> <ul style="list-style-type: none"> • How did law enforcement and investigators handle the case? Were there any challenges or controversies in the pursuit of justice? Can we learn any lessons from how the case was handled? • What kind of legacy did Kennedy leave behind? • What aspects of WWII did your book club selection focus on? Summarize what you have learned about the portion of WWII your novel examines. • Analyze how a character or relationship evolved over the course of the text. 2, 1-page formal papers.
<p>Student Expectations:</p> <ul style="list-style-type: none"> • 4-6 objective summaries • 1 formal essay • 1-2 - 4 total pages 	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Formal and daily/informal writing • <u>Weekly, explicit writing instruction</u> <ul style="list-style-type: none"> ○ e.g., organizing/outlining; paragraph structure; citing/quoting textual material; usage and mechanics.

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Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): With universal design in mind, all students will be provided with some options in regard to engagement, representation, and action and expression. For example, students always have some choice in the format of their texts to support their learning needs (audio, large print, Spanish, Portuguese, adapted texts). All students are provided with the option of using writing and discussion supports- graphic organizers, templates, sentence stems- if needed to begin the writing process.

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Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding Rubrics/Checklists when Applicable:

- Frequent objective summary writing with feedback in Kennedy Packet-
 - [JFK Packet #1](#)

- [JFK Packet #2](#)
- [Gimkit- John Fitzgerald Kennedy Facts](#)

Summative Assessments and Corresponding Rubrics/Checklists when Applicable:

- [Kennedy Pre- and Post- Test](#)
- 7th-grade final exam

Westbrook Public Schools Curriculum

Subject: English, Grade 8

Subject(s)	English Language Arts
Grade/Course	8th Grade / English
Unit of Study	Unit 1: Notice & Note- Strengthening Annotation Skills
Pacing	3 Weeks

Correspondence to CT Core Standards

What are the goals of this unit?

Priority/Focus Standards:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created using dramatic irony) create such effects as suspense or humor.

Supporting Standards:

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.
- Assess how point of view or purpose shapes the content and style of a text.
- Grade-appropriate academic vocabulary [L.8.6]

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none"> 1. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 2. “By the end of 7th grade, students should be able to determine a theme and analyze its development in a literary text [RL.7.2] and examine how elements of a story interact [RL.7.3]. 3. In this 8th-grade unit, students will build on and advance these skills. In 8th grade, students should articulate how dialogue and specific moments in a story reveal change in a character or provoke a character’s decision [RL.8.3]. Students should be able to explain how character interactions create change, move the story forward, and develop the theme [RL.8.2]. 4. Students should also be able to notice and examine how authors use literary devices and figurative language to develop a theme [RL.8.4]. 	<ol style="list-style-type: none"> 1. In this unit, we use short texts (short stories, poems, read-aloud plays) to review and learn the literary terms and reading strategies we will use all year to analyze texts. 2. In this unit, we learn to use the Notice and Note signposts to annotate and think more deeply about texts. 3. We also learn to analyze techniques writers use such as establishing a mood, using figurative language, and creating irony to find meaning in texts. 4. This unit is heavy on the academic vocabulary and annotation skills foundational to the work we do all year.

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
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1. What do good readers stop to notice and take note of to better understand a story? 2. How does the perspective through which we see the world shape our experience?	1. Choices an author makes about point of view can impact the way an audience experiences a story.
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Resources	
<p>Student Technology Integration and Correspondence to ISTE Standards when Applicable:</p> <ul style="list-style-type: none"> 1.1 A Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1.6 C: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations. 1.6 D Students publish or present content that customizes the message and medium for their intended audiences. <p>Example: Website Building using Google Sites (Students create a year-long) Reading Website: add reading tracker spreadsheet, quarter 1 reading goals, make goal visible- Model Student Websites</p>	
<p>Texts:</p> <ul style="list-style-type: none"> “Gate A-4” by Naomi Shihab Nye “Thank You, Ma’m” by Langston Hughes* “Mother to Son” by Langston Hughes (used on theme assessment) “This Way Nobody Gets the Blame” by Lesley Adamson “The Necklace” by Guy de Maupassant* “The Gift of the Magi” by O. Henry* “The Hitchhiker” by Anthony Horowitz “Fish Cheeks” (used on assessment) “Autumntime” (used on assessment) Possible New Addition- “Midnight Ride of Paul Revere” (tie with social studies) 	

- Other Texts to Sub. for Irony if Needed- “You Can’t Take it With You” (often used in 7th- check first), “The Open Window”

Informational Books:

- **Media:** [Analyzing mood with Disney trailers vs. Disney horror trailers](#)

Online Resources / Websites:

- IXL- theme; match quotes to theme; Bonus IXLs: theme with short stories, tone.
- Gimkit- Unit Test Review.
- Brainpops- theme, mood.

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

Affixes Covered:

- Omni-
 - omniscient- all-knowing
 - omnipotent- all-powerful
 - omnivorous/ omnivore- eats all (plants and meat)
 - omnipresent- ever-present
 - omnidirectional- in all directions
 - omnimover- an amusement park ride system at Disney World where riders move in all directions.

Academic Vocabulary/ Literary Terms:

- Theme: THE MESSAGE- A theme is a universal idea, lesson, or message explored throughout a work of literature.
- Point of view: Point of view is the writer's way of deciding who is telling the story to whom. Establishing a clear point of view is important because it dictates how your reader interprets characters, events, and other important details. There are three kinds of point of view: first person, second person, and third person.

- Irony (situational, dramatic, verbal):
- Mood: As a literary device, mood refers to the emotional response that the writer wishes to evoke in the reader through a story.
- Tone: Tone in literature refers to the author's attitude toward a certain topic. Through specific word choice, the author reveals their feelings and opinions to the reader.
- Foreshadow: a narrative device in which suggestions or warnings about events to come are dropped or planted.
- Figurative language: Figurative language is a type of communication that does not use a word's strict or realistic meaning. Common in comparisons and exaggerations, figurative language is usually used to add creative flourish to written or spoken language or explain a complicated idea.
- Allusion: Allusions are generally regarded as brief but purposeful references, within a literary text, to a person, place, event, or to another work of literature.
- Onomatopoeia: the naming of a thing or action by imitation of natural sounds (as "buzz" or "hiss")
- Pun: the humorous use of a word or phrase to emphasize or suggest its different meanings or applications, or the use of words that are alike or nearly alike in sound but different in meaning; a play on words.
- Metaphor: a figure of speech that makes a comparison by directly relating one thing to another unrelated thing
- Simile: a figure of speech comparing two unlike things that is often introduced by like or as
- Hyperbole: a figure of speech in which an author or speaker purposely and obviously exaggerates to an extreme
- Ominous: suggesting that something unpleasant is likely to happen
- Foreboding: a feeling that something bad will happen

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Texts	Guiding Question
Weeks 1, 2, and 3:	

<ul style="list-style-type: none"> • “Gate A-4” • “This Way Nobody Gets the Blame” • “The Necklace” • “Thank You, Ma’m” • “The Landlady” • “You Can’t Take it With You” • First chapters of <i>Between Shades of Gray</i> 	<ul style="list-style-type: none"> • How does the point of view from which a story is told shape the audience’s experience? This is taught alongside dramatic irony. This is a one-page formal paper.
<p>Student Expectations:</p> <ul style="list-style-type: none"> • 1 formal papers • 1-2 total pages 	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Formal and daily/informal writing • <u>Weekly, explicit writing instruction</u> <ul style="list-style-type: none"> ○ e.g., organizing/outlining; paragraph structure; citing/quoting textual material; usage and mechanics.

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Expected Differentiation, Enrichment, and/or Learner Support

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Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher lexile levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include stretch goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): At WMS, all teachers complete Aperture surveys to gauge students' social and emotional needs. All student data is considered as we consider student needs during MTSS meetings. All students have opportunities to access supports such as academic support periods, homework club, and after-school tutoring.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding Rubrics/Checklists when Applicable:

- [Unit 1 Quiz](#)

Summative Assessments and Corresponding Rubrics/Checklists when Applicable:

- [Writing Pre-Assessment](#) using the text [“Fish Cheeks” by Amy Tan](#)

- Part 1: Vocabulary and Grammar [Unit Assessment](#) [2022 version](#)
- Part 2: Reading and Writing [Unit Assessment](#)
- [Modified Unit Assessment Part 1](#)
- [Modified Unit Assessment Part 2](#)

Westbrook Public Schools Curriculum

Subject: English, Grade 8

Subject(s)	English Language Arts
Grade/Course	8th Grade / English
Unit of Study	Unit 2: A Deep Study of Character with <i>The Outsiders</i>
Pacing	4 Weeks

Correspondence to CT Core Standards

What are the goals of this unit?

Priority/Focus Standards:

- Draw evidence from literary or informational texts to support analysis.
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Supporting Standards:

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

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
--------------------------------------------------------------------------	-----------------------------------------------------------

<ol style="list-style-type: none"> 1. Analyze how a character or character relationship changes over the course of a text. 2. Support a topic sentence with the best supporting evidence. 3. Determine key themes in a text and select the best evidence to analyze the theme. 	<ol style="list-style-type: none"> 1. In this unit, students work on gathering the best evidence to support themes and analyze relationships that evolve over the course of the text. 2. Students will use the academic vocabulary and <i>Notice & Note</i> signposts learned in the previous unit to annotate as they read. 3. At the end of the unit, students will craft mini literary essays which is a skill we spiral back to at the end of the year when we write full-blown literary analysis essays.
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Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ol style="list-style-type: none"> 1. How does social class and societal labels play a role in a person's relationships and self-perception? 	<ol style="list-style-type: none"> 1. Many texts (<i>The Outsiders</i>, <i>Hamilton</i>, <i>Zombies</i>, <i>The Descendents</i>, <i>The Outerbanks</i>, <i>The Selection</i>, <i>The Hunger Games</i>) explore the role social class and societal labels play in relationships and characters' self perception. 2. Societal labels and social class do not determine a person's worth, character, or potential.

Resources
<p>Student Technology Integration and Correspondence to ISTE Standards when Applicable:</p> <ul style="list-style-type: none"> ● 1.1 A Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. ● 1.6 C: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

- 1.6 D Students publish or present content that customizes the message and medium for their intended audiences.

Example: Website Building using Google Sites (Students create a year-long) Reading Website: add reading tracker spreadsheet, quarter 1 reading goals, make goal visible- [Model Student Websites](#)

Texts:

- *The Outsiders* (novel and film adaptation)
- “Nothing Gold Can Stay” Robert Frost

Informational Books:

- **Media:** *The Outsiders* (film adaptation directed by Francis Ford Coppola)

Online Resources / Websites:

- IXL- apostrophes and possession
- MLA citations; allusions (bonus)
- Analyzing passages from *The Outsiders*
- Gimkit Unit Test Review

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

Affixes Covered: bene; mal; omni (reviewed)

- Bene (good, kind, not harmful)
 - benign- not harmful
 - benevolent- kind, merciful
- Mal (bad, evil, cruel, harmful)
 - malignant- harmful, cancerous
 - malevolent- cruel
 - malpractice- improper, illegal, or negligent professional activity

- malnourished- lacking the nutrients and nutrition needed to thrive.
- malodorous- foul-smelling

Academic Vocabulary:

- Inferencing/infer/ inference: to infer is to make an educated-guess based on context and prior knowledge- to form an opinion or guess that something is true because of the information that you have.
- Context: the circumstances that inform an event, an idea, or a statement.
- Thesis statement: a short statement, usually one sentence, that summarizes the main point or claim of an essay, research paper, etc.,
- Analysis/ Analyze: Analysis is the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it.
- Claim: A claim persuades, argues, convinces, proves, or provocatively suggests something to a reader who may or may not initially agree with you.
- Evidence: Evidence is the facts or sources that support your written argument. In a literature course, for instance, evidence would be a quotation from the text that helps you make your point.
- Reasoning: Evidence is the facts or sources that support your written argument. In a literature course, for instance, evidence would be a quotation from the text that helps you make your point.

Learning Plan <i>Overview and Key Learning Events and Instruction Per Week</i>	
Learning Tasks Per Week (Including Instructional Strategies)	
Texts	Guiding Question
<ul style="list-style-type: none"> ● <i>The Outsiders</i> 	<ul style="list-style-type: none"> ● <i>The Outsiders</i>: How do social class and societal labels impact a person's identity? ● Analyze how a relationship (Darry and Pony, Soda/ Darry/ Pony, etc.) or character evolves over the course of

	the course of the text. 3-page formal paper.
<ul style="list-style-type: none"> • <i>King George What Was His Problem</i> • <i>The Notorious Benedict Arnold</i> • Article of Sybil Luddington • Article on Washington as spymaster 	<ul style="list-style-type: none"> • Why do most Americans know Paul Revere's name but are less familiar with Sybil Luddington, Samuel Prescott, William Dawes, etc.? • How do writers impact history? • <i>The Notorious Benedict Arnold</i>: Has Benedict Arnold been treated fairly or unfairly by history? • Can Arnold be considered both a hero and a traitor? 1-page formal paper
<ul style="list-style-type: none"> • "Gate A-4" • "This Way Nobody Gets the Blame" • "The Necklace" • "Thank You, Ma'm" • "The Landlady" • First chapters of <i>Between Shades of Gray</i> 	<ul style="list-style-type: none"> • How does the point of view from which a story is told shape the audience's experience? (Taught alongside dramatic irony). 1-page formal paper.
<ul style="list-style-type: none"> • Excerpts from <i>Hamilton</i> • Longfellow's <i>Paul Revere's Ride</i> 	<ul style="list-style-type: none"> • Thinking of our shared texts this semester (<i>The Outsiders</i>, <i>The Hamilton</i>, <i>The Notorious Benedict Arnold</i>, <i>The Midnight Ride of Paul Revere</i>) consider the line "Who lives, who dies, who tells your story?" What is the importance of storytelling in our society? • How does who tell the stories shape history?
Student Expectations: <ul style="list-style-type: none"> • 4 formal papers. • 6 - 8 total pages 	Instructional Strategies: <ul style="list-style-type: none"> • Formal and daily/informal writing • <u>Weekly, explicit writing instruction</u> <ul style="list-style-type: none"> ○ e.g., organizing/outlining; paragraph structure; citing/quoting textual material; usage and mechanics.

Westbrook Public Schools' Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature and history. In each unit, students discuss and write about ways in which characters and historical figures exemplify and/ or fall short of our district's portrait of graduate attributes. Through the study of literature and history, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): With universal design in mind, all students will be provided with some options regarding engagement, representation, and action and expression. For example, students always have some choice in the format of their texts to support their learning needs (audio, large print, Spanish, Portuguese, adapted texts). All students are provided with the option of using writing and discussion supports- graphic organizers, templates, sentence stems- if needed to begin the writing process.

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher lexile levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include stretch goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): At WMS, all teachers complete Aperture surveys to gauge students' social and emotional needs. All student data is considered as we consider student needs during MTSS meetings. All students have opportunities to access supports such as academic support periods, homework club, and after-school tutoring.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding Rubrics/Checklists when Applicable:

- [Model Essay- Lillian](#)
- [My Model Essays](#)
- [Model Theme Evidence Tracker- Teacher Created](#)
- Reading Checks- interview; chapters 2 & 3; chapter 6; chapters 10 & 11.

Summative Assessments and Corresponding Rubrics/Checklists when Applicable:

- Part 1: Vocabulary and Grammar:
 - [2022 Unit Test](#) Part 1
- Part 2: Writing- submit essay(s) [Part 2 of Unit Test 2022](#)
 - [Part 2 of Unit Test in Portuguese](#)
- [2021 Test Outline](#),
[2022 Test Outline](#)
- Past versions of unit test:
 - [Unit Test](#)
 - [Unit Test Part 1](#)
 - [Modified Part 1](#)
- [Unit Test Part 2- Essay](#)
- [Modified Essay with Graphic Organizer](#)

Westbrook Public Schools Curriculum

Subject: English, Grade 8

Subject(s)	English Language Arts
Grade/Course	8th Grade / English
Unit of Study	Unit 3: Dystopian Book Clubs
Pacing	4 Weeks

Correspondence to CT Core Standards

What are the goals of this unit?

Priority/Focus Standards:

- Draw evidence from literary or informational texts to support analysis.
- 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.

Supporting Standards:

- 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.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify, or justify their own views.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ul style="list-style-type: none"> Analyze how a character or character relationship changes over the course of a text. Support a topic sentence with the best supporting evidence. Determine key themes in a text and select the best evidence to analyze the theme. 	<ul style="list-style-type: none"> In this unit there is a strong focus on building effective communication skills and social awareness as students learn to navigate working with a book club. In this unit, students will have multiple at-bats at writing objective summaries and analyzing key quotations via double-entry journals. In this unit, we significantly increase the quantity of writing students are producing. Students are getting frequent feedback on this writing as we look to make the writing improve with each at bat.

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ol style="list-style-type: none"> How do authors of dystopian fiction warn readers about current societal problems? What is more important- individuality and the value of human experiences or the greater good of society? What are the potential dangers of drawbacks of a society that strives for complete sameness and uniformity? In what ways do dystopian societies explore the potential consequences of unchecked power? 	<ol style="list-style-type: none"> Dystopian texts often warn readers about problems in contemporary society by showing us what could happen. Analyzing dystopian stories from the past and present can help us to explore problems and fears in our current world.

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|--|
| 5. How do dystopian societies control and manipulate information, and what effect does this have on individuals within those societies? | |
|-----------------------------------------------------------------------------------------------------------------------------------------|--|

Resources

Student Technology Integration and [Correspondence to ISTE Standards](#) when Applicable:

- 1.1 A Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1.6 C: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
- 1.6 D Students publish or present content that customizes the message and medium for their intended audiences.

Example: Website Building using Google Sites (Students create a year-long) Reading Website: add reading tracker spreadsheet, quarter 1 reading goals, make goal visible- [Model Student Websites](#)

Texts:

- Dystopian book club books: *Scythe*, *The Belles*, *The Selection*, *Warcross*, *Nyxia*, *MINRS*, *The Hunger Games*, *Divergent*, *Maze Runner*, *Legend*, *Red Queen*, *The Darkest Minds*, *Fahrenheit 451*, *Ender's Game*, *The Last Cuentista*, *Cinder*?
- Short Stories: "Harrison Bergeron" by Kurt Vonnegut, ["The Pedestrian"](#) by Ray Bradbury, ["The Veldt"](#) by Ray Bradbury, "All Summer in a Day" by Ray Bradbury (sometimes covered in grade 6), "Autumntime" (used on unit 1 test), Ponies?- used by units of study
- Book of Short Stories: *Diverse Energies*
- [My Dystopian Book Club Journal \(self-created\)](#) (Test Grade of 80 points- 10, 8 points assignments; 20 point one-pager)

Teacher Text:

- Dystopian Book Clubs Unit from TCRWP (& the online resources for the unit from Heineman.com)

Informational Books:

- **Media:** *The Outsiders* (film adaptation directed by Francis Ford Coppola)

Online Resources / Websites:

- IXL- apostrophes and possession; MLA citations; allusions (bonus)
- Gimkit Unit Test Review

Vocabulary/Terminology**Vocabulary/Terminology with Definitions:**

Affixes Covered: dys, -topia, ped/pod, mani-, omni (review), bene/ mal (review).

Number Prefixes: (uni, mon, bi, tri, etc) [number prefix pre-assessment](#).

Other Math Prefixes: com/com, iso, circum, poly, multi, semi-, hemi-.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Texts	Guiding Question
<ul style="list-style-type: none">● Dystopian Book Club Selections-● <i>Fahrenheit 451</i>● <i>Scythe</i>● <i>Hunger Games</i>● <i>Legend</i>	<ul style="list-style-type: none">● What do dystopian texts teach us about our contemporary society, human nature, and power?● What is more important- individuality and the value of human experiences or the greater good of society?● What are the potential dangers or drawbacks of a society

<ul style="list-style-type: none"> • <i>Warcross</i> • <i>Last Cuentista</i> • <i>Maze Runner</i> • <i>Divergent</i> • <i>Ready Player One</i> • <i>The Selection</i> • <i>The Belles</i> • <i>Matched</i> 	<p>that strives for complete sameness and uniformity?</p> <ul style="list-style-type: none"> • In what ways do dystopian societies explore the potential consequences of unchecked power? • How do dystopian societies control and manipulate information, and what effect does this have on individuals within those societies? 3-page formal paper • Literary Analysis Essay Writing: How does gaining feelings change Jonas's opinion of his community? • Exemplar Essay • Essay Rubric
<ul style="list-style-type: none"> • "The Pedestrian" by Ray Bradbury • "The Veldt" by Ray Bradbury • "All Summer in a Day" by Ray Bradbury • "Harrison Bergeron" by Kurt Vonnegut • "Autumntime" 	<ul style="list-style-type: none"> • What is more important- individuality and the value of human experiences or the greater good of society? • What are the potential dangers of drawbacks of a society that strives for complete sameness and uniformity? • In what ways do dystopian societies explore the potential consequences of unchecked power? • How do dystopian societies control and manipulate information, and what effect does this have on individuals within those societies? 1-page formal paper.
<ul style="list-style-type: none"> • "Touchscreen" by Marshall Souful Jones • "Let's Autocorrect Humanity" • "Look Up" by Gary Turk 	<ul style="list-style-type: none"> • Connecting themes across texts- connecting themes across the short stories and poems we have read this semester. 1-page formal paper.
<p>Student Expectations:</p> <ul style="list-style-type: none"> • 2 formal papers. • 4 - 8 total pages 	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Formal and daily/informal writing • <u>Weekly, explicit writing instruction</u> <ul style="list-style-type: none"> ○ e.g. organizing/outlining; paragraph structure; citing/quoting textual material; usage and mechanics.

Westbrook Public Schools' Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature and history. In each unit, students discuss and write about ways in which characters and historical figures exemplify and/ or fall short of our district's portrait of graduate attributes. Through the study of literature and history, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): With universal design in mind, all students will be provided with some options regarding engagement, representation, and action and expression. For example, students always have some choice in the format of their texts to support their learning needs (audio, large print, Spanish, Portuguese, adapted texts). All students are provided with the option of using writing and discussion supports- graphic organizers, templates, sentence stems- if needed to begin the writing process.

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher lexile levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include stretch goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): At WMS, all teachers complete Aperture surveys to gauge students' social and emotional needs. All student data is considered as we consider student needs during MTSS meetings. All students have opportunities to access supports such as academic support periods, homework club, and after-school tutoring.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding Rubrics/Checklists when Applicable:

- [My Dystopian Book Club Journal \(self-created\)](#)
- (Test Grade of 80 points- 10, 8 points assignments; 20 point one-pager)

Summative Assessments and Corresponding Rubrics/Checklists when Applicable:

- [Writing assessment](#)
- [Writing Assessment in Spanish](#)
- [Dystopian Book Clubs Unit Test](#)
- [The Belles Model \(self-created\)](#)
- [The Hunger Games Model](#)
- [Legend Model](#)
- [The Darkest Minds Model](#)

Westbrook Public Schools Curriculum

Subject: English, Grade 8

Subject(s)	English Language Arts
Grade/Course	8th Grade / English
Unit of Study	Unit 4: Futuristic Narratives
Pacing	4 Weeks

Correspondence to CT Core Standards

What are the goals of this unit?

Priority/Focus Standards:

- Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
- 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.
- Use an ellipsis to indicate an omission.
- Spell correctly.

Supporting Standards:

- 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.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 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.

- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ul style="list-style-type: none"> ● Grammar & Mechanics: comma usage; correcting comma splices; semicolons; vague pronouns. ● Punctuating and Formatting Dialogue; capitalization of mom, dad. 	<ul style="list-style-type: none"> ● In this unit, students are exercising their imaginations to write short stories that take place in the future. ● We focus on how writers of fiction use research to make their stories feel more believable. ● Students will read numerous newspaper articles on new advancements in technology and science as they work to make predictions about the future of our world. ● The end of this unit is heavy on editing as we look to clean up students' comma usage skills.

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ol style="list-style-type: none"> 1. How do writers use models to inform their writing? 2. How do writers of fiction use research to craft believable worlds? 	<ol style="list-style-type: none"> 1. Strong writers are readers. They use models to set a bar for the quality of their writing. 2. Writers of fiction use research to craft believable worlds, characters, and dialogue.

Resources

Student Technology Integration and [Correspondence to ISTE Standards](#) when Applicable:

- 1.1 A Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1.6 C: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
- 1.6 D Students publish or present content that customizes the message and medium for their intended audiences.

Example: Website Building using Google Sites (Students create a year-long) Reading Website: add reading tracker spreadsheet, quarter 1 reading goals, make goal visible- [Model Student Websites](#)

Texts:

- [Narrative Writing Unit Student Packet \(self created\)](#)

Student Texts:

- Model teacher essay
- Model student essays
- Mentor/ model stories to analyze-
- [“The Pedestrian”](#) -by Ray Bradbury
- [“Autumntime”](#)
- “The Veldt” by Ray Bradbury
- “All Summer in a Day by Ray Bradbury

Informational Texts:

- **Dystopian article text set on Newsela**

Media: “Touchscreen” by Marshall Soulful Jones- performance on YouTube

Online Resources / Websites:

- IXL- all comma, semicolon lessons, vague pronouns
- Gimkit Unit Test Review

Vocabulary/Terminology**Vocabulary/Terminology with Definitions:**

Affixes Covered: dys; phil, topia.

Academic Vocabulary:

Narrative: a story

Comma Splice: a type of run-on where two independent clauses are joined by just a comma (where there should instead be a period, semicolon, or conjunction)

Semicolon: a type of punctuation that indicates a pause between independent clauses that is more pronounced than just a comma

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Texts	Guiding Question
<ul style="list-style-type: none">● Newsela Text set which includes a wide array of articles on AI, robotics, new technologies, etc.	<ul style="list-style-type: none">● Articles will be used as research to write their own futuristic narratives. 2–10-page narrative.
<ul style="list-style-type: none">● “The Pedestrian” by Ray Bradbury	<ul style="list-style-type: none">● The dystopian short stories read in the previous unit serve

<ul style="list-style-type: none"> • “The Veldt” by Ray Bradbury • “All Summer in a Day” by Ray Bradbury • “Harrison Bergeron” by Kurt Vonnegut • “Autumntime” 	<p>as a model for narrative writing.</p> <ul style="list-style-type: none"> • What craft moves do writers of dystopian fiction make? • What moves can we mimic from the writers we have studied such as Ray Bradbury and Kurt Vonnegut? • Looking across all the dystopian fiction we have read thus far, what makes for a good dystopian story?
<p>Student Expectations:</p> <ul style="list-style-type: none"> • 1 narrative essay • 2 - 10 total pages 	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Formal and daily/informal writing • <u>Weekly, explicit writing instruction</u> <ul style="list-style-type: none"> ○ e.g., organizing/outlining; paragraph structure; citing/quoting textual material; usage and mechanics.

Westbrook Public Schools’ Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools’ Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature and history. In each unit, students discuss and write about ways in which characters and historical figures exemplify and/ or fall

short of our district's portrait of graduate attributes. Through the study of literature and history, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): With universal design in mind, all students will be provided with some options in regard to engagement, representation, and action and expression. For example, students always have some choice in the format of their texts to support their learning needs (audio, large print, Spanish, Portuguese, adapted texts). All students are provided with the option of using writing and discussion supports- graphic organizers, templates, sentence stems- if needed to begin the writing process.

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Learner Support (School-wide): At WMS, all teachers complete Aperture surveys to gauge students' social and emotional needs. All student data is considered as we consider student needs during MTSS meetings. All students have opportunities to access supports such as academic support periods, homework club, and after-school tutoring.

Additional Interdisciplinary / Real World / Global Connections

- Newsela text set features articles about new and emerging technologies (AI, chatGPT, drones, robotics, etc.). Students read a variety of these nonfiction articles to craft believable futuristic worlds.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding Rubrics/Checklists when Applicable:

- [Comma and Semicolon Usage Quiz](#)

- [Comma and Semicolon Usage Quiz Modified](#)
- Gimkit and Kahoot on comma and semicolon usage

Summative Assessments and Corresponding Rubrics/Checklists when Applicable:

- SBAC Narrative Writing Interim Assessment (consider for future years)
- [Narrative Unit Test](#)
- [Modified Narrative Test](#)
- [Narrative Test Outline](#)
- [Narrative Writing Practice Test/ SBAC Practice](#)

Westbrook Public Schools Curriculum

Subject: English, Grade 8

Subject(s)	English Language Arts
Grade/Course	8th Grade / English
Unit of Study	Unit 5: Language at Play: Analyzing the Spoken Word Part 1: Rhetorical Devices and Analyzing Speeches Part 2: Figurative Language and Analyzing Poetry
Pacing	4 Weeks

Correspondence to CT Core Standards

What are the goals of this unit?

Priority/Focus Standards:

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Supporting Standards:

- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Unwrapped Priority Standards

Skills/Suggested Outcomes	Concepts
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<i>What must students do?</i>	<i>What must students know?</i>
<ul style="list-style-type: none"> Analyze the use of the rhetorical appeals- ethos, pathos, and logos- to manipulate audiences in advertisements and speeches. Analyze the impact of figurative language- allusion, simile, metaphor, extended metaphor, hyperbole in speeches and poetry. Analyze the impact of sound- rhyme, rhythm, repetition, cadence, alliteration, assonance. Analyze the theme of a poem 	<ul style="list-style-type: none"> In this unit, students are analyzing how writers use language to move an audience to feel or to act. We look at a wide-range of mediums- print advertisements, commercials, PSAs, speeches, spoken word poetry- and how writers are using rhetorical devices, figurative language, rhyme, rhythm, repetition, etc. to connect with audiences. This unit is about exploring the power and beauty of language and analyzing the ways writers in diverse fields master the use of language to manipulate the audience's emotions and actions.

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ol style="list-style-type: none"> How do writers (of speeches, poetry, and marketing campaigns) command the English language to move audiences? 	<ol style="list-style-type: none"> Writers use rhetorical appeals (ethos, pathos, logos, etc), figurative language, poetic devices, rhyme, rhythm, repetition, etc. to move their audiences. Command of the English language can move audiences to feel, act, vote, and spend money.

Resources
<p>Student Technology Integration and Correspondence to ISTE Standards when Applicable:</p> <ul style="list-style-type: none"> 1.1 A Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and

reflect on the learning process itself to improve learning outcomes.

- 1.6 C: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
- 1.6 D Students publish or present content that customizes the message and medium for their intended audiences.

Example1: Website Building using Google Sites (Students create a year-long) Reading Website: add reading tracker spreadsheet, quarter 1 reading goals, make goal visible- [Model Student Websites](#)

Example 2: Creating ads using ethos, pathos, logos. Students may use iMovie, WeVideo, Canva, Google Slides to create their marketing materials for a book.

Texts:

Teacher Created Resources:

- [Analyzing the Spoken Word Student Packet.](#)

Student Texts:

- Commercials- see [teacher created Edpuzzle](#)
- Speeches
 - Jason Reynold's Lesley University Commencement Speech.
 - Steve Job's Stanford University Commencement Speech.
- Selection of Some of the poetry we read together in class or watch YouTube performances (links provided to performances shown):
 - ["Dandelion" by Perre Shelton](#)
 - ["Touchscreen" by Marshall Jones](#)
 - ["What Teachers Make" by Taylor Mali](#)- Text--<https://www.commonlit.org/en/texts/what-teachers-make>
 - "Mother to Son" by Langston Hughes
 - ["Gate A-4" by Naomi Shihab-Nye](#)
 - ["Scratch and Dent Dreams" by Eric Darby](#)
 - ["Origin Story" by Sarah Kay and Phil Kaye](#)

- “For Every One” by Jason Reynolds
- “And the People Stayed Home” by Kitty O’Meara
- “Papa Who Wakes Up in the Dark” by Sandra Cisneros
- [“Accents” by Denise Frohman](#)

- [8th-Grader Favorites- Spoken Word Poetry](#)
- Listen to the Audio Recording of *For Everyone* by Jason Reynolds

Online Resources / Websites:

- IXL- all figurative language IXLs, rhyme scheme
- Gimkit Unit Test Review
- EdPuzzle

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

Affixes Covered:

- -graph (as in calligraphy)
- hyper- (as in hyperbole, hyperactive, hypersensitive, hyperbolic, hyperventilate)
- hypo- (as in hypothermia, hypodermic, hypoglycemic)

Academic Vocabulary:

Assonance: in poetry, the repetition of the sound of a vowel

Ethos: Ethos, an ancient Greek word meaning “character,” is a rhetorical or written technique that appeals to an audience or reader’s ethics. Authors achieve ethos in their writing by demonstrating that they are a trustworthy source of accurate information. Ethos conveys the author’s credibility and knowledge about the topic at hand.

Pathos: Pathos is a term used to describe an appeal to emotion in persuasive rhetoric or other forms of writing.

Logos: The term logos is used to refer to the use of logic and reasoning in crafting a piece of persuasive writing or rhetoric.

Kairos: speech timed for opportune moments, under the premise that great orators knew when to seize on the right moment to introduce certain ideas.

Rhetoric: the art of effective or persuasive speaking or writing, especially the use of figures of speech and other compositional techniques.

Anecdote: a short amusing or interesting story about a real incident or person

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Texts	Guiding Question
<ul style="list-style-type: none">• Individual Book in Verse Selections• “For Everyone” by Jason Reynolds	
<ul style="list-style-type: none">• Jason Reynolds’s Commencement Speech to Lesley University• Steve Jobs’s Commencement Speech to Stanford University• MLK- “I Have a Dream Speech”• Various advertisements/ PSAs/ commercials to analyze for use of ethos, pathos, and logos.	<ul style="list-style-type: none">• What is the speaker's message to the audience?• What moves does this speaker make to make them an effective communicator?• What must a speaker do to deliver an effective message?• How do poets, speakers, and marketers use language to manipulate audiences and their emotions? 1-page formal paper.
<ul style="list-style-type: none">• Various texts- students self-select 2 texts	<ul style="list-style-type: none">• Students will write 2–4-page thematic literary analysis essays based on two texts of their choosing.• Students will select two texts (short stories, novels, poems, etc.) and analyze how the authors developed

	similar themes. 2-4 page formal paper.
<ul style="list-style-type: none"> • “What Teachers Make” by Taylor Mali • “Dandelion” by Perre Shelton • “Rose that Grew from Concrete” by Tupac Shakur • “Touchscreen” by Marshall Soulful Jones • “Let’s Autocorrect Humanity” • “Accents” by Denice Frohman • “Look Up” by Gary Turk • “Mother to Son” by Langston Hughes • “For Everyone” by Jason Reynolds 	<ul style="list-style-type: none"> • Analyze the poet’s message.
Student Expectations: <ul style="list-style-type: none"> • 1 formal essay • 2-4 total pages. 	Instructional Strategies: <ul style="list-style-type: none"> • Formal and daily/informal writing • <u>Weekly, explicit writing instruction</u> <ul style="list-style-type: none"> ○ e.g., organizing/outlining; paragraph structure; citing/quoting textual material; usage and mechanics.

**Westbrook Public Schools’ Portrait of a Graduate
Learning Expectations**

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature and history. In each unit, students discuss and write about ways in which characters and historical figures exemplify and/ or fall short of our district's portrait of graduate attributes. Through the study of literature and history, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): With universal design in mind, all students will be provided with some options in regard to engagement, representation, and action and expression. For example, students always have some choice in the format of their texts to support their learning needs (audio, large print, Spanish, Portuguese, adapted texts). All students are provided with the option of using writing and discussion supports- graphic organizers, templates, sentence stems- if needed to begin the writing process.

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher lexile levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for advanced grammar skills and rubrics that include stretch goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): At WMS, all teachers complete Aperture surveys to gauge students' social and emotional needs. All student data is considered as we consider student needs during MTSS meetings. All students have opportunities to access

supports such as academic support periods, homework club, and after-school tutoring.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding Rubrics/Checklists when Applicable:

- [Ethos, Pathos, Logos Quiz](#)
- Gimkit on spoken word vocabulary

Summative Assessments and Corresponding Rubrics/Checklists when Applicable:

- [Poetry Analysis Unit Test](#)
- Essays written based on guiding question topics

Westbrook Public Schools Curriculum

Subject: English, Grade 8

Subject(s)	English Language Arts
Grade/Course	8th Grade / English
Unit of Study	Unit 6: The Literary Essay (Comparative Thematic Literary Essays)
Pacing	4 Weeks

Correspondence to CT Core Standards

What are the goals of this unit?

Priority/Focus Standards:

- Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.
- 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 the purpose and audience have been addressed.

Supporting Standards:

- Grammar and Vocab. Priorities: colons, semicolons, dashes; comma review with emphasis on preventing comma splices and commas with FANBOYS, MLA formatting.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
--------------------------------------------------------------------------	-----------------------------------------------------------

<ul style="list-style-type: none"> ● Craft a comparative thematic essay. ● Develop a clear thesis statement and topic sentences. ● Analyze evidence and connect back to the argument. 	<ul style="list-style-type: none"> ● By this point in the year, students have encountered a wide-range of diverse texts- poems, speeches, short stories, numerous novels, plays, music, etc. ● Students will be asked to draw thematic connections between the texts they have read and will go on a journey of thought as they craft their first full-blown literary analysis essays. ● In this unit we work hard to clean up students' writing and editing skills to make sure we are helping to create high-school ready essay writers.
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Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ol style="list-style-type: none"> 1. How do different authors explore similar themes? 2. How can we connect various texts we have read this year? 3. How does storytelling and who gets to tell the story shape our history and culture? Who lives, who dies, and who gets to tell our stories? 	<ol style="list-style-type: none"> 1. Authors can express similar themes in unique ways. 2. Storytelling is a vital component of all cultures and is integral to the human experience. 3. Exploring how authors portray universal themes can better help us to understand the world around us.

Resources
<p>Student Technology Integration and Correspondence to ISTE Standards when Applicable:</p> <ul style="list-style-type: none"> ● 1.1 A Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. ● 1.6 C: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

- 1.6 D Students publish or present content that customizes the message and medium for their intended audiences.

Example: Website Building using Google Sites (Students create a year-long) Reading Website: add reading tracker spreadsheet, quarter 1 reading goals, make goal visible- [Model Student Websites](#)

Texts:

Teacher Created Resource:

- [Literary Essay Unit Packet](#)

Text for Teacher:

- The Literary Essay Unit from TCRWP (& online resources from Heinemann.com)

Student Texts:

- [Jesse's Model Essay](#)
- See student packet- Model Student Essays: Jesse McGannon's Essay; All Summer in a Day Model Essay from Teacher's College Unit; Freshmen Honors Model Essays
- Two texts of student's choosing to write about a shared theme (example- two novels; a novel and a film; a novel and a tv show; a short story and a poem)

Online Resources / Websites:

- IXL- thesis statements; dashes, colons, and ellipses
- Gimkit Unit Test Review

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

Affixes Covered:

- chron- (time)

- chronic- persisting for a long time, constantly recurring.
- chronological/ reverse chronological- in order of time/ reverse order of time (last to first).
- asynchronous- not at the same time.

Academic Vocabulary:

- Denotation vs. connotation: A connotation is the feeling a word invokes. But take note! A denotation is what the word literally says.
- Topic sentence: a sentence that states the main idea of a paragraph.
- Colons: a punctuation mark (:) used to precede a list of items, a quotation, or an expansion or explanation
- Ellipses: An ellipsis (...) is a set of three periods that indicates the omission of words from quoted material or can be used to show a pause in a conversation.

Learning Plan <i>Overview and Key Learning Events and Instruction Per Week</i>	
Learning Tasks Per Week (Including Instructional Strategies)	
Day	Objectives/ Agenda
1	Objective: 1) Analyze a model literary essay by annotating for craft moves the writer makes. <ul style="list-style-type: none"> ● Read ● Book talk ● Tour of Literary Essay Unit Packet and review the essay assignment ● Annotate Jesse's Model Essay ● Begin brainstorming connected texts

2	<p>Objective:</p> <ol style="list-style-type: none"> 1) Brainstorm connections between texts that could be used to write a thematic comparative essay- possibly use hexagonal thinking here with hexagons with texts and common themes. 2) Once two texts are selected, write a shared theme, and begin gathering evidence.
3	<p>Objective:</p> <ol style="list-style-type: none"> 1) Gather evidence/quotations to support a connection between your two texts. <ul style="list-style-type: none"> ● Gather quotes that illustrate the theme of the text or a connection between your two texts.
4	<p>Objective:</p> <ol style="list-style-type: none"> 1) Craft a clear thesis statement. <ul style="list-style-type: none"> ● Read ● Lesson- Add notes in notebook on thesis statements and model and analyze models of effective thesis statements. Review the criteria for success. ● Draft a thesis statement in your packet. ● Time permitting: Review topic sentences and create an essay outline that includes the thesis statement and topic sentence.
5	<p>Objective:</p> <ol style="list-style-type: none"> 1) Draft an effective introductory paragraph with a clear and thesis statement, “hook,” and preview of what’s to come. <ul style="list-style-type: none"> ● Analyze the model introduction paragraph and discuss using models to elevate our writing. ● Draft an introduction.
6	<p>Objective:</p> <ol style="list-style-type: none"> 1) Draft body paragraphs with effective topic sentences that support the main argument of my essay. <ul style="list-style-type: none"> ● Lesson: Clear and concise topic sentences ● Draft body paragraphs (while teacher(s) give feedback on introductions and thesis statements)
7	<p>Objectives:</p> <ol style="list-style-type: none"> 1) Draft body paragraphs with effective topic sentences that support the main argument of my essay and

	<ul style="list-style-type: none"> ● Effectively integrate quotations and examples into clear, coherent paragraphs. ● Provide a clear explanation/ exposition that explains how my quoted or paraphrased material supports my argument. ● Lesson: <ul style="list-style-type: none"> ○ Quotation Sandwich- Context/ Quotation with Accurate Citation/ Analysis ○ Analysis vs. restating/ explaining. ● Review model body paragraphs ● Draft
8	<p>Objective:</p> <p>1) Draft an effective conclusion.</p> <ul style="list-style-type: none"> ● Lesson: Crafting conclusions that leave your audience with something to think about and do not simply regurgitate what has already been said- avoiding repetitive, formulaic conclusions because an essay is a journey of thought and conclusions are where you share your findings ● Review model conclusion ● Draft conclusions
9	<p>Objectives:</p> <p>1) View to learn. Watch a tutorial and take effective notes.</p> <p>2) Understand the rules of sophisticated punctuation- colons, dashes, and semicolons.</p> <ul style="list-style-type: none"> ● Read ● Lesson Part 1: Add to notes rules for using colons, dashes, and semicolons. ● Lesson Part 2: Viewing to learn- Watch tutorials on Edpuzzle and take effective notes. ● Time permitting: Begin IXL lesson on dashes and colons
10	<p>Objective:</p> <p>1) Edit sentences using sophisticated punctuation- colons, dashes, and semicolons.</p> <p>2) Employ effective transitional words and phrases within and among paragraphs of my writing.</p>

	<ul style="list-style-type: none"> ● Practice- IXL lesson on dashes and colons ● Time to edit your essay. Add an effective colon or dash and annotate using the comments feature. ● Use editing checklist to look for issues with comma splices, commas with FANBOYS, etc. ● Mid-lesson teaching point- the use of effective transitions to connect ideas and improve the flow of our writing.
11	<p>Objective:</p> <p>1) Edit essays for proper subject/ verb agreement.</p> <ul style="list-style-type: none"> ● Read ● Lesson on tricky subject/ verb agreement ● Practice- IXL on subj./ verb agreement ● Continue editing checklist work
12	<p>Objective:</p> <p>1) Format an essay with proper MLA format. 2) Edit and revise to publish a polished final product.</p> <ul style="list-style-type: none"> ● Read ● Format essays together to include proper MLA formatting. ● Create an MLA formatted works cited page. ● Review all citations to ensure proper MLA formatting

**Westbrook Public Schools' Portrait of a Graduate
Learning Expectations**

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- In ELA class, students work to build competence in all PoG learning expectations through the discussion of literature and history. In each unit, students discuss and write about ways in which characters and historical figures exemplify and/ or fall short of our district's portrait of graduate attributes. Through the study of literature and history, students become more empathetic and socially aware. Students are explicitly taught how to become effective communicators through their writing and classroom discussions.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): With universal design in mind, all students will be provided with some options in regard to engagement, representation, and action and expression. For example, students always have some choice in the format of their texts to support their learning needs (audio, large print, Spanish, Portuguese, adapted texts). All students are provided with the option of using writing and discussion supports- graphic organizers, templates, sentence stems- if needed to begin the writing process.

Translated Unit Materials-

- [Spanish Packet](#)
- [Portuguese Packet](#)
- [Literary Essay Anchor Chart in Spanish](#)

Enrichment: In all units, students who are ready for more challenging texts will be given ample opportunity to select from texts at higher lexile levels. Students who are ready for more of a challenge with their writing will be given personalized practice plans for

advanced grammar skills and rubrics that include stretch goals. Students will be provided with a variety of writing models and ample personalized writing feedback that will push them to improve their craft no matter their level.

Learner Support (School-wide): At WMS, all teachers complete Aperture surveys to gauge students' social and emotional needs. All student data is considered as we consider student needs during MTSS meetings. All students have opportunities to access supports such as academic support periods, homework club, and after-school tutoring.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding Rubrics/Checklists when Applicable:

- IXL quizzes- active and passive voice, subj. verb agreement, dashes/ colons/ ellipses
- Gimkit for literary essay unit
- SBAC review Gimkits

Summative Assessments and Corresponding Rubrics/Checklists when Applicable:

- Thematic Literary Analysis Essay
- SBAC Writing Interim Assessment

Westbrook Public Schools Curriculum

Subject: English, Grade 8

Subject(s)	English Language Arts
Grade/Course	8th Grade / English
Unit of Study	Unit 7: Literary Nonfiction with Phineas Gage and Chasing Lincoln's Killer
Pacing	5 Weeks

Correspondence to CT Core Standards

What are the goals of this unit?

Priority/Focus Standards:

- 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.

Supporting Standards:

- 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).
- 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.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
--------------------------------------------------------------------------	-----------------------------------------------------------

<ul style="list-style-type: none"> ● Build knowledge of the Civil War, Lincoln's Assassination, and the manhunt for John Wilkes Booth. ● Support a claim with the best evidence from the text. ● Summarize a nonfiction text. 	<ul style="list-style-type: none"> ● In this unit we are working to build upon the knowledge students are collecting about the Civil War from social studies class. ● We will use writing to learn as we discuss how writing helps us to cement facts, ideas, and connections in our brains. ● Students will learn about Lincoln's assassination and the manhunt that followed as they learn about history and narrative nonfiction. ● Students will be writing almost daily in this unit as they grapple with the events that led to our nation's first presidential assassination and the events that followed.
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Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ol style="list-style-type: none"> 1. To what lengths did John Wilkes Booth go to tell his own story for history? 2. How has the work of Abraham Lincoln forever changed the American experience? 3. Why study history? 4. What do we think John Wilkes Booth was thinking? 5. What can we learn from Washington D.C. in April of 1865? 6. Analyze to what extent Lincoln possessed our Portrait of a Graduate attributes. 	<ol style="list-style-type: none"> 1. Lincoln's work to pass the fourteenth amendment to end slavery and to preserve the Union during the Civil War forever changed the course of American history. 2. By learning about history, we can draw connections to the present and see patterns. Reading about history helps us to build empathy and to better remember historical content.

Resources

Student Technology Integration and [Correspondence to ISTE Standards](#) when Applicable:

- 1.1 A Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1.6 C: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
- 1.6 D Students publish or present content that customizes the message and medium for their intended audiences.

Example: Website Building using Google Sites (Students create a year-long) Reading Website: add reading tracker spreadsheet, quarter 1 reading goals, make goal visible- [Model Student Websites](#)

Texts:

- Literary Nonfiction Unit from TCRWP (& Heinemann online resources)

Student Texts:

- *Phineas Gage: A Gruesome but True Story*
- *Chasing Lincoln's Killer*
- "O, Captain, My Captain"

Informational Texts:

- [Excerpts from Lincoln: A Photobiography](#)

Media:

- Scenes from *Lincoln* directed by Steven Spielberg

Online Resources / Websites:

- IXL
- Gimkit/ Kahoot- final exam reviews

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

Affixes Covered:

- path: suffering, disease, feeling (as in empathy, apathy, sympathy)
- belli-: inclined to be hostile, ready to fight (as in belligerent, antebellum)
- ante-: before (as in antebellum, ante meridiem a.m., antecedent)
- post-: after (as postmortem, postwar, postgrad, postlude)
- pre-/ pro-: before (as in prologue, prelude)
- mort-: death (as in mortal, immortal, postmortem)

Vocabulary:

Assassination: Assassination is the murder of a prominent or important person for political reasons or of a prominent or important person, such as a head of state, head of government, politician, world leader, member of a royal family or CEO.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Texts	Guiding Question
<ul style="list-style-type: none">● <i>Chasing Lincoln's Killer</i>	<ul style="list-style-type: none">● Summarize the events surrounding the assassination of Abraham Lincoln and the 12-day manhunt for his killer that followed.● Summarize Lincoln's greatest contributions to our nation.● In the spring of 1865, John Wilkes Booth was a man at his breaking point. Support this statement with evidence

	from the text. 2-page formal paper.
<ul style="list-style-type: none"> • “The Gettysburg Address” • Lincoln’s Second Inaugural Address • “Dead Men Floating” • “The Great Molasses Flood” • “The Great Fire” by Jim Murphy 	<ul style="list-style-type: none"> • Analyze how Abraham Lincoln measures up to our portrait of graduate attributes. 1-page formal paper.
Various Listenwise Articles from NPR on Lincoln- “Lincoln Walked A Tightrope” “A Look at the First Attempt on Lincoln’s Life”	
<ul style="list-style-type: none"> • “Oh Captain, My Captain” 	<ul style="list-style-type: none"> • Who or what does the captain symbolize? Why is his death mourned? • How does the metaphorical journey depicted in the poem reflect the broader topics of triumph and loss? • What emotions does the poem evoke? How does Whitman use language to evoke those emotional responses? • What does the poem suggest about the relationship between leadership and sacrifice? • How does the poem connect to the historical context of the United States during the time of Abraham Lincoln’s assassination?
Student Expectations: <ul style="list-style-type: none"> • 2 formal essays. • 3 -5 total pages. 	Instructional Strategies: <ul style="list-style-type: none"> • Formal and daily/informal writing • <u>Weekly, explicit writing instruction</u> <ul style="list-style-type: none"> ○ e.g., organizing/outlining; paragraph structure; citing/quoting textual material; usage and mechanics.

Westbrook Public Schools' Portrait of a Graduate Learning Expectations

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- ☒ Effectively Communicating
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- ☒ Socially Aware
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Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding Rubrics/Checklists when Applicable:

- [Because, But, So writing](#)

Summative Assessments and Corresponding Rubrics/Checklists when Applicable:

- 8th-Grade English Final Exam, including summary of the events surrounding Lincoln's assassination and the 12-day manhunt that followed.
- Essay writing based on guiding questions

Westbrook Public Schools Curriculum

Subject: Social Studies, Grade: 3

Subject(s)	Social Studies
Grade/Course	Grade 3 / Social Studies
Unit of Study	Unit 1: Westbrook Geography
Pacing	2 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

HIST 3.6 Summarize how different kinds of historical sources are used to explain events in the past.

HIST 3.11 Explain probable causes and effects of events and developments.

Supporting Standards:

CIV 3.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

CIV 3.3 Explain how groups of people make rules to create responsibilities and protect freedoms.

GEO 3.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.

GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.

GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.

GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

Inquiry Standards:

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

Correspondence to CT Core Standards

What are the goals of this unit?

Reading:

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.

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

RI.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).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

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.3.6 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.

Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2 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.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none"> 1. Geographic representations (maps, graphs, globes, etc.) 2. Create a timeline of important events and people of Westbrook. 	<ol style="list-style-type: none"> 1. Geography <ul style="list-style-type: none"> • Bordering towns • Major Bodies of Water • Long Island Sound • Pilots Point • Duck Island 2. Events and People <ul style="list-style-type: none"> • Turtle Submarine • David Bushnell • Toby Hill • Eleanor Roosevelt • Incorporated 1840

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ol style="list-style-type: none"> 1. How has our local community contributed to Connecticut history? 	<ol style="list-style-type: none"> 1. People travel to and settle where there are enough resources to live. Resources affect the way people adapt to their environment based on availability of food, shelter, and economic stability. People will fight over resources when they are scarce. 2. Native people remain active in their own and state

2. What effect did indigenous peoples and geography have on our state/town?

history even though they have dealt with war, slavery, and prejudice.

Resources

Student Technology Integration and [Correspondence to ISTE Standards:](#)

1.3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Informational Texts and/or Media:

- *I Live in Westbrook, Connecticut - A History of Westbrook from 1635-1840* written by Frances Russell

Online Resources / Websites:

- Essex Historical Society
 - mjosefiak@essexhistory.org
 - (860) 304-8254 -
 - Indigenous Peoples of CT River Valley - artifacts and hands on activities
- [Westbrook Historical Society](#)
- <https://www.westbrookct.us/455/Historical-Walking-Tour-of-Westbrook>
- [History of Westbrook, Ct](#) - Informative video on this website
- [Native American Tribes & the Indian History in Westbrook, Connecticut](#)
- [How Do Submarines Work? Submarine for Kids | Online Learning for Kids](#)
- [Westbrook, Connecticut \(U.S.\)](#)

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:	
Submarine - a vessel or ship that can go underwater.	Economy - the way people of an area (region, state, country) use resources to meet their needs.
Agriculture - farming.	Environment - the surroundings in which people, plants, and animals live.
Ancestors - early family members.	Geography - the study of the earth and the people, animals and the plants living on it.
Artifacts - ancient objects made by people.	Indigenous - the first people to inhabit a place.
Treason - going against the leader of a country.	Symbol - something that stands for something else.
Climate - weather over a long period of time.	Pochoug - Indian word meaning “at the confluence of two rivers.”
Culture - a way of life that differs from other groups of people (relate to Agri-).	Wampum - strings of beads cut from seashells for storytelling and for trade.
Confluence - occurs where two or more flowing bodies of water join.	Wigwam - round bark covered shelters.

Learning Plan <i>Overview and Key Learning Events and Instruction Per Week</i>
Learning Tasks Per Week (Including Instructional Strategies)
Weeks 1-2: Westbrook - Our Town

Review: Famous people, bordering towns, natural landforms, major bodies of water and rivers.

Guided Practice:

- [Connecticut Towns Index Map w/Town Names](#)
- [PostcardTemplate-1.pdf](#)

Text:

- *I Live in Westbrook, Connecticut - A History of Westbrook from 1635-1840 written by Frances Russell*

Websites/videos:

- [Westbrook, Connecticut \(U.S.\)](#)
- <http://www.westbrookct.us/245/Westbrook-Historical-Society>
- [History of Westbrook, Ct](#) - Informative video on this website
- [Native American Tribes & the Indian History in Westbrook, Connecticut](#)
- <https://www.westbrookct.us/455/Historical-Walking-Tour-of-Westbrook>

Possible Field Trips:

- Westbrook Historical Society
- Westbrook Walking Tour
- Duck Island

**Westbrook Public Schools' Portrait of a Graduate
Learning Expectations**

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- **Critically Problem Solving:** Students will be able to clarify the problem and pose questions for investigation.
- **Socially Aware:** Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): Use of organizers to collect information; guided reading practice during instruction; analyze documents with support; provide fewer reasons/examples.

Enrichment: Choice of culminating project will allow for higher level challenges for some students

Learner Support (School-wide): MTSS is used at Daisy Ingraham Elementary School to help educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their needs.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

Students will write a postcard to a family member explaining several new facts that they learned about Westbrook.

- [PostcardTemplate-1.pdf](#)

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- [Connecticut Towns Index Map w/Town Names](#)

Westbrook Public Schools Curriculum

Subject: Social Studies, Grade: 3

Subject(s)	Social Studies
Grade/Course	Grade 3 / Social Studies
Unit of Study	Unit 2: Connecticut Geography and the Original People of Connecticut
Pacing	8 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

HIST 3.3 Generate questions about individuals who have shaped significant historical changes and continuities.

HIST 3.5 Describe how people's perspectives shaped the historical sources they created.

HIST 3.6 Summarize how different kinds of historical sources are used to explain events in the past

HIST 3.11 Explain probable causes and effects of events and developments.

Supporting Standards:

CIV 3.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

CIV 3.3 Explain how groups of people make rules to create responsibilities and protect freedoms.

GEO 3.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.

GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.

GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.

GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

GEO 3.9 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Inquiry Standards:

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

Correspondence to CT Core Standards

What are the goals of this unit?

Reading:

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.

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

RI.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).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

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.3.6 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.

Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2 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.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
1. Geographic representations (maps, graphs, globes, etc.) 2. Explore and analyze the cultural practices of indigenous people of Connecticut before colonization.	1. Geography <ul style="list-style-type: none"> a. Bordering states <ul style="list-style-type: none"> ■ Major Cities b. Mystic c. Hartford d. New Haven e. Old Saybrook 2. Major Bodies of Water <ul style="list-style-type: none"> a. CT River b. Long Island Sound 3. Native American Tribes <ul style="list-style-type: none"> a. Pequot or Mohegan b. Iroquois c. Algonquin

Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
1. How has our local community contributed to Connecticut history?	1. People travel to and settle where there are enough resources to live. Resources affect the way people adapt to their environment based on availability of food, shelter, and economic stability. People will fight over resources when they are scarce.

2. What effect did indigenous peoples and geography have on our state/town?

2. Native people remain active in their own and state history even though they have dealt with war, slavery, and prejudice.

Resources

Student Technology Integration and [Correspondence to ISTE Standards:](#)

1.3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Informational Texts and/or Media:

- *The Connecticut Adventure* by John W. Ifkovic
- The “Who Was” series of important people in CT:
 - Harriet Beecher Stowe
 - Noah Webster
 - Mark Twain
 - Nathan Hale
 - Eli Whitney
- *The Great Connecticut Puzzle Book* by Jane Petrlik Smolik

Online Resources / Websites:

- Essex Historical Society
 - mjosefiak@essexhistory.org
 - (860) 304-8254 -

- Indigenous Peoples of CT River Valley - artifacts and hands on activities
- [The Charter Oak](#)
- [Connecticut State Quarter | U.S. Mint](#)
- <https://Kiddleco.com>
- [Connecticut Flag | Flag Of Connecticut State](#)
- [United States Geography for Kids: Connecticut](#)
- [Mr. Nussbaum -Connecticut](#)
- [Connecticut Facts for Kids](#)
- [CThistoryforkids.org](#)
- [Connecticut Project Helper](#)
- ctexplored.org/native-americans-in-connecticut/
- [CKHG Grade 3: Unit 4—The Earliest Americans \(7 Lessons\)](#)

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

Adapt - adjust to the environment.	Economy - the way people of an area (region, state, country) use resources to meet their needs.
Agriculture - farming.	Environment - the surroundings in which people, plants, and animals live.
Ancestors - early family members.	Geography - the study of the earth and the people, animals and the plants living on it.
Artifacts - ancient objects made by people.	Indigenous - the first people to inhabit a place.
Bill - a written idea for a law.	Reservation - land set aside by the government for Native Americans.

Charter - A piece of paper that gives permission to settle a piece of land.	Symbol - something that stands for something else.
Climate - weather over a long period of time.	Veto - a power of the president or governor to stop a bill from becoming a law.
Culture - a way of life that differs from other groups of people (relate to Agri-).	Wampum - strings of beads cut from seashells for storytelling and for trade.
Democracy - government by the people.	Wigwam - round bark covered shelters.

Learning Plan <i>Overview and Key Learning Events and Instruction Per Week</i>	
Learning Tasks Per Week (Including Instructional Strategies)	
<p>Weeks 1-4: Geography Introduction</p> <p>Review: Bordering states, natural landforms, major cities, major bodies of water, rivers and oceans</p> <p>Guided Practice: CT State Study Book pages 1-36</p> <p>Text - <i>The Connecticut Adventure</i> - Chapter 1 -Natural Connecticut</p> <p>Websites:</p> <ul style="list-style-type: none"> • United States Geography for Kids: Connecticut • Mr. Nussbaum -Connecticut • Connecticut Facts for Kids • CThistoryforkids.org <p>Videos</p>	

- [Connecticut for Kids | US States Learning Video](#)
- [Learn Grade 3 - Geography - Area ,Distance and Location](#)

Weeks 4-10: The First People

Review: Village life, farming, homes, agriculture, hunting, tools, games, and celebrations

Guided Practice:

- CT State Study Book pages 37-41
- [NativeAmericanChart-1.pdf](#)

Text:

- *The Connecticut Adventure* - Chapters 2-3

Websites:

- [CThistoryforkids.org](#)

Videos

- [The Mashantucket Pequot Museum & Research Center Virtual Tour](#)

Resources:

- [Shoebox Diorama](#)

Possible Field Trips:

- Mashantucket Pequot Museum
- State Capitol
- Old Mystic Village
- Eli Whitney Water Museum

**Westbrook Public Schools' Portrait of a Graduate
Learning Expectations**

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- **Critically Problem Solving:** Students will be able to clarify the problem and pose questions for investigation.
- **Socially Aware:** Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): Use of organizers to collect information; guided reading practice during instruction; analyze documents with support; provide fewer reasons/examples.

Enrichment: Choice of culminating project will allow for higher level challenges for some students

Learner Support (School-wide): MTSS is used at Daisy Ingraham Elementary School to help educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their needs.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

Students will interpret and create a state study notebook that shows their understanding of CT.

- [Grade 3 - ConnecticutStateStudyNotebookingPages-1.pdf](#)

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- [Shoebox Diorama](#)

Westbrook Public Schools Curriculum

Subject: Social Studies, Grade: 3

Subject(s)	Social Studies
Grade/Course	Grade 3 / Social Studies
Unit of Study	Unit 3: State of Connecticut Identity
Pacing	12 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

HIST 3.5 Describe how people's perspectives shaped the historical sources they created.

HIST 3.6 Summarize how different kinds of historical sources are used to explain events in the past

HIST 3.7 Compare information provided by different historical sources about the past.

HIST 3.9 Generate questions about multiple historical sources and their relationships to historical events and developments.

HIST 3.11 Explain probable causes and effects of events and developments.

Supporting Standards:

CIV 3.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

CIV 3.3 Explain how groups of people make rules to create responsibilities and protect freedoms.

ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.

GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.

Inquiry Standards:

INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.14 Critique explanations.

INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

Correspondence to CT Core Standards

What are the goals of this unit?

Reading:

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.

RI.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).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

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.3.6 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.

Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2 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.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none"> 1. Identify key features and structures of government in the state of Connecticut. 2. Analyze various sources to identify symbols, slogans, and mottos that represent Connecticut. 3. Explore important historic events in Connecticut. 4. Research important individuals in Connecticut History. 	<ol style="list-style-type: none"> 1. Government <ol style="list-style-type: none"> a. governor b. branches of the government c. Charter (Charter Oak and tree) 2. CT Symbols <ol style="list-style-type: none"> a. flag b. seal c. quarter d. bird e. flower f. song g. motto <p>Important Events in CT History</p> <ul style="list-style-type: none"> o 1614 CT River is explored o 1636 Hartford is established o 1662 CT gets their charter o Legend of the Charter Oak o 1689 CT charter is restored <p>Important People</p> <ul style="list-style-type: none"> o Noah Webster o Nathan Hale o Harriet Beecher Stowe

	<ul style="list-style-type: none"> o Eli Whitney o Mark Twain
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Essential Questions <i>What essential questions will be considered?</i>	Corresponding Big Ideas <i>What understandings are desired?</i>
<ol style="list-style-type: none"> 1. What is Connecticut state identity? 2. How did industries such as whaling, manufacturing, and technology create Connecticut's history and contribute to America's story? 3. How are governmental decisions made at the state and local levels? How do Connecticut's legislative, executive, and judicial branches of government work? 	<ol style="list-style-type: none"> 1. The impact of geography, economics, and government structures helped create Connecticut and local towns. 2. Shipping, shipbuilding plays a large role in Connecticut history, helping to spark the Industrial Revolution in New England. 3. Decisions are made by the powers of government officials at various levels and branches of government. A democracy relies on people's responsible participation. Groups of people make rules to create responsibilities and protect freedom.

Resources
<p>Student Technology Integration and Correspondence to ISTE Standards:</p> <ul style="list-style-type: none"> ● 1.6 Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
<p>Informational Texts and/or Media:</p> <ul style="list-style-type: none"> ● <i>The Connecticut Adventure</i> by John W. Ifkovic ● The "Who Was" series of important people in CT: <ul style="list-style-type: none"> ○ Harriet Beecher Stowe

- Noah Webster
- Mark Twain
- Nathan Hale
- Eli Whitney
- Prudence Crandall

Online Resources / Websites:

- Essex Historical Society
 - mjosefiak@essexhistory.org
 - (860) 304-8254 -
 - Indigenous Peoples of CT River Valley - artifacts and hands on activities
- [The Charter Oak](#)
- <https://Kiddleco.com>
- [Connecticut Flag | Flag Of Connecticut State](#)
- [United States Geography for Kids: Connecticut](#)
- [Mr. Nussbaum -Connecticut](#)
- [Connecticut Facts for Kids](#)
- [CThistoryforkids.org](#)
- [Connecticut Project Helper](#)
- ctexplored.org/native-americans-in-connecticut/
- [CKHG Grade 3: Unit 4—The Earliest Americans \(7 Lessons\)](#)
- <https://www.cthousegop.co>

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

Amendment - a change or addition to make something better.	Economy - the way people of an area (region, state, country) use resources to meet their needs.
	Elect - to choose by vote.

Bill - a written idea for a law.	House of Representatives - one of the two houses of Congress, made up of representatives from the 50 states.
Candidate - A person who tries to get elected to office.	Legislator - a person elected to make the laws.
Compromise - an agreement reached where each side gives up part of its demands.	Political Party - an organized group that shares the same ideas about government.
Motto - a sentence, phrase or word that expresses the spirit of the organization or state.	Protest - to complain against an idea or action; to speak out against something.
	Representative - someone elected to speak or act for others.
Charter - A piece of paper that gives permission to settle a piece of land.	Symbol - something that stands for something else.
Delegate - someone to speak or act for a group of people.	Veto - a power of the president or governor to stop a bill from becoming a law.
	Tax - to make the people pay money to the government.
Democracy - government by the people.	

Learning Plan <i>Overview and Key Learning Events and Instruction Per Week</i>	
Learning Tasks Per Week (Including Instructional Strategies)	
Weeks 1-3: Connecticut History Review: <ul style="list-style-type: none"> • Charter Oak. 	

- Important People.
- Origin of Name.
- Quarter.

Guided Practice:

- CT State Study Book pages 42-53
- [BiographyResearchPlanningTemplateGraphicOrganizer-1.pdf](#)

Text

- *The Connecticut Adventure* - Chapter 5-10

Websites:

- [Mr. Nussbaum -Connecticut](#)
- [Connecticut Facts for Kids](#)
- [CThistoryforkids.org](#)
- [CT name](#)

Videos

- [Connecticut for Kids | US States Learning Video](#)
- [Connecticut State Quarter | U.S. Mint](#)
- [How Ct got its name](#)
- [CT, What's Our History?](#)

Weeks 4-10: Connecticut Identity

Review:

- Symbols.
- Mottos.

Guided Practice:

- **CT State Study Book** pages 54-82

Text

The Connecticut Adventure - Chapter 11-13

Websites:

- CThistoryforkids.org

Videos

- [Visit CT](#)
- [Two Minute Tour of Connecticut: 50 States for Kids - FreeSchool](#)
- [State Symbols Series - Connecticut - YouTube](#)
- [Connecticut No Child Left Inside](#)
- [State Symbols USA](#)

Weeks 10-12: The Connecticut Government

Review:

- Branches of the Government.
- Governor, Lt.
- Governor.
- Capitol Building.

Guided practice:

- **CT State Study Book** pages 83-91

Text:

- *The Connecticut Adventure* - Chapters 12- 13

Videos:

- Brainpop - Famous Historical Figures: Mark Twain
- [Connecticut State Capitol // Connecticut's Cultural Treasures](#)

Possible Field Trips:

- Mashantucket Pequot Museum
- State Capitol
- Old Mystic Village

- Eli Whitney Water Museum

Westbrook Public Schools' Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- **Critically Problem Solving:** Students will be able to clarify the problem and pose questions for investigation.
- **Socially Aware:** Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): Use of organizers to collect information; guided reading practice during instruction; analyze documents with support; provide fewer reasons/examples.

Enrichment: Choice of culminating project will allow for higher level challenges for some students, dressing up and power points can also be added.

Learner Support (School-wide): MTSS is used at Daisy Ingraham Elementary School to help educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their

needs.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

Students will interpret and create a state study notebook that shows their understanding of CT.

- [Biography Report](#)
- [Research Notes Biography](#)
- [Bottle Person](#)

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- [Readworks Biography](#)

Westbrook Public Schools Curriculum

Subject: Social Studies, Grade: 4

Subject(s)	Social Studies
Grade/Course	Grade 4 / Social Studies
Unit of Study	Unit 1: Map Skills and Geography of the United States
Pacing	12 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

Supporting Standards:

GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.

GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.

HIST 3.11 Explain probable causes and effects of events and developments.

Inquiry Standards:

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Correspondence to CT Core Standards

What are the goals of this unit?

Reading

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.

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, problem/solution) 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.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) 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 points in a text.

RI.4.9 Integrate information from two texts on the same topic to write or speak about the subject 141 knowledgeably relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Writing

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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.4.10 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.

Speaking and Listening

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2 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.

SL.4.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
1. Examine and describe the properties of maps and globes. 2. Analyze various sources to identify continents, oceans, landforms.	1. Maps <ul style="list-style-type: none"> a. scale b. cardinal and intermediate directions (compass rose) c. longitude d. latitude e. legends f. types of maps <ul style="list-style-type: none"> i. political ii. physical g. hemispheres h. political i. key 2. Geography <ul style="list-style-type: none"> a. prime meridian b. compass rose c. equator

3. Regions of the United States characteristic and landforms.

- d. oceans
- e. continents (locations)

- Northeast Region
 - states in this region
 - major cities
 - proximity to water
 - impact of rivers and waterways
 - natural resources
 - tourist attractions
 - why people move/immigrate
 - geographic features
 - landmarks
 - climate
- Mid-Atlantic Region
 - states in this region
 - major cities
 - proximity to water
 - impact of rivers and waterways
 - natural resources
 - tourist attractions
 - why people move/immigrate
 - geographic features
 - landmarks
 - climate
- Southeast Region
 - states in this region
 - major cities
 - proximity to water
 - impact of rivers and waterways
 - natural resources

- tourist attractions
- why people move/immigrate
- geographic features
- landmarks
- climate

- Midwest Region

- states in this region
- major cities
- proximity to water
- impact of rivers and waterways
- natural resources
- tourist attractions
- why people move/immigrate
- geographic features
- landmarks
- climate

- Northwest Region

- states in this region
- major cities
- proximity to water
- impact of rivers and waterways
- natural resources
- tourist attractions
- why people move/immigrate
- geographic features
- landmarks
- climate

- Southwest Region

- states in this region
- major cities

	<ul style="list-style-type: none"> ○ proximity to water ○ impact of rivers and waterways ○ natural resources ○ tourist attractions ○ why people move/immigrate ○ geographic features ○ landmarks ○ climate <ul style="list-style-type: none"> ● West Region <ul style="list-style-type: none"> ○ states in this region ○ major cities ○ proximity to water ○ impact of rivers and waterways ○ natural resources ○ tourist attractions ○ why people move/immigrate ○ geographic features ○ landmarks ○ climate
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<p>Essential Questions</p> <p><i>What essential questions will be considered?</i></p>	<p>Corresponding Big Ideas</p> <p><i>What understandings are desired?</i></p>
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<ol style="list-style-type: none"> 1. How does where people live affect how they live and have lived in the past? 2. What role does climate and geography play in people's lives? 3. Why do people move from one region to another? 	<ol style="list-style-type: none"> 1. People from various American regions modify and adapt to their environments. People populate and move to areas with family and job opportunities. 2. Climate and geography dictate where people live and their ability to be successful and self-sustaining. 3. People live near water and oceans to have access to trading and water resources. People from various American regions use and allocate their available resources.
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Resources
<p>Student Technology Integration and Correspondence to ISTE Standards:</p> <ul style="list-style-type: none"> • 1.6 Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
<p>Informational Texts and/or Media:</p> <ul style="list-style-type: none"> • Scholastic - Map Skills for Today • Really Good Stuff - Social Studies Learning Journals • The Nystrom - Junior Geographer Atlas <p>Online Resources / Websites:</p>

- Essex Historical Society
 - mjosefiak@essexhistory.org
 - (860) 304-8254
- <https://Kiddleco.com>
- [Factmonster](#)
- [Kidinfo](#)
- <https://www.biographyonline.net/>
- [infoplease](#)
- [kiddle](#)
- <https://www.softschools.com/>
- <https://www.ixl.com/social-studies/level-e>
- [Geography for Kids. World maps and countries](#)
- <https://mrnussbaum.com/geography>
- <https://www.brainpop.com/search/?keyword=geography>
- <https://www.purposegames.com/games>

Videos:

- [World: Continents and Oceans - Map Quiz Game - Seterra](#)
- [5 Regions of the United States | US Geography for Kids | Kids Academy](#)
- [Latitude and Longitude | Time Zones | Video for Kids](#)
- [A World of Continents and Oceans](#)
- [Human, Capital & Natural Resources for Kids | Types of Resources | Kids Academy](#)

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

Cardinal Directions - north, south, east and west.	Political Map - map that uses color to show countries.
Prime Meridian - imaginary line at 0 degrees longitude that divides the earth into Eastern and Western Hemispheres.	Physical Map - map that uses color to show natural features such as bodies of water.

Compass Rose - set of pointers that show directions on a map or globe.	Globe - model of the earth that is spherical, that is, shaped like a ball.
Legend - the part of a map that shows the map's title and explains its symbols. The explanation of symbols is sometimes called a key.	Intermediate Directions - northwest, northeast, southeast, and southwest, found half-way between pairs of cardinal directions.
Lines of Longitude - distance east or west of the Prime Meridian, measured in degrees. Longitude lines run north-south on a map or globe.	Elevation - height above or below sea level.
Lines of Latitude - distance north or south of the Equator, measured in degrees. Latitude lines run east-west on a map or globe.	Sea Level - average elevation of the surface of a calm ocean between high and low tide.
Equator - Imaginary line at 0 degrees latitude that divides the earth into the Northern and Southern Hemispheres.	Temperature - the degree of hotness or coldness
Landforms - natural features of the landscape, such as a mountain, plain, canyon, or island.	Climate - pattern of weather for a particular place during a typical year.
Scale - relationship between an actual distance on the earth and the same distance as shown on a map.	Time Zone - an area on Earth that has a specific time that all citizens can set their clocks to.
Hemisphere - any half of the earth.	Population density - number of people living in one typical square mile of a place or region.
Territory - part of a country that does not have the full rights of the state.	Grasslands - a region of tall grass sometimes called a prairie.
Tundra - small plants that grow close to the ground in cool or cold regions; regions where tundra plants prevail.	Reservoir-artificial Lake that forms behind a dam on a river.
Relief - shading on a map that shows the shape of the land's surface.	Plain - broad area of land that is gently rolling or almost flat.

Desert - dry, natural region with little rain and few if any plants; usually hot.	Plateau - vast, high area of land that is mostly level.
Glacier - large, slow-moving mass of ice.	Peninsula - body of land that is almost surrounded by water.
Peak - top of a mountain.	Rural - relating to the countryside, as opposed to towns or cities.
Valley - a low area of land between hills or mountains.	Suburb - town or small city that is located near a big city.
Bay - a body of water partially surrounded by land.	Urban - big city, its suburbs, and the towns connected to them.
Basin - a depression, or dip, in the Earth's surface.	Cape - point of land that extends into a body of water. A cape can be on an island or on the mainland, and some capes also are peninsulas.

Learning Plan

Overview and Key Learning Events and Instruction Per Week

Learning Tasks Per Week (Including Instructional Strategies)

Weeks 1-5: Geography (Maps)

Review:

- Continents and Oceans
- Landforms
- Types of Maps

Guided Practice:

- [GeographicLandformsMatchingActivity-1.pdf](#)
- [GeographyVocabularyBasicLandformsTermsanddefinitionsMatchingWorksheet-1 \(1\)](#)
- https://drive.google.com/file/d/1K4SjEqf_G6NDW6fVJhL-WvUKxf-GJOzd/view?usp=sharing

Text

- *The Nystrom Junior Geographic Atlas (pages 1-46)*
- *Map Skills for Today Grade 4 (pages 4-16)*

Websites:

- [Mr. Nussbaum - Regions](#)
- <https://Kiddleco.com>
- <http://www.brainpopjr.com/science/land/landforms>
- www.pebblego.com
- [Human, Capital & Natural Resources for Kids | Types of Resources | Kids Academy](#)
- [Factmonster](#)
- [Kidinfo](#)
- <https://www.biographyonline.net/>
- [infoplease](#)
- [kiddle](#)
- <https://www.softschools.com/>

Weeks 6-10: Regions of the United States

Review:

- five regions
- states in this region
- major cities
- proximity to water
- impact of rivers and waterways
- natural resources
- tourist attractions
- why people move/immigrate
- geographic features
- landmarks

- climate
- time zones

Guided Practice:

- Scholastic - *Map Skills for Today* (pages 28-39)
- [Really Good Stuff](#) - Social Studies Learning Journals (pages 1-14)
- The Nystrom - Junior Geographer Atlas (pages 48-67)

Websites/Resources:

- <https://Kiddleco.com>
- [Mr. Nussbaum -Connecticut](#)
- [Human, Capital & Natural Resources for Kids | Types of Resources | Kids Academy](#)
- [Factmonster](#)
- [Kidinfo](#)
- <https://www.biographyonline.net/>
- [infoplease](#)
- [kiddle](#)
- <https://www.softschools.com/>

Weeks 10-12: Student Presentations Regions

Review:

- Eye contact
- Fluency
- Delivery
- Content
- Audience Awareness
- Audience Participation

Guided practice:

- [Presentation Rubric](#)

Videos:

- [Oral Presentation Skills](#)

Possible Field Trips:

- Mashantucket Pequot Museum
- State Capitol
- Old Mystic Village/Seaport
- Bushy Hill
- Eli Whitney Water Museum

Westbrook Public Schools' Portrait of a Graduate Learning Expectations

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- **Critically Problem Solving:** Students will be able to clarify the problem and pose questions for investigation.
- **Socially Aware:** Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): Use of organizers to collect information; guided reading practice during instruction; analyze documents

with support; provide fewer reasons/examples.

Enrichment: Choice of culminating project will allow for higher level challenges for some students, dressing up and power points can also be added.

Learner Support (School-wide): MTSS is used at Daisy Ingraham Elementary School to help educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their needs.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

Students will interpret and create a slide that represents one of the five regions that shows their understanding of that region.

- [Exemplar 5 Regions of the United States TpT](#)

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- [TheFiveRegionsofTheUnitedStates-1.pdf](#)

Westbrook Public Schools Curriculum

Subject: Social Studies, Grade: 4

Subject(s)	Social Studies
Grade/Course	Grade 4 / Social Studies
Unit of Study	Unit 2: Westward Expansion and Historic Events and People
Pacing	12 - 14 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

GEO 4.3 Explain how culture influences the way people modify and adapt to their environments.

GEO 4.4 Explain how the cultural and environmental characteristics of places change over time.

GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

GEO 4.6 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources.

Supporting Standards:

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

Supporting Standards:

ECO 4.1 Compare the benefits and costs of individual choices.

ECO 4.2 Identify positive and negative incentives that influence the decisions people make.

Inquiry Standards:

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in

addressing local, regional, and global problems at various times and places.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

Correspondence to CT Core Standards

What are the goals of this unit?

Reading

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.

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.

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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.

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RI.4.9 Integrate information from two texts on the same topic to write or speak about the subject knowledgeably relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Writing

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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.4.10 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.

Speaking and Listening

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2 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.

SL.4.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
1. Explain the major events, concepts and people that were integral to the Westward Movement.	Concepts <ul style="list-style-type: none">● Louisiana Purchase● Manifest Destiny● Homestead Act● Oregon Trail● Sante Fe Trail● Transportation<ul style="list-style-type: none">○ Canals○ Railroads (Transcontinental Railroad completed in 1869)○ Covered Wagons● California Gold Rush (1848)

2. Identify the challenges that farmers and settlers faced as they settled west of the Mississippi River.

3. Analyze and explain the impact that westward movement

Pushes

- Taxes
- Lack of Opportunity
- Trouble with the Law
- Manifest Destiny

Pulls

- Land
- Liberty
- Wealth
- Water Routes
- Mormons Settle in Utah (1850)

- Important People

- Daniel Boone
- Lewis and Clark (1804-1806)
- Sacajawea
- Zebulon Pike
- Tecumseh - promoted resistance to westward expansion.

- Native Americans
- Land was difficult to farm
- Poorly marked trails
- Diseases - Cholera, Dysentery, Yellow Fever, Smallpox, Measles, Tuberculosis
- Drought/Lack of Water/Weather
- Stream and River Crossings
- Few Building Materials
- Lack of proper tools

- Impact on Native Americans

<p>journey to Oregon?</p> <p>4. What were the main results of purchasing the Louisiana Territory?</p> <p>5. What effect did westward movement have on the Native American population?</p>	<p>Civil War was going on and people were avoiding the conflict.</p> <p>4. As a result of this treaty, the nation doubled in size. It was attained without the need for war. This gave the United States control of the Mississippi River and the port city of New Orleans. The land was rich with timber, minerals, and other natural resources.</p> <p>5. Native Americans' lives were ruined by westward expansion. They would be forced to move off their land. There were many acts that were created to work against them, such as the one that restricted their religious practices.</p>
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Resources
<p>Student Technology Integration and Correspondence to ISTE Standards:</p> <ul style="list-style-type: none"> • 1.6 Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
<p>Informational Texts and/or Media:</p> <ul style="list-style-type: none"> • <i>Daily Life in a Covered Wagon</i> by Paul Erickson • CKHG Grade 5: Unit 10—Westward Expansion Before Civil War (Teacher Guide) • WestwardExpansion4th5thGradePowerPointGuidedNotesActivitiesSS4H3c-1.zip <p>Online Resources / Websites:</p>

- Essex Historical Society
 - mjosefiak@essexhistory.org
 - (860) 304-8254
- <https://Kiddleco.com>
- [Factmonster](#)
- [Kidinfo](#)
- <https://www.infoplease>
- [kiddle](#)
- <https://www.softschools.com/>
- <https://www.ixl.com/social-studies/level-e>
- [American West | History, Settlement & Significance - Study.com](#)
- <https://mrnussbaum.com>
- [How did Westward Expansion impact Native Americans? 1.Forced to move to reservations and Government breaks treaties 2.Lifestyle](#)
- [American West | History, Settlement & Significance - Video & Lesson Transcript | Study.com](#)
- [Impact of Westward Expansion on Native Americans | DocsTeach](#)
- [CKHG Grade 5: Unit 10—Westward Expansion Before Civil War \(Teacher Guide\)](#)
- [California Gold Rush Lesson Plan | Study.com](#)
- [Analyzing Primary Sources | George W. Bush Library](#)
- [ElementaryLP_PrimarySecondarySources_Web.pdf](#)
- [WestwardExpansionUNIT4thGradeSocialStudies-1.zip](#)

Videos:

- [Westward Expansion: Crash Course US History #24](#)
- [WestwardExpansion4th5thGradePowerPointGuidedNotesActivitiesSS4H3c-1.zip](#)
- [Social Studies 4th Grade Westward Expansion Content Video](#)

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

expansion - increasing in size or volume, as related to land.	manifest destiny - America's mission to expand from the east coast of North America all the way to the west coast.
journey - a long trip from one place to another.	Congress - the lawmaking branch of the American government.
pioneer - first people of a particular group to explore or live in a place.	treaty - a formal agreement between two or more groups, especially countries.
immigrate - to leave one place to settle permanently in another.	stockades - enclosures or pens made from stakes or poles driven into the ground.
self-reliant - needing no help from other people.	fertile - able to grow a large number of crops.
frontier - where newly settled meet unsettled areas.	buckskin - skin made from a male deer.
territory - an area of land.	Gold Rush - 1848 -1852 prospectors found gold in many locations in California.
interpreter - a person who translates from one language to another.	prosper - to be successful.
expedition - a journey undertaken for a specific purpose.	irrigate - to water crops by moving water from a place with water to a place with not enough rain, in order to grow crops.
acre - an area of land that measures 4,840 square yards.	Mormon - a religious group.
game - animals that are hunted for sport or for food.	wealth - a large amount of money or property.
lumber - wood that has been cut and used for building.	Trail of Tears - the U.S. government took away the land of the Native Americans and forced them to move west of the Mississippi. Most of them had to walk all the way.
transportation - the methods people use to move from one place to another.	relocate - to locate or move again.

locomotive - a railroad engine.	territory - an area of land that a country has claimed for itself.
reservation - small parcels of land where Native American people were supposed to live.	panning - a simple method of separating gold from soil or gravel by swirling the mixed material in a pan with water.
prospector - someone looking for mineral deposits.	primary source - work that gives original information from people and events that are being studied.
Louisiana Purchase - 1803 France sold Louisiana territory to the US.	Proclamation of 1763 - a law that prohibited colonists from settling west of the Appalachian Mountains.
secondary source - documents, texts, images, and objects of an event created by someone who referenced the primary source.	Brave - a Native American warrior.
assimilation - the process of becoming like others by taking in and using their customs and culture.	

Learning Plan <i>Overview and Key Learning Events and Instruction Per Week</i>	
Learning Tasks Per Week (Including Instructional Strategies)	
Weeks 1-2: Primary/Secondary Sources Review: <ul style="list-style-type: none"> • Primary Source • Secondary Source Guided Practice: <ul style="list-style-type: none"> • Analyzing Primary Sources George W. Bush Library • ElementaryLP_PrimarySecondarySources_Web.pdf 	

Text

- *Daily Life in a Covered Wagon* by Paul Erickson

Videos:

- [Primary vs Secondary Sources](#)
- [Primary and Secondary Sources](#)

Websites:

- [Discoveries from the Journal of Meriwether Lewis - A Primary Source Digital Scavenger Hunt](#)
<https://www.softschools.com/>
- [The Royal Proclamation of 1763: Lesson Plan](#)

Weeks 3-8: Timeline and Introduction to Westward Movement**Review:** Introduction to Westward Movement (pages 2-38)

- Lewis and Clark Expedition (slides 5-7)
- Sacagawea (slide 8)
- Physical Barriers (slides 9-17)
- War of 1812 (slides 18-21)
- Star Spangled Banner (slides 22-25)
- Mexican American War (slides 29-38)

Guided Practice:

- [4th Grade Westward Expansion Vocabulary Flashcards | Quizlet](#)
- [Slides 2 - 38](#) Slides 2-38
- [Student Packet](#) Student Packet
- [WestwardExpansion4th5thGradePowerPointGuidedNotesActivitiesSS4H3c-1.zip](#)

Text

- *Daily Life in a Covered Wagon* by Paul Erickson

Websites/resources:

- <https://www.ixl.com/social-studies/level-f>
- [BrainPOP ELL](#)

Videos:

- [Westward Expansion: Crash Course US History #24](#)
- [WestwardExpansion4th5thGradePowerPointGuidedNotesActivitiesSS4H3c-1.zip](#)
- [Social Studies 4th Grade Westward Expansion Content Video](#)
- <https://www.brainpop.com/socialstudies/ushistory/westwardexpansion/>

Weeks 9 -12: Impact of Westward Movement**Review:** (slides 42-85)

- Trail of Tears (slides 42-58)
- Battle of Little Bighorn - Custer's Last Stand (slides 60-61)
- Manifest Destiny (slides 62-73)
- The Oregon Trail (slides 74-75)
- Gold Rush (slides 76-79)

Guided practice:

- [4th Grade Westward Expansion Vocabulary Flashcards | Quizlet](#)
- [Slides 42 - 112](#) Slides 42-112
- [Student Packet](#) Student Packet
- [WestwardExpansion4th5thGradePowerPointGuidedNotesActivitiesSS4H3c-1.zip](#)

Videos:

- <https://app.discoveryeducation.com/learn/videos/c02a0a9c-9618-40db-a17e-27c04074ecb4/>
- <https://www.brainpop.com/setup/?refer=%2Fsocialstudies%2Fushistory%2Fgoldrush%2F>
- <https://app.discoveryeducation.com/learn/videos/c02a0a9c-9618-40db-a17e-27c04074ecb4/>

Weeks 12-14: The Impact of New Inventions**Review:** Introduction (slides 86-103)

- Steamboat (slides 86-89)
- Erie Canal (slides 90-93)
- Transcontinental Railway (slides 94-97)

- Cotton Gin (slide 98)
- Electric Telegraph (slide 99)
- Telephone (slide 100-103)

Guided Practice:

- [Slides 86-103](#)
- [Student Packet](#)

Websites/resources:

- <https://www.ixl.com/social-studies/level-f>

Videos:

- <https://app.discoveryeducation.com/learn/videos/ec6fe53e-b7bb-4bc6-9af0-048eb09d633e>
- [The Erie Canal](#)
- <https://app.discoveryeducation.com/learn/videos/0c733d77-8429-4252-af65-c64eb3d9e407/>
- [Cotton Gin Demonstration](#)
- [How Inventions Changed History](#)

Possible Field Trips:

- Mashantucket Pequot Museum
- State Capitol
- Old Mystic Village/Seaport
- Bushy Hill
- Eli Whitney Water Museum
- Nathan Hale House

**Westbrook Public Schools' Portrait of a Graduate
Learning Expectations**

The Westbrook Student will meet expectations by...

- ☒ Critically Problem Solving
- ☒ Effectively Communicating
- ☒ Creatively Thinking
- ☒ Persevering
- ☒ Socially Aware
- ☒ Responsibly Making Decisions

Interdisciplinary Connections to Westbrook Public Schools' Portrait of a Graduate Framework

- **Critically Problem Solving:** Students will be able to clarify the problem and pose questions for investigation.
- **Socially Aware:** Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.

Expected Differentiation, Enrichment, and/or Learner Support

Differentiation (Tier 1): Use of organizers to collect information; guided reading practice during instruction; analyze documents with support; provide fewer reasons/examples.

Enrichment: Choice of culminating project will allow for higher level challenges for some students, dressing up and power points can also be added.

Learner Support (School-wide): MTSS is used at Daisy Ingraham Elementary School to help educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their needs.

Assessments

Include an overview of authentic assessments

Formative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

Students will interpret and create a slide that represents one of the five regions that shows their understanding of that region.

- [WestwardExpansion4th5thGradePowerPointGuidedNotesActivitiesSS4H3c-1.zip](#)
- [WestwardExpansionUNIT4thGradeSocialStudies-1.zip](#)

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- [Westward Expansion Readworks](#)

Westbrook Public Schools Curriculum

Subject: Social Studies, Grade: 4

Subject(s)	Social Studies
Grade/Course	Grade 4 / Social Studies
Unit of Study	Unit 3: United States National Parks and State's Fair
Pacing	12-14 Weeks

CT State Standards

What are the goals of this unit?

Priority/Focus Standards:

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

Supporting Standards:

GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.

GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.

HIST 3.11 Explain probable causes and effects of events and developments.

Inquiry Standards:

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Correspondence to CT Core Standards

What are the goals of this unit?

Reading

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.

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, problem/solution) 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.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) 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 points in a text.

RI.4.9 Integrate information from two texts on the same topic to write or speak about the subject 141 knowledgeably relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Writing

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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.4.10 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.

Speaking and Listening

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2 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.

SL.4.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Unwrapped Priority Standards

Skills/Suggested Outcomes <i>What must students do?</i>	Concepts <i>What must students know?</i>
<ol style="list-style-type: none"> 1. Explain how people use their personal resources (e.g., spending, saving) 2. Examine the characteristics of the United States and describe how weather and climate, natural landforms, historic relevance and tourism have affected people's lives in the United States (e.g., economy, recreation, transportation). 3. Understand that there are 50 different states in the 	<ol style="list-style-type: none"> 1. Budget <ol style="list-style-type: none"> a. explain why a budget is needed b. create a budget c. understand opportunity cost 2. Geography <ol style="list-style-type: none"> a. transportation - road maps (Google maps) b. recreation c. regional cuisine d. tourist attractions e. major bodies of water f. weather and climate g. natural resources h. climate

what are the opportunity costs?	example: transportation, tourist attractions, food choices, recreation, and lodging accommodations. People need to decide on the benefits and costs of individual choices. Identify positive and negative incentives that influence the decisions people make.
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Resources	
Student Technology Integration and Correspondence to ISTE Standards: <ul style="list-style-type: none"> • 1.6 Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. 	
Informational Texts and/or Media: <ul style="list-style-type: none"> • Scholastic - Map Skills for Today • Google Maps 	
Guided Practice <ul style="list-style-type: none"> • PlanaRoadTripPBLPlanaVacationProject-1.zip • Using Maps ReadWorks • Grade 4 State Fair Packet 2023-2024 • TheGreatStateOf...StateResearchTemplateColor.pdf • PlanaVacationNationalParksRoadTripProjectBasedLearning-1 (1).zip 	
Online Resources / Websites: <ul style="list-style-type: none"> • http://www.usa.gov/Citizen/Topics/Travel-Tourism/State-Tourism.shtml • TheUS50.com • http://www.enchantedlearning.com/usa/states/ • http://www.50states.com/ • http://www.americaslibrary.gov/es/index.php 	

- <https://Kiddleco.com>
- [Factmonster](#)
- [Kidinfo](#)
- [infoplease](#)
- [kiddle](#)
- <https://www.softschools.com/>
- <https://www.ixl.com/social-studies/level-e>
- [Geography for Kids. World maps and countries](#)
- <https://mrnussbaum.com/geography>
- <https://www.brainpop.com/search/?keyword=geography>
- <http://www.nationalatlas.gov/mapmaker>

Videos:

- [The Best Way to Drive Across the U.S. and See Major Landmarks](#)
- [The Top 10 Best Road Trips In The US](#)
- [CashVille Kidz Episode 15: Opportunity Costs](#)
- [Finance Definition for Kids](#)

Vocabulary/Terminology

Vocabulary/Terminology with Definitions:

opportunity costs - the benefits that an individual misses out on when choosing one alternative over another.	cuisine - food cooked a certain way.
resources - anything found in nature that can be used by humans.	rural - relating to the countryside, as opposed to towns or cities.
budget - a plan for saving and spending.	culture - the traditions and beliefs that people practice in their daily lives.

recreation - an activity that you do that is fun or relaxing.	finance - how people make and use money.
transportation - the way to move from one place to another.	lodging - a place to live for a short time.
climate - a pattern of weather for a particular place during a typical year.	accommodations - a place where travelers can sleep.
economy - the way people spend money and the way they make money.	temperature - the degree of hotness or coldness.
landforms - natural features of the landscape, such as a mountain, plateau, hill, or plains.	destination - a place to which someone or something travels.
geography - Earth's land, water, air and particularly people.	tourism - when people travel from where they live for relaxation or pleasure.
natural resources - anything found in nature that can be used by living things.	key - something that gives an explanation, provides an answer, or helps to identify something further.
legend - a story or group of stories that have been handed down from years ago.	population - the number of people living in a certain place.
timeline - a tool that organizes information in an order in which events happen.	landmark - an object or a feature of a landscape or town that has importance because it makes that place easily recognizable.

Learning Plan <i>Overview and Key Learning Events and Instruction Per Week</i>	
Learning Tasks Per Week (Including Instructional Strategies)	
Weeks 1-2: Budgeting the trip (opportunity costs) Review:	

- Budget
- Brainstorming
- Opportunity cost

Guided Practice:

- [TravelBudget-1.pdf](#)
- [demoprevtraveldocx.docx](#)

Text

- *The Nystrom Junior Geographic Atlas*

Videos:

- [CashVille Kidz Episode 15: Opportunity Costs](#)

Weeks 3-6: Road Trip to a National Park

Review:

- Google Maps
- Postcards
- National Parks

Guided Practice:

- [PlanaVacationNationalParksRoadTripProjectBasedLearning-1 \(1\).zip](#)
- [Copy of Road Trip 3rd & 4th Grade.pdf](#)
- [PostcardTemplate-1.pdf](#)

Websites/Resources:

- <https://Kiddleco.com>
- [Mr. Nussbaum -Connecticut](#)
- [Human, Capital & Natural Resources for Kids | Types of Resources | Kids Academy](#)
- [Factmonster](#)
- [Kidinfo](#)
- <https://www.biographyonline.net/>
- [infoplease](#)

- [kiddle](#)
- <https://www.softschools.com/>
- [US States: Facts, Map and State symbols - EnchantedLearning.com](#)
- <http://www.americaslibrary.gov/es/index.php> 162
- [50States.com](#)
- [USA.gov tourism](#)
- [TheUS50.com](#)
- [Timelines Introduction](#)

Weeks 7-12: States Fair

Review:

- Flag of State
- Map of State
- Landmarks/tourist attractions
- Postcard
- Timelines
- Local Foods/resources
- Formal letter writing
- Google forms - Creating a quiz

Guided Practice:

- [Grade 4 State Fair Packet 2023-2024](#)
- <https://www.cthousegop.co>
- [MichigansStateFoodOpinionWritinm/Carney/gwithDisplayOption-1.pdf](#)

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- <https://Kiddleco.com>
- [Mr. Nussbaum -Connecticut](#)
- [Factmonster](#)
- [Kidinfo](#)
- [infoplease](#)
- [kiddle](#)

- <https://www.softschools.com/>
- <https://cdn1.creativecirclemedia.com/warden/files/20200129-110951-US%20States%20&%20Territories.pdf>
- [Census Regions and Divisions of the United States](#)
- <http://www.ducksters.com/geography/usgeography.php>
- <http://kids.nationalgeographic.com/explore/states/us-states-hub/>
- [A to Z Kids Stuff | State Facts for Children](#)
- [The 50 States of America | U.S. State Information | Infoplease](#)

Weeks 12-14: Student Presentations States

Review:

- Eye contact
- Fluency
- Delivery
- Content
- Audience Awareness
- Audience Participation

Guided practice:

- [Presentation Rubric](#)

Videos:

- [Oral Presentation Skills](#)
- [4th Grade State Fair \(2022\)](#) - Example of student presentations

Websites/resources:

- <https://cdn1.creativecirclemedia.com/warden/files/20200129-110951-US%20States%20&%20Territories.pdf>
- [Census Regions and Divisions of the United States](#)
- <http://www.ducksters.com/geography/usgeography.php>
- <http://kids.nationalgeographic.com/explore/states/us-states-hub/>
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- [The 50 States of America | U.S. State Information | Infoplease](#)

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Students will create a tri-fold poster board of a state that represents one of the 50 states that shows their understanding of that state.

- [Grade 4 State Fair Packet 2023-2024](#)

Summative Assessments and Corresponding PoG / Teacher Created Rubrics when Applicable:

- [TheGreatStateOf...StateResearchTemplateColor.pdf](#)