

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Introduction

At the core of the Saddle River English Language Arts Curriculum is the belief that each child is capable of learning when presented with opportunities matched to their developmental strengths and needs. The curriculum is designed to establish communities of learning in which students independently use reading and writing strategies to construct meaning from print material and media, to extend meaning from the written word into daily life, and to examine meaning in order to become critical readers and writers. The statements that follow express our beliefs about literacy and serve as the foundation of our curriculum:

- Language Arts Literacy involves the acquisition of skills needed for effective communication. Students must be able to read, write, speak, listen, and view media critically.
- Literacy instruction should be authentic and meaningful so that students can be encouraged to take ownership of their learning by becoming active, responsible, and informed individuals.
- Exploring reading and writing through the integration of multi-sensory instruction in all disciplines develops language literacy; it is not achieved through rote practice of discrete skills.
- Language literacy instruction should balance skill development with opportunities for students to interact with, reflect on, and respond to a wide variety of literature, topics, authors, and genres.
- Language arts learning should include essential skill development such as phonics, vocabulary, comprehension, fluency, spelling, grammar, and writing mechanics, but these skills should be taught in the context of authentic reading and writing activities and through immersion in real examples of the concepts to be learned.
- Language learning and retention occur when connections are developed between prior knowledge and new information.
- Language literacy activities should include opportunities for students to express their ideas and to articulate their views through written and oral presentations.
- Literacy instruction should support language arts skills and strategies that not only develop critical thinking and problem solving but also encourage reflection and nurture creativity.
- Language literacy instruction should occur across all subject areas to promote our students' abilities to construct, extend, and examine meaning in all areas of the curriculum.
- Literacy learning should occur in a variety of instructional settings: whole group, flexible small groups, and independently
- The teaching of language literacy should occur through a variety of instructional approaches that gradually release responsibility to the child by scaffolding activities appropriately. Each approach should be carefully matched to the learning experiences to achieve the desired learning outcomes and follow a plan that progresses through modeled, shared, and guided practice to independent application.
- Literacy activities should build upon each child's strengths and scaffold their learning as they move toward independence in reading, writing, and thinking.
- Print and electronic materials should be integrated so that students have access to a wide variety of information in order to enhance effective communication.
- Assessment information should be collected on an ongoing basis to reflect each child's growth over time.
- Daily informal assessments, which occur in context during authentic literacy experiences, should be used to inform and guide instruction.
- Literacy instruction should foster a lifelong appreciation of literature, as well as of oral and written expression.

Reading is thinking, (Fountas and Pinnell, 2006) and if we think, therefore we are. Logic then tells us that

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

the ability to read determines who we are. This idea is at the heart of the English Language Arts Common Core Standards and in the curriculum put forth in this document. The power of words, both written and spoken, cannot be underestimated. Words, especially written, take center stage in the 21st century as never before. The curriculum offered here teaches students to create meaning from what they read. Students will be explicitly taught to apply reading comprehension strategies to various types of text. Students will learn the structure of texts to be able to create meaning while reading and when writing. Additional instruction in the structure of language through vocabulary will add to the student's ability to create meaning for the reader when they write, and for themselves when they read.

Gifted & Talented

The Saddle River School District extends learning opportunities to all high achieving students. It supports the philosophy that every student has special talents and gifts. The Saddle River School District's enrichment and gifted & talented programs offer a unique approach to servicing all students while maintaining a focus on those who are identified as needing pull out services through the district's screening/criteria process. The Saddle River School District's enrichment program focuses on bringing out the special talents in all learners as enrichment instruction is delivered to all students in grades kindergarten through fifth grade. The program follows the Joseph Renzulli schoolwide enrichment model that concentrates on "schools being a place for talent development," (Renzulli, 1994). The program follows a wide-range of enriching/developing activities based upon student strengths and interests. Additionally, the program focuses on enriching activities across the curriculum in providing complementary and developing features/standards for all subject areas. The enrichment program builds upon existing student learning standards in all content areas in coordination with instruction and student needs.

The Saddle River School District Gifted & Talented program offers pull-out instruction for those students meeting the multiple measures and specific criteria set forth and approved by the board of education. The identification process may/can begin as early as kindergarten. The gifted and talented program follows the central theme that all appropriate curriculum standards are followed and that those standards are the foundation for developing student learning opportunities and standards across the curriculum. The gifted and talented program will provide the following in coordination with each content area when and where appropriate:

- Develop students' abilities and engage critical thinking skills
- Expand students' creative thought process and responses
- Advance students' research skills needed to become independent learners
- Develop students' abilities to self-evaluate their own learning process
- Enrich students' abilities in seeking and expanding their own knowledge in subject content areas and individual talents
- Develop students' ability to interact effectively in small-group and large-group setting
- Heighten students' ability in expanding on student learning standards to strengthen appropriate skills necessary for 21st century learning

English Language Learners (ELL)

The Saddle River School District recognizes the importance of increasing language proficiency while gaining confidence and strength so that academic goals and New Jersey state learning standards can be met. English Language Learners in the Saddle River School District are identified through a multitude of measures. These measure include, but are not limited to: a home language survey, parental conferencing,

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

and daily teacher observations. Based on the information/data collected, the Saddle River School District will determine if a formal approved language assessment is necessary. The World-Class Instructional Design and Assessment (WIDA) is the assessment tool for those students recommended for ELL testing.

The Saddle River School District will provide the following accommodations for ELL students:

- Basic skills with a focus a the specific language skills
- Use of a translation dictionary (ipad, google translator, bilingual word to word dictionary)
- Preferential seating
- Extended time and/or modified classroom assignments
- Print out of teacher notes/lessons for additional review
- Extended time and/or modified assessments
- Extended time/accommodation for standardized testing in coordination with state regulations

Special Education Students

The Saddle River School District special education department offers a full continuum of services for students who are eligible for special education services. In order to meet the specific requirements for each learner, programs are developed so that that social, emotional and educational needs are met within the least restrictive environment. The specific program for each learner is based on individual needs where goals and objectives are set and followed accordingly. These individual educational plans follow a specific plan that is aligned to the student learning standards and may include, but is/are not limited to:

- Individual education plan
- Pull-out support
- Replacement content instruction
- In-class support
- Instructional aide(s)
- Support services (i.e.; speech, physical therapy, occupational therapy)
- Presentation accommodations (i.e.; notes, outlines, instructions, lists, organization)
- Response accommodations (i.e.; dictations, audio, dictionaries, calculation devices, scribes)
- Setting accommodations (i.e.; lighting, acoustics, seat placement, testing, sensory tools)
- Timing accommodations (i.e.; completing tasks, frequent breaks, processing directions)
- Scheduling accommodations (i.e.; spacing out projects/assignments, order of schedule)
- Organizational accommodations (i.e.; highlighter, time management, planning)
- Assignment modifications (i.e.; fewer tasks, alternate questions)
- Technology support (i.e; ipad, word processing, specific programs/apps)
- Testing accommodations (i.e.; extended time, placement, seating, time)

Students who require additional services outside of the district's resource program, may require an out-of-district placement. In this event, the Child Study Team will coordinate accordingly to ensure that all necessary learning standards are being met.

Students in Danger of Failing

For those students in danger of failing, the Saddle River School District has a specific referral process to ensure that student needs are being met. The Intervention & Referral Services (I&RS) is an interdisciplinary team of professional within the school that addresses a full range of student/staff needs and concerns. This process is designed to maximize student success and establish goals and benchmarks to promote outcomes that positively reflect academics, health, behavior, self-esteem, work habits and strong character. The I&RS team is comprised of a chairperson, child study team member, teachers and other school professionals so that a continuous system of support can be provided. The team provides a plan so that short and long term goals can be established and strategies can be implemented and designed

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

specifically for each student. In trying to achieve success, the team works collaboratively in making growth for each student a top priority and adhere to a plan that is achievable but rigorous. This plan, as set by New Jersey I&RS Team Process, may contain, but is not limited to the following;

- Request for assistance
- Information collection
- Parent Notification
- Problem solving within the I&RS team
- Developing an I&RS action plan
- Supporting, evaluating and continuing the process

In evaluating and monitoring students, the I&RS team closely calculates a plan so that curriculum needs can be met. In order to achieve and demonstrate success, the Saddle River School District provides modifications and support so that consideration is given to, but not limited to, the following:

- Student strengths/weaknesses
- Classroom and standardized assessments
- Academic records
- Social and behavioral patterns
- Previous history or concern
- Participation in class (and interaction with peers)
- Health related concerns
- Family concerns
- Retention of information/instruction
- Student interests
- Independent & group work habits
- Emotional status
- Study habits (at home/school)
- Present level of functioning
- Expectations (academic, social, behavioral, etc.)
- Following classroom rules/directions/procedures

As the I&RS team formulates a plan, many ongoing concerns are addressed within the team and may include parental notification/input. The problem solving objectives as set forth by New Jersey I&RS Team Process will:

- Describe the problem
- Identify the priority
- Develop objectives
- Review previous interventions
- Create new strategies
- Analyze and evaluate solutions

The Saddle River School District continues to inform and update staff of the I&RS procedures. The procedures are as follows:

- Teacher recognizes a problem(s) with a particular student in class and refers the student to the I&RS committee by filling out the appropriate paperwork. An I&RS meeting is scheduled to and the committee and appropriate staff members gather to discuss and begin the proactive process of assistance.
- Information from the teacher(s), administrator(s), and other school personnel is collected.
- Parent notification where/when appropriate
- The I&RS team begins the problem solving process by offering ideas and suggestions pertaining to the problems while prioritizing the most important issues.
- The I&RS team develops an action plan with specific strategies that can be implemented to

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

achieve both short term and long term goals.

- The I&RS team meets regularly to evaluate and support the action plan (and to adjust accordingly when/where appropriate). Parents are notified on an ongoing basis to continue communication in the support of implementing the strategies set forth in the action plan.

Basic Skills Instruction is also a valuable resource that the Saddle River School District uses to meet the needs of struggling students. Students who require additional academic support will be offered that assistance in all subject areas. This system allows the students to receive in-class or pull-out support when and where appropriate so that grade level curriculum and student learning goals can be met. This program is an intervention system used to create a positive and constructive learning environment so that students can achieve success.

After the I&RS action plan has been in place the team may continue with the current strategies, offer/discuss new strategies or decide that the student should be referred to the district's child study team. In the instance of referring a student to the child study team, it can be concluded that many of the strategies from the action plan were not benefitting the student as intended. The child study team then would follow the guidelines for the referral process and notify the parents/guardians of the potential special education recommendation.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 1 – Concepts of Print

Content Area: English Language Arts

Unit Title: Concepts of Print

Target Course/Grade Level: K

Unit Summary

In this unit, students will be introduced to read-aloud time, the letters c, o, g, a, and d, beginning sight words, the basic features of print, and simple elements of comprehension. Students will also begin writing letters and experimenting with word play, such as rhyming. Students will also create story pictures as they learn about the elements of stories.

Primary interdisciplinary connections:

Science

- Match pictures of animals to the letters with which they begin.
- Follow a recipe (listening or picture comprehension)
- Categorize animals

Math

- Measure ingredients

Physical Education

- Students can play games to enhance the comprehension of stories.
- Students learn to follow multi-step directions to play games or perform physical tasks.

21st century themes:

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Information Literacy
- Media Literacy
- Flexibility & Adaptability
- Social & Cross-Cultural Skills

Unit Rationale

This unit introduces kindergarten students to the concept of print material. Students learn letters with similar shapes to help facilitate handwriting lessons. Students also learn a vowel so that they are able to begin encoding words with guidance.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

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

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

RL.K.10	Actively engage in group reading activities with purpose and understanding.		
RI.K.1	With prompting and support, ask and answer questions about key details in a text.		
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.		
RI.K.5	Identify the front cover, back cover, and title page of a book.		
RI.K.10	Actively engage in group reading activities with purpose and understanding.		
RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.		
RF.K.2.a	Recognize and produce rhyming words.		
RF.K.2.d	Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words (CVC)		
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).		
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		
SL.K.1.a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).		
SL.K.1.b	Continue a conversation through multiple exchanges.		
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.		
L.K.1.b	Use frequently occurring nouns and verbs.		
L.K.1.d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).		
L.K.1.e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).		
L.K.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).		
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How are words created? ● How does a reader recognize the message contained in print? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Words are created by combining letters in an order that creates meaning. We begin creating words by putting together a consonant with a vowel and another consonant to create meaning. ● A reader recognizes the sounds that each letter makes and can combine the sounds to create a </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How are words created? ● How does a reader recognize the message contained in print? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Words are created by combining letters in an order that creates meaning. We begin creating words by putting together a consonant with a vowel and another consonant to create meaning. ● A reader recognizes the sounds that each letter makes and can combine the sounds to create a
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How are words created? ● How does a reader recognize the message contained in print? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Words are created by combining letters in an order that creates meaning. We begin creating words by putting together a consonant with a vowel and another consonant to create meaning. ● A reader recognizes the sounds that each letter makes and can combine the sounds to create a 		

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

word. Words are combined to create sentences.

Unit Learning Targets

Students will ...

- navigate text from left to right and top to bottom.
- explore how letters form words.
- locate letters and high frequency words in text.
- recognize and locate simple punctuation.
- identify rhyming words.
- notice that there are spaces between words.
- retell stories they have heard.
- predict what will take place in text based on a preview of the pictures.
- practice reading strategy to help identify key ideas: *What important things are happening in the selection?*
- identify beginning, middle, and ending events in a story.
- create a list of things a character does, likes, says, etc.
- role-play characters and reenact a story.
- create picture webs to demonstrate understanding of details
- point to and name pictures of characters and settings in a book.
- create new sentences about a character.
- identify words (by sound) that begin with letters learned.
- create nonsense words when rhyming.
- blend initial, medial, and final sounds to create words.
- write the initial or ending letter of a word, based on a picture of what the word represents.
- dictate reasons why a story was liked or disliked.
- write learned letters.
- dictate a caption for a drawing about a story.
- understanding the meaning of a fact as a true statement that can be proven by research.

Evidence of Learning

Summative Assessment (suggested activity)

Formative assessment should be a part of the daily routine in the kindergarten literacy program. Rather than assessing students in kindergarten with a summative story test, the teacher can keep a running observation log recording how each student's skill level is progressing. Teachers may use an assessment, such as a DRA or DIBELS, to record skill levels formally three or four times a year, as the district recommends.

Equipment needed:

- formative assessments
- observation log
- DRA or DIBELS assessment

Teacher Resources:

- *Meet the Superkids*
- *Superkids' Club*
- *Superkids* leveled library books

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- *Superkids Skill-Building Book*
- *Super Smart* Informational Text Read-Alouds
- *Superkids Guide to Forming Manuscript Letters*
- *Daily Read-Aloud Routine* card

Suggested Titles for Read-Alouds

- *Bee-bim Bop!* by Linda Sue Park
- *Cook-a-Doodle-Do!* by Janet Stevens and Susan Stevens Crummel
- *The Edible Pyramid: Good Eating Every Day* by Loreen Leady
- *Eight Animals Bake a Cake* by Susan Middleton Elya
- *Mr. Putter and Tabby Stir the Soup* by Cynthia Rylant
- *Hey Pancakes!* by Cynthia Rylant
- *Hey Pancakes!* by Tamson Weston
- *Chameleon, Chameleon* by Joy Cowley
- *The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble
- *Gotta Go! Gotta Go!* by Sam Swope
- *Mama's Wild Child, Papa's Wild Child* by Dianna Hutts Aston
- *The Parrot Tico Tango* by Anna Witte
- *Brave Dogs, Gentle Dogs: How They Guard Sheep* by Cat Urbigkit
- *A Day in the Life of Murphy* by Alice Provensen
- *Dear Mrs. LaRue: Letters from Obedience School* by Mark Teague
- *Dogs* by Seymour Simon
- *Martha Walks the Dog* by Susan Meddaugh
- *The Story of Ferdinand* by Munro Leaf
- *The Stray Dog* by Marc Simont
- *Dogteam* by Gary Paulsen
- *Hedgie Blasts Off!* by Jan Brett
- *The Polar Bear Son: An Inuit Tale* retold by Lydia Dabcovitch
- *Recess at 20 Below* by Cindy Lou Aillaud
- *Stargazers* by Gail Gibbons
- *We're Going on a Lion Hunt* by David Axtell
- *Yikes!!!* by Robert Florczyk
- *Fix-It Duck* by Jez Alborough
- *The House in the Meadow* by Shutta Crum
- *Next Please* by Ernst Jandl and Norman Junge
- *Sky Dancers* by Connie Ann Kirk
- *The Wonderful Towers of Watts* by Patricia Zilver
- *Workshop* by Andrew Clements

Unit 2 – Strategies to Use When Reading

Content Area: English Language Arts

Unit Title: Strategies to Use When Reading

Target Course/Grade Level: K

Unit Summary

Students will continue learning sounds and will be introduced to the letters s, l, i, and t. This unit will introduce students to specific strategies they can use when reading to make sure that they are understanding the text.

Primary interdisciplinary connections:

Physical Education:

- Play games involving directional instructions to reinforce the idea of reading from left to right.

Science:

- Label a picture to reinforce the idea that everything can be represented by a word.

Math

- Learn the words for numbers.

21st century themes:

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Information Literacy
- Media Literacy
- Flexibility & Adaptability
- Social & Cross-Cultural Skills

Unit Rationale

As students are learning that letters represent sounds, it is important that they also begin to understand that reading involves many skills and activities. This begins naturally with understand that letters are represented by sounds, and that those sounds combine to form words, which form sentences, which form paragraphs, which ultimately form stories. At this stage, it is important that students begin to understand that the job of reading also requires students to check their understand of what they are reading so that they comprehend and become more than just good word callers.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	Standard
RL.K.1	With prompting and support, ask questions about key details in literature.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
RI.K.1	With prompting and support, ask questions about key details in informational text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.7	With prompting and support, describe connections between the illustration and text (e.g., what idea in the text the illustration shows).
RF.K.1.a	Follow words in the text from left to right.
RF.K.1.b	Demonstrate understanding that print represents the spoken language.
RF.K.1.c	Recognize that words are separated by spaces in print.
RF.K.1.d	Recognize and name all upper- and lower-case letters of the alphabet.
RF.K.2.a	Recognize and produce two rhyming words.
RF.K.3.a	Produce 6 of the 21 primary letter sounds of the consonants.
W.K.1	Draw and write by dictating an opinion piece about a favorite story, using letter-like forms and conventional letters.
W.K.2	Illustrate and write an informative/explanatory text on a chosen topic, stating the name of the topic, using developmental spelling and child's dictation.
W.K.3	Illustrate and write the beginning, middle, and end of an event using developmental spelling and child's dictation, including a reaction to what happened.
SL.K.1.a	Engage in a conversation, asking questions and taking turns discussing kindergarten topics and texts.
SL.K.2	Confirm understanding by asking and answering questions about key details presented.
SL.K.3	Ask and answer questions in order to seek help or clarify concepts.
SL.K.4	Name and describe familiar people, places, things, or events and provide additional information when prompted with questions.
SL.K.5	Add drawings to descriptions to provide additional detail.
SL.K.6	Express thoughts, feelings, and ideas to others clearly.
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1.a	Print many upper- and lowercase letters.
L.K.1.b	Use frequently occurring nouns and verbs.
L.K.1.f	Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2.a	Capitalize the first word in a sentence and the pronoun I.

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

L.K.2.b	Recognize and name end punctuation.		
L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		
L.K.5.a	Sort common objects into categories (e.g., colors), with guidance and support.		
L.K.5.d	With guidance and support, demonstrate the understanding of shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out meanings.		
L.K.6	Use words and phrases acquired through reading, including read alouds.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do good readers work to make meaning of text? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Good readers take apart a word and make the sound of each letter, then combine the sounds to make meaning. After some practice, good readers will just recognize some words automatically, and they will be able to pick those words out of printed text. Good readers also make predictions and ask questions as they read to be sure that they understand what they are reading. Good readers participate in conversations with other readers so that they can share ideas and confirm their comprehension. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do good readers work to make meaning of text? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Good readers take apart a word and make the sound of each letter, then combine the sounds to make meaning. After some practice, good readers will just recognize some words automatically, and they will be able to pick those words out of printed text. Good readers also make predictions and ask questions as they read to be sure that they understand what they are reading. Good readers participate in conversations with other readers so that they can share ideas and confirm their comprehension.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do good readers work to make meaning of text? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Good readers take apart a word and make the sound of each letter, then combine the sounds to make meaning. After some practice, good readers will just recognize some words automatically, and they will be able to pick those words out of printed text. Good readers also make predictions and ask questions as they read to be sure that they understand what they are reading. Good readers participate in conversations with other readers so that they can share ideas and confirm their comprehension. 		
<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> ● identify sight words. ● identify parts of books (cover, title, author, etc.) ● locate words in a sentence. ● begin to decode words. ● identify different elements of a story. ● retell events of a story. ● make connections with characters. ● make predictions about the plot based on pictures or illustrations. ● make and confirm predictions about plot events in stories. ● “read” a picture story by telling what is happening in each illustration. ● match capital letters with their lower case letters. ● create rhymes for words. ● predict what might happen after a story has ended, draw a picture of the prediction, and dictate a sentence to match the drawing. ● draw pictures of the steps involved in a favorite activity and dictate captions for each. ● summarize ideas from informational text using <i>first, next, last</i> as sentence starters. ● create a problem and solution story. ● speak as a story character when discussing a story. ● connect with the actions or feelings of characters in a story. ● draw a picture to represent a key detail from a text. ● understand the difference between verbs and adjectives. 			

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Evidence of Learning

Summative Assessment (suggested activity)

Formative assessment should be a part of the daily routine in the kindergarten literacy program. Rather than assessing students in kindergarten with a summative story test, the teacher can keep a running observation log recording how each student's skill level is progressing. Teachers may use an assessment, such as a DRA or DIBELS, to record skill levels formally three or four times a year, as the district recommends.

Equipment needed:

- formative assessments
- observation log
- DRA or DIBELS assessment

Teacher Resources:

- *Meet the Superkids*
- *Superkids' Club*
- *Superkids* leveled library books
- *Superkids Skill-Building Book*
- *Super Smart* Informational Text Read-Alouds
- *Superkids Guide to Forming Manuscript Letters*
- *Daily Read-Aloud Routine* card

Suggested Titles for Read-Alouds:

- *Girl Wonder: A Baseball Story in Nine Innings* by Deborah Hopkinson
- *Hunter & Stripe and the Soccer Showdown* by Laura Malone Elliott
- *My Soccer Book* by Gail Gibbons
- *Sing a Song of Piglets: A Calendar in Verse* by Eve Bunting
- *Sophie Skates* by Rachel Isadora
- *Zachary's Ball* by Matt Tavares
- *Blue Horse* by Helen Stephens
- *Dim Sum for Everyone!* by Grace Lin
- *I Love You, Blue Kangaroo!* by Emma Chichester Clark
- *I Will Never Not Ever Eat a Tomato* by Lauren Child
- *Library Lion* by Michelle Knudsen
- *Lions* by Jill Anderson
- *Nell's Castle* by Alissa Imre Geis
- *Alphabet Adventure* by Audrey Wood
- *Beverly Billingsly Takes a Bow* by Alexander Stadler
- *Bugs Are Insects* by Anne Rockwell
- *Building an Igloo* by Ulli Steltzer and Henry Holt
- *Hotdog on TV* by Karen T Taha
- *Officer Buckle and Gloria* by Peggy Rathmann
- *Song and Dance Man* by Karen Ackerman
- *Cat on the Mat* by Susan Schade and Jon Buller
- *Charlie Parker Played Be-Bop* by Christopher Raschka
- *Click, Clack, Moo: Cows That Type* by Christopher Raschka
- *Click, Clack, Moo: Cows That Type* by Doreen Cronin
- *Eight Animals Play Ball* by Susan Middleton Elya
- *Oliver the Mighty Pig* by Jean Van Leeuwen

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- *Violet's Music* by Angela Johnson

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 3 – More Concepts of Print

Content Area: English Language Arts

Unit Title: More Concepts of Print

Target Course/Grade Level: K

Unit Summary

In this unit, students will develop an understanding that readers have a purpose when they read: to be entertained, to be informed, or to learn how to do something. Students will also develop an understanding that books share similar features that will help them identify a possible purpose for reading. Students will be introduced to the letters f, e, h, and u.

Primary interdisciplinary connections:

Math:

- Create math stories that involve a clear purpose for using math.

Science:

- Explain the purpose for shelter and food, and why the purpose may be different in different parts of the world.

21st century themes:

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Information Literacy
- Media Literacy
- Flexibility & Adaptability
- Social & Cross-Cultural Skills

Unit Rationale

The practice of reading involves so much more than just understanding that each letter represents a different sound or sounds. Students need to become independent critical readers who will eventually be able to decide which reading material is reliable or is helpful to them. The first step on the path to this goal is to be able to understand the basic purposes for reading.

Learning Targets

Standards

The standards used in this unit of study are from the Common Core Initiative, and are aligned with New Jersey's Common Core State Standards.

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	Standard
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
RI.K.2	With prompting and support, state key details of informational text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text I which they appear (e.g., what idea in the text the illustration depicts).
RI.K.10	Listen and respond with purpose and understanding in group reading activities about informational text.
RF.K.1.a	Follow words in print from left to right and top to bottom.
RF.K.1.b	Recognize that print represents the spoken language.
RF.K.1.c	Recognize that words are represented by specific sequences of letters and are separated by spaces.
RF.K.1.d	Recognize and name 13 upper- and lower-case letters of the alphabet.
RF.K.2.a	Produce three simple rhyming words.
RF.K.2.b	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2.c	Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.3	Know and apply grade level phonics and word analysis skills in decoding words.
RF.K.3.a	Demonstrate basic knowledge of letter-sound correspondences by producing 8 of the 21 primary letter sounds of the consonants.
RF.K.3.c	Read high frequency sight words (e.g., all, no).
W.K.1	Draw and write an opinion piece stating the topic (self-chosen or teacher directed) and an opinion on the topic.
W.K.2	Create an informative/explanatory piece that names the topic and supplies information using emergent writing, pictures, and dictation.
W.K.6	With guidance and support, produce and publish a short narrative using digital tools.
W.K.7	Participate in a group writing activity, including shared research (e.g., compare stories written by one author and state an opinion about them).
SL.K.1	Engage in conversation following agreed upon rules for discussion.
SL.K.2	Ask and answer questions about key details in a text.
SL.K.4	Name and describe familiar people, places, things, or events and provide additional detail when prompted with questions.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

SL.K.5	Create an illustration to add details to a description.	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.K.1.a	Print 13 upper- and lowercase letters.	
L.K.1.b	Use frequently occurring nouns and verbs.	
L.K.1.c	Use frequently occurring prepositions.	
L.K.1.d	Use question words (e.g., who, what, when, why, and how) in meaningful context when speaking.	
L.K.1.e	Use regularly formed plural nouns (e.g., dog, dogs).	
L.K.1.f	Produce and expand complete sentences in shared language activities.	
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.K.2.a	Capitalize the first word in a sentence and the pronoun I.	
L.K.2.b	Recognize and name end punctuation.	
L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
L.K.5.a	With guidance and support, sort words into basic categories (e.g., colors, shapes).	
L.K.5.c	With guidance and support, identify real-life connections between words and their use.	
L.K.6	Use vocabulary acquired through responding to texts.	
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● How do good readers continue to build a collection of reading strategies to help them make meaning of print? 	<ul style="list-style-type: none"> ● Good readers often participate in small group reading instruction in order to practice and reinforce reading skills and strategies. They also practice reading outside of school. Good readers also always know their purpose for reading, and understand that there are specific strategies associated with each purpose that will help readers understand and remember more of what they read. 	
Unit Learning Targets		
<i>Students will ...</i>		
<ul style="list-style-type: none"> ● attempt to read basic words, to decode, and to recognize sight words in text. ● continue to build a collection of reading strategies, including prediction, recognizing sight words, and using picture clues. ● make sure the text they have read makes sense, and if it does not, reread it. ● be aware of word families and identify them in text. ● identify the purpose for reading a text, based on a preview of the text itself (title, illustrations, etc.) ● think-aloud as they retell a story, asking questions to remember details. ● summarize key details from text using words <i>first</i>, <i>next</i>, <i>then</i>, and <i>last</i>. ● compare and contrast details (e.g., animal appearances, character traits, etc.). ● point to the title and author on the cover of books read in class. ● use finger to track letters/words from left to right as words are decoded by sound. 		

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- give two rhyming words after provided with a word.
- write decodable words.
- recognize and understand the use of speech balloons.
- identify which sentence of two correctly identifies what is in the picture.
- identify pictures that begin with known letters.
- understand the difference between a vowel and a consonant.
- break two-syllable words into single-syllable units to decode.
- understand that a syllable is a word or part of a word that contains a “talking” vowel.
- clap out vowel sounds in multi-syllable words.
- unscramble letters to create words.
- read words on the Dolch list.
- contribute one or more sentences to a class story.
- create picture riddle cards.
- compare two stories written by the same author (Eric Carle, for example).
- listen for details in songs and/or poems.
- prepare questions to interview a classroom visitor.
- distinguish between asking and telling sentences and their unique punctuation marks.
- understand synonyms and generate lists of words that have similar meanings.
- understand position words (prepositions such as *over*, *under*, *before*, and *after*)

Evidence of Learning

Summative Assessment (suggested activity)

Formative assessment should be a part of the daily routine in the kindergarten literacy program. Rather than assessing students in kindergarten with a summative story test, the teacher can keep a running observation log recording how each student’s skill level is progressing. Teachers may use an assessment, such as a DRA or DIBELS, to record skill levels formally three or four times a year, as the district recommends.

Equipment needed:

- formative assessments
- observation log
- DRA or DIBELS assessment

Teacher Resources:

- *Meet the Superkids*
- *Superkids’ Club*
- *Superkids* leveled library books
- *Superkids Skill-Building Book*
- *Super Smart* Informational Text Read-Alouds
- *Superkids Guide to Forming Manuscript Letters*
- *Daily Read-Aloud Routine* card

Suggested Titles for Read-Alouds:

- *Amazing Whales* by Sarah L Thomson
- *Fishing in the Air* by Sharon Creech
- *Frog in a Bog* by John Himmelman
- *Mister Seahorse* by Eric Carle

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- *Song of the Water Boatman and Other Pond Poems* by Joyce Kilmer
- *Summer Sun Risin'* by W. Nikola-Lisa
- *What's It Like to Be a Fish?* by Wendy Pfeffer
- *Alphabet Riddles* by Susan Joyce
- *Big Tracks, Little Tracks: Following Animal Prints* by Millicent E Selsam
- *Ellsworth's Extraordinary Electric Ears and Other Amazing Alphabet Anecdotes* by Valorie Fisher
- *McGraw's Emporium* by Jim Aylesworth
- *Mystery at the Club Sandwich* by Doug Cushman
- *When Riddles Come Rumbling: Poems to Ponder* by Kai Dotlich
- *Cool Cars* by Seymour Simon
- *The Great Horse-Less Carriage Race* by Mitchell Dooling
- *Motorcycles* by Darlene R Stille
- *My Race Car* by Michael Rex
- *The Racecar Alphabet* by Brian Floca
- *The Wheels on the Racecar* by Alexander Zane
- *Alexander and the Wind-Up Mouse* by Leo Lionni
- *Alicia's Best Friends* by Lisa Jahn-Clough
- *Best Friends for Frances* by Russell Hoban
- *Chester's Way* by Kevin Henkes
- *Friends!* by Elaine Scott
- *That's What Friends Are For* by Florence Parry Heide and Sylvia Van Clief

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 4 – Introduction to Nonfiction

Content Area: English Language Arts

Unit Title: Introduction to Nonfiction

Target Course/Grade Level: K

Unit Summary

Students will focus primarily on the genre of nonfiction and what makes it different from the stories with which they have become very familiar. Students will be introduced to specific text features and elements that help to distinguish the genre of nonfiction from fiction. Students will be introduced to the letters b, r, n, m, p, v, and w.

Primary interdisciplinary connections:

Social Studies:

- As social studies texts are read, point out specific features that are there to help students understand and remember what is read, such as headings, captions, maps, and diagrams.

Science:

- As science texts are read, point out specific features that are there to help students understand and remember what is read, such as headings, captions, diagrams, and charts.

21st century themes:

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Information Literacy
- Media Literacy
- Flexibility & Adaptability
- Social & Cross-Cultural Skills

Unit Rationale

Now that students understand that there are different types of texts and that each type of text has a specific purpose for reading it, it makes sense to focus on the features of the text that aid the reader in achieving the purpose for reading.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLA	Standard
RI.K.1	With prompting and support, ask and answer questions about key details in text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	depicts).		
RI.K.8	With prompting and support, state reasons an author gives to support points in a text.		
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, on procedures).		
RF.K.1.d	Recognize and name 20 upper- and lower-case letters of the alphabet.		
RF.K.2.c	Blend and segment onsets and rimes of single-syllable spoken words.		
RF.K.3.a	Demonstrate basic knowledge of letter-sound correspondences by producing 15 of the 21 primary letter sounds of the consonants.		
RF.K.4	Read emergent reader texts with purpose and understanding.		
W.K.1	Draw and write an opinion piece stating the topic (self-chosen or teacher directed) and an opinion on the topic.		
W.K.5	With guidance and support, add details to strengthen writing (e.g., adding the names of characters to a story) in response to questions and suggestions from peers.		
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., magazines, websites) to answer a question.		
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.K.1.a	Print 20 upper- and lowercase letters.		
L.K.1.b	Use frequently occurring nouns and verbs.		
L.K.1.f	Produce and expand complete sentences in shared language activities.		
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.K.2.a	Capitalize the first word in a sentence and the pronoun I.		
L.K.2.b	Recognize and name end punctuation.		
L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		
L.K.4.a	Identify new meanings for familiar words (e.g., knowing <i>fly</i> is a bug and learning <i>flies</i> is something an airplane does) and apply them accurately.		
L.K.5.b	With guidance and support, identify the meaning of frequently occurring verbs (e.g., walk) and adjectives (e.g., big) and relate them to their antonyms (e.g., walk-run; big-small).		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are some characteristics of non-fiction texts? ● How does a good reader use prior knowledge to understand nonfiction? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Nonfiction texts are about real people, places, and events. They may contain pictures of the people, places, and events that are being described. An author may have an opinion about the people, places, or events in the book. ● Before reading nonfiction, a good reader asks himself or herself what he or she already knows about the topic that the text is about. A good reader also stops while reading nonfiction to see if he or she understands the new information. A </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are some characteristics of non-fiction texts? ● How does a good reader use prior knowledge to understand nonfiction? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Nonfiction texts are about real people, places, and events. They may contain pictures of the people, places, and events that are being described. An author may have an opinion about the people, places, or events in the book. ● Before reading nonfiction, a good reader asks himself or herself what he or she already knows about the topic that the text is about. A good reader also stops while reading nonfiction to see if he or she understands the new information. A
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are some characteristics of non-fiction texts? ● How does a good reader use prior knowledge to understand nonfiction? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Nonfiction texts are about real people, places, and events. They may contain pictures of the people, places, and events that are being described. An author may have an opinion about the people, places, or events in the book. ● Before reading nonfiction, a good reader asks himself or herself what he or she already knows about the topic that the text is about. A good reader also stops while reading nonfiction to see if he or she understands the new information. A 		

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

good reader uses pictures and charts or diagrams to help himself or herself better understand and remember the details.

Unit Learning Targets

Students will ...

- identify characteristics of nonfiction.
- access prior knowledge before reading nonfiction.
- “read” the pictures in nonfiction text to gather information to help them understand the information.
- use strategies to sound out challenging words.
- understand the difference between consonants and vowels.
- understand the difference between a fact and an opinion.
- identify important facts learned in nonfiction selections.
- identify an opinion an author of nonfiction might have.
- compare details about the same topic from two different sources.
- decide if a text was helpful for learning about a topic and be able to provide one or more reasons to support.

Evidence of Learning

Summative Assessment (suggested activity)

Formative assessment should be a part of the daily routine in the kindergarten literacy program. Rather than assessing students in kindergarten with a summative story test, the teacher can keep a running observation log recording how each student’s skill level is progressing. Teachers may use an assessment, such as a DRA or DIBELS, to record skill levels formally three or four times a year, as the district recommends.

Equipment needed:

- formative assessments
- observation log
- DRA or DIBELS assessment

Teacher Resources:

- *Meet the Superkids*
- *Superkids’ Club*
- *Superkids* leveled library books
- *Superkids Skill-Building Book*
- *Super Smart* Informational Text Read-Alouds
- *Superkids Guide to Forming Manuscript Letters*
- *Daily Read-Aloud Routine* card

Suggested Titles for Read-Alouds:

- *The Clubhouse* by Anastasia Suen
- *Franklin’s Secret Club* by Paulette Bourgeois
- *The Friendly Four* by Eloise Greenfield
- *Let’s Build a Clubhouse* by Marilyn Singer
- *The Perfect Clubhouse* by Daniel J Mahoney

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 5 – Story Elements

Content Area: English Language Arts

Unit Title: Story Elements

Target Course/Grade Level: K

Unit Summary

In this final unit, students will return to a focus on fiction, and will learn the specific elements of fiction: characters, setting, plot, problem (conflict), and solution (conclusion). Students will be introduced to the letters j, k, x, y, and z.

Primary interdisciplinary connections:

Science:

- Explain why a science text is not a story. (What is it missing that would make it a story?)

Social Studies:

- Explain the difference between a story about a real event and a made up story (the difference between fact and make believe).

21st century themes:

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Information Literacy
- Media Literacy
- Flexibility & Adaptability
- Social & Cross-Cultural Skills

Unit Rationale

By this time of the year, students are beginning to understand that stories have distinguishing characteristics, and that all stories share the same characteristics: a character, a wish, a problem, and a solution. At this time, it makes sense to introduce the correct terms that represent those ideas.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	Standard
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.6	With prompting and support, name the author and illustrator and define their roles.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RF.K.1.d	Recognize and name all the upper and lower case letters of the alphabet.
RF.K.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words (e.g., bat, can).
RF.K.2.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (e.g., fat, cat).
RF.K.3.a	Produce the primary or most frequent sound for each consonant.
RF.K.3.b	With prompting and support, connect the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3.c	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).
RF.K.3.d	Identify the letter sounds that differ in similarly spelled words (e.g., let-get).
RF.K.4	Read emergent-reader texts with purpose and understanding.
W.K.1	Draw and write an opinion piece (self-selected or teacher directed), stating the topic or the name of the book they are writing about, and an opinion on the topic or book.
W.K.3	Draw and write the beginning, middle, and end of an event or several loosely linked events, including a reaction to what happened.
W.K.5	With guidance and support, strengthen writing as needed by responding to questions and suggestions from peers and adding details (e.g., labeling pictures, naming characters).
W.K.6	With guidance and support, produce and publish a piece using digital tools with peers.
W.K.7	With guidance and support, gather information from provided sources (e.g., library books) to answer a question in group shared research activities (e.g., compare and contrast two mammals and state an opinion about them).
SL.K.3	Ask and answer questions in order to seek help or clarify concepts.
SL.K.6	Express thoughts, feelings, and ideas to others clearly.
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1.a	Print many upper- and lowercase letters.
L.K.1.b	Use frequently occurring nouns and verbs.
L.K.1.f	Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2.a	Capitalize the first word in a sentence and the pronoun I.
L.K.2.b	Recognize and name end punctuation.
L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.4.b	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

less) as a clue to the meaning of an unknown word.	
Unit Essential Questions <ul style="list-style-type: none">• How do authors carry similar elements across books they write?	Unit Enduring Understandings <ul style="list-style-type: none">• Authors know that all stories have characters, settings, a problem, and events that lead to a solution. Very often, authors will write stories about the same character, but will make the problem and the solution different so that the story is different.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none">• compare books written by the same author.• identify the main character and make personal connections with the main character.• be able to distinguish between inside and outside traits (appearance and feelings) of a main character.• learn more about a character based on the ways the character solves problems in different stories.• write a basic story, and include all necessary elements (character, setting, wish, problem, and solution)	
Evidence of Learning	
Summative Assessment (suggested activity) <p>Formative assessment should be a part of the daily routine in the kindergarten literacy program. Rather than assessing students in kindergarten with a summative story test, the teacher can keep a running observation log recording how each student's skill level is progressing. Teachers may use an assessment, such as a DRA or DIBELS, to record skill levels formally three or four times a year, as the district recommends.</p> Equipment needed: <ul style="list-style-type: none">• formative assessments• observation log• DRA or DIBELS assessment Teacher Resources: <ul style="list-style-type: none">• <i>Meet the Superkids</i>• <i>Superkids' Club</i>• <i>Superkids</i> leveled library books• <i>Superkids Skill-Building Book</i>• <i>Super Smart</i> Informational Text Read-Alouds• <i>Superkids Guide to Forming Manuscript Letters</i>• <i>Daily Read-Aloud Routine</i> card	

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 1 – Building Good Reader & Writer Habits	
Content Area: English Language Arts	
Unit Title: Building Good Reader & Writer Habits	
Target Course/Grade Level: 1	
<p>Unit Summary</p> <p>In this first unit of first grade English Language Arts, students will begin by reviewing the letters and sounds learned in kindergarten, as well as the basic structures of narrative text. Students will then be introduced to and learn the H brothers (sh, ch, tch, th, and wh), the –ng glide, and the -le, -er, -ing, and -ed endings. Students will be introduced to pronouns and will understand the difference between questions and statements. Students will also be introduced to onomatopoeia and the differences between reality and fantasy. Finally, the students will learn about past tense verbs and the prefix un-. All of these ideas will be taught through literature, so that students will also begin recognizing what readers do to become better readers and are able to practice some of those habits.</p> <p>Primary interdisciplinary connections:</p> <p><u>Science</u></p> <ul style="list-style-type: none"> ● Compare and contrast two animals. <p><u>Math</u></p> <ul style="list-style-type: none"> ● Write simple math stories. <p>21st century themes:</p> <ul style="list-style-type: none"> ● Global Awareness ● Civic Literacy ● Health Literacy ● Environmental Literacy ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Flexibility and Adaptability ● Social and Cross-Cultural Skills 	
<p>Unit Rationale</p> <p>By beginning the year with a focus on habits of good readers, students will know right from the very start that reading involves much more than simply placing the correct sounds together to form strings of words. They will understand that they must be engaging with the text as they read the words so that they understand the meaning being conveyed. They will soon realize that if students do not ask questions and make predictions as they read, that they are not readers but word callers.</p>	
Learning Targets	
<p>Standards</p> <p>The standards used in this unit of study are from the NJSLS</p>	
<p>Content Statements</p> <p>Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.</p>	
NJSLS	Standards

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.7	Use illustrations and details in a story to describe its characters, settings, or events.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use illustrations and details in a text to describe its key ideas.
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2.a	Distinguish long and short vowel sounds in a spoken single-syllable word (e.g., cat, play).
RF.1.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3.a	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3.b	Decode basic CVC (e.g., pin) and CVCC (e.g., back) and VC (e.g., it) words.
RF.1.3.d	Count the syllables in printed multisyllabic words.
RF.1.3.g	Identify and read grade-level high-frequency/irregular words in and out of context.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4.a	Establish a purpose for reading and adjust reading rate to support accuracy, appropriate rate, and expression in grade-level text (e.g., looking at illustrations, activating prior knowledge, and predicting the outcome of the selection).
RF.1.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small or larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally through other media.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	feelings clearly.		
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
SL.1.6	Produce complete sentences when appropriate to task and situation.		
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.1.1.a	Print all upper- and lower-case letters.		
L.1.1.e	Use verbs that depict past, present, and future (e.g., walk, walked, and will walk) appropriately.		
L.1.2.a	Capitalize names of people and dates.		
L.1.2.b	Use end punctuation for sentences.		
L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		
L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		
L.1.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.		
L.1.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.		
L.1.6	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What does a good independent reader look like? ● How do good readers show respect for the learning environment? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● A good independent reader selects books to read that match his or her independent reading ability. A good independent reader treats books carefully and returns them to the correct location. A good independent reader can sit quietly and read for several minutes. ● Good readers return books to their appropriate locations. They treat books carefully so that they do not become damaged. They are quiet during silent reading time. They use soft voices during partner reading time. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What does a good independent reader look like? ● How do good readers show respect for the learning environment? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● A good independent reader selects books to read that match his or her independent reading ability. A good independent reader treats books carefully and returns them to the correct location. A good independent reader can sit quietly and read for several minutes. ● Good readers return books to their appropriate locations. They treat books carefully so that they do not become damaged. They are quiet during silent reading time. They use soft voices during partner reading time.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What does a good independent reader look like? ● How do good readers show respect for the learning environment? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● A good independent reader selects books to read that match his or her independent reading ability. A good independent reader treats books carefully and returns them to the correct location. A good independent reader can sit quietly and read for several minutes. ● Good readers return books to their appropriate locations. They treat books carefully so that they do not become damaged. They are quiet during silent reading time. They use soft voices during partner reading time. 		
<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> ● learn how to take care of books. ● understand the organization of the classroom and school libraries. ● learn strategies for working with and talking to a reading partner. ● think and talk about books with others. ● learn strategies to help stay focused during reading. ● understand that we read for different reasons and that there are different reading genres. 			

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- make predictions before reading by looking at the title and the pictures.
- notice new details when rereading books.
- make connections to themselves or to other books as they read.
- reread to help identify key details in text.
- identify the problem and solution in a story.
- sequence events from a story in the order in which they occurred.
- connect with and explain the feelings of characters.
- use illustrations to help describe the setting of a story.
- observe and differentiate punctuation marks while reading.
- understand the difference between short and long vowels.
- clap out the syllables in multi-syllable words.
- decode basic CVC, CVCC, and VC words.
- read and spell high frequency words.
- write about an experience that captures emotions.
- use past tense verbs when talking about or writing about events that occurred in the past.
- draw pictures to demonstrate listening comprehension.
- understand that sentences begin with a capital letter.

Evidence of Learning

Summative Assessment (suggested activity)

Formative assessment should be a part of the daily routine in the Grade 1 literacy program. Rather than assessing students at the end of this first unit with a summative story test, the teacher can keep a running observation log recording how each student's skill level is progressing. Teachers may use an assessment, such as a DRA or DIBELS, to record skill levels formally three or four times a year, as the district recommends.

Equipment needed:

- formative assessments
- observation log
- DRA or DIBELS assessment

Teacher Resources:

SuperKids Reading Program

Superkids Journals

Handwriting Without Tears

Leveled reader library

Writing Fundamentals: How Writers Work

I Am an Artist by Pat Lowery Collins

I Like to Be Little by Charlotte Zolotow

Puddles by Jonathan London

Written Anything Good Lately? by Susan Allen

Ish by Peter Reynolds

Unit 2 – Strategies for Print

Content Area: English Language Arts

Unit Title: Strategies for Print

Target Course/Grade Level: 1

Unit Summary

In this second unit of first grade, students will practice specific strategies for understanding print material, and will be expected to demonstrate their ability to be flexible when reading. Students will understand that the goal is for each of them to become an independent reader, and as such they will often need to switch strategies while they are reading in order to comprehend. Students will continue to learn phonics skills, and this unit will focus on the many sounds vowels make. Specifically, students will learn the difference between short and long vowels, the magic e (CVCe words), and vowel teams (CVVC words). They will learn the spelling rules for CVCe words with –ed or –ing added. Grammatically, students will become familiar with plurals and singular possessive words as well as comparative and superlative adjectives. Students will learn the literary genre of fable, and will be able to summarize verbally.

Primary interdisciplinary connections:

Science:

- Summarize science texts read in class; use words like *first*, *next*, *then*, and *finally* as a guide for summarizing.

Social Studies

- Read fables from other cultures and compare the stories.

21st century themes:

- Global Awareness
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Flexibility and Adaptability
- Social and Cross-Cultural Skills

Unit Rationale

Once students learn the magic e vowel and the vowel teams, their sight vocabulary will expand dramatically, and they will be able to read many more texts. It is appropriate to introduce specific comprehension strategies at this point so that children can be encouraged to begin reading independently for short periods of time.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

NJSLS	Standards
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.7	Use the illustrations and details in a story to describe its characters, setting, or events.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4.a	Read grade-level text with purpose and understanding.
RF.1.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression.
RF.1.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small or larger groups.
SL.1.1.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.1.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.1.2.a	Capitalize dates and names of people.		
L.1.2.b	Use end punctuation for sentences.		
L.1.2.c	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		
L.1.2.d	Spell untaught words phonetically, drawing upon phonemic awareness and spelling conventions.		
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		
L.1.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.		
L.1.4.b	Use frequently occurring affixes as a clue to the meaning of a word.		
L.1.4.c	Identify frequently occurring words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).		
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		
L.1.5.b	Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).		
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to single simple relationships (e.g., <i>because</i>).		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What does a flexible reader look like? ● What does a good reader do to decode words? ● How does a good reader sound when reading aloud? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● A flexible reader is one who knows and uses more than one strategy for figuring out how to decode words in text before he or she asks for help. ● A good reader recognizes sight words and words with familiar roots. A good reader sounds out words a letter at a time, and can check for meaning if the sounds don't make sense as a word. ● When reading aloud, a good reader learns to read in phrases so that he or she doesn't sound choppy. A good reader sounds more fluent as he or she practices reading aloud. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What does a flexible reader look like? ● What does a good reader do to decode words? ● How does a good reader sound when reading aloud? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● A flexible reader is one who knows and uses more than one strategy for figuring out how to decode words in text before he or she asks for help. ● A good reader recognizes sight words and words with familiar roots. A good reader sounds out words a letter at a time, and can check for meaning if the sounds don't make sense as a word. ● When reading aloud, a good reader learns to read in phrases so that he or she doesn't sound choppy. A good reader sounds more fluent as he or she practices reading aloud.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What does a flexible reader look like? ● What does a good reader do to decode words? ● How does a good reader sound when reading aloud? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● A flexible reader is one who knows and uses more than one strategy for figuring out how to decode words in text before he or she asks for help. ● A good reader recognizes sight words and words with familiar roots. A good reader sounds out words a letter at a time, and can check for meaning if the sounds don't make sense as a word. ● When reading aloud, a good reader learns to read in phrases so that he or she doesn't sound choppy. A good reader sounds more fluent as he or she practices reading aloud. 		
<p>Unit Learning Targets</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● learn many decoding strategies and will become more flexible with them. ● read aloud with fluency. ● choose “just right” books for independent reading. ● monitor for meaning as they read, and reread to help identify key details in the text. 			

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- think and talk about books and reading strategies with others.
- help generate questions to distinguish between reality and fantasy.
- understand and identify simple adjectives.
- describe a familiar character, place, thing, or event using adjectives.
- sequence events from a story when retelling.
- recognize patterns in stories (e.g., problem/solution).
- identify and discuss the problem and solution in stories.
- use illustrations to help identify and describe the setting of a story.
- identify words or phrases in stories and poems that appeal to the senses.
- compare the same character in different stories (e.g., Curious George or Froggy).
- decode words by pronouncing the initial, medial, and final sounds.
- create rhymes.
- identify and read high frequency words.
- retell a favorite story and tell why it is a favorite.
- draw and write two sequence events to tell or retell a story.
- participate in book talks.
- create visual displays illustrating characters, places, or events.
- understand and identify proper nouns.
- identify different kinds of sentences and their corresponding punctuation marks.

Evidence of Learning

Summative Assessment (suggested activity)

Observe students individually as they read on-level decodable books aloud. Assess their use of strategies to decode words, comprehend what they have read, and predict what might happen next.

Equipment needed:

- leveled readers
- observation rubric (focused on good reader behaviors)

Teacher Resources:

SuperKids Reading Program

Handwriting Without Tears

Leveled reader library

Superkids Journals

Writing Fundamentals – Personal Narrative

My Visit to the Aquarium by Alik

Little Nino's Pizzeria by Karen Barbour

Diary of a Spider by Doreen Cronin

My Steps by Sally Derby

My Big Brother by Valerie Fisher

When I Was Five by Arthur Howard

Do Like Kyla by Angela Johnson

My Little Island by Frane Lessac

The Keeping Quilt by Patricia Polacco

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

I Love My Hair! by Natasha Tarpley

Unit 3 – Thinking and Talking about Books & Writing

Content Area: English Language Arts

Unit Title: Thinking and Talking about Books & Writing

Target Course/Grade Level: 1

Unit Summary

This unit will build on the previous unit of comprehension skill building, and will focus on talking about books and what authors do when they write. As students read and write more, they will begin to focus on the ‘whys’ of characters, settings, and events in stories. Why did the character do that? Why did this event happen? Why does the setting influence characters and events? Additionally, students will continue to focus on spelling rules, particularly on how to add suffixes to words that end in –y, as well as beginning to understand the difference between there and their. Contractions and compound words will also be introduced.

Primary interdisciplinary connections:

Science:

- As you read science texts, ask why the author might have included certain pictures or text features (e.g., bold type, italics) in the writing.

Social Studies:

- As you read social studies texts, ask why the author might have included maps, illustrations, photographs, or text features as part of the writing.

21st century themes:

- Global Awareness
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Flexibility and Adaptability
- Social and Cross-Cultural Skills

Unit Rationale

At this time in first grade, most students can read on-level, decodable books with some degree of independence, whether by reading aloud with a partner or by reading alone silently. It makes sense to begin discussions about why authors make the choices they do when creating books at this time. As students begin to see that the books they read are not arranged accidentally, they can begin to experiment with making decisions as they write their own stories.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	Standards
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, setting, and major events in a story, using key details.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.6	Identify who is telling the story in various points of a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts appropriately complex for Grade 1.
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3.a	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3.b	Decode regularly spelled one-syllable words.
RF.1.3.c	Know final –e and common vowel team conventions for representing long vowel sounds.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

RF.1.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3.e	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3.f	Read words with inflectional endings.
RF.1.3.g	Recognize and read grade-appropriate irregularly spelled words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4.a	Read grade-level text with purpose and understanding.
RF.1.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression.
RF.1.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small or large groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
L.1.1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
L.1.1.h	Use determiners (e.g., articles, demonstratives).
L.1.1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation,

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	and spelling when writing.
L.1.2.b	Use end punctuation for sentences.
L.1.2.c	Use commas in dates and to separate single words in a series.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.4.c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.1.5.b	Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).
L.1.5.c	Identify real-life connections between words and their use (e.g., Note places at home that are <i>cozy</i>).
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What does a good reading conversation look like? ● What does good reading sound like? ● How does a reader monitor comprehension? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● A good reading conversation is focused on understanding the book that you are reading. Members of the group take turns asking questions about the characters, setting, or events, and answering the questions. They stay on topic and practice good listening. They use the characters' names and specific locations when discussing the story. ● When reading aloud, a good reader learns to read in phrases so that he or she doesn't sound choppy. A good reader sounds more fluent as he or she practices reading aloud. A good reader uses expression as he or she reads so that the feelings of the characters can be conveyed to the listener. ● A good reader monitors his or her comprehension by asking questions, making predictions, and rereading if necessary, as he or she reads. A good reader might read a tricky part aloud to a reading partner. A good reader tries to visualize the story in his or her mind as he or she reads.
<p>Unit Learning Targets</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● retell stories using characters, setting, plot, and proper sequence. ● make predictions before reading. ● make connections while reading. ● be aware of feelings and thoughts about the characters, setting, or events while reading. 	

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- use Post-It notes or graphic organizers to show evidence of feelings, thoughts, predictions, and connections made while reading.
- use strategies such as rereading to check comprehension and clear up confusion while reading.
- discuss strategies used and feelings, thoughts, predictions, and connections made with a partner.
- identify connections between words learned and how they are used in text.
- understand the setting of stories and its importance to the stories.
- identify the lesson of a text.
- compare, contrast, and describe information learned from a text.
- explain why authors use illustrations or pictures with text.
- identify the main idea and key details in informational text.
- understand the features of informational text.
- learn the magic –e.
- identify consonant blends.
- divide multi-syllabic words into individual syllables.
- understand and identify various purposes for reading text.
- collect facts from books about a topic they love.

Evidence of Learning

Summative Assessment (suggested activity)

Set up a partner discussion opportunity with guiding questions or topics to be discussed. Observe students as they discuss a book they have read, with the focus of the discussion on responding to the ‘whys’ of a story. Use a rubric or other scoring tool so that students can be given meaningful feedback on the quality of their discussions. Provide a similar opportunity for students to have a partner conversation about something they have written themselves. This time, the partners will ask one another ‘why’ questions about their writing. Assess students’ ability to respond to those questions about their own writing, in order to demonstrate their understanding of how writers put together stories.

Equipment needed:

- leveled books
- readers’ notebook
- writers’ notebook

Teacher Resources:

SuperKids Reading Program

Superkids Journals

Handwriting Without Tears

Leveled reader library

Writing Fundamentals – Functional Writing

The Jolly Postman by Janet and Allan Ahlberg

I Wanna Iguana by Karen K Orloff

Bunny Cakes by Rosemary Wells

Fancy Nancy by Jane O’Connor

My New York by Kathy Jakobsen

With Love, Little Red Hen by Alma Flor Ada

Click, Clack, Moo by Doreen Cronin

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 4 – Practicing with Nonfiction & Research

Content Area: English Language Arts

Unit Title: Practicing with Nonfiction & Research

Target Course/Grade Level: 1

Unit Summary

In this unit, students will study the structure and content of nonfiction selections, including how to identify the main idea of nonfiction selections. They will observe text elements that aid in comprehension of nonfiction, and will experiment with some of those elements as they write their own nonfiction selections, including a personal narrative. Additionally, students will learn some more challenging vowel sounds (long vowel teams, -aw and -all, and the r-controlled vowels). Word study will focus on multiple meaning words and the difference between you're and your.

Primary interdisciplinary connections:

Science:

- Read several books on the same topic, and then write an informational text with important details.

Social Studies:

-

21st century themes:

- Global Awareness
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Flexibility and Adaptability
- Social and Cross-Cultural Skills

Unit Rationale

At this point in their schooling, first graders are fairly comfortable with the structure of stories, and they are beginning to comprehend the difference between fantasy and reality. It makes sense to introduce nonfiction at this time, especially since the ratio of fiction to nonfiction will gradually decrease as students progress through school.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

CPI #	Cumulative Progress Indicator (CPI)
RI.1.1	With prompting and support, ask and answer questions about key details in text.
RI.1.2	With prompting and support, identify the main topic and retell key details of a text.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

RI.1.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	With prompting and support, ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3.a	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3.b	Decode regularly spelled one-syllable words.
RF.1.3.c	Know final –e and common vowel team conventions for representing long vowel sounds.
RF.1.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3.e	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3.f	Read words with inflectional endings.
RF.1.3.g	Recognize and read grade-appropriate irregularly spelled words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4.a	Read grade-level text with purpose and understanding.
RF.1.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression.
RF.1.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events,

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
W.1.7	Participate in shared research and writing projects.		
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.		
SL.1.1.a	Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		
SL.1.1.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		
SL.1.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.		
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
SL.1.6	Produce complete sentences when appropriate to task and situation.		
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.1.1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).		
L.1.1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).		
L.1.1.h	Use determiners (e.g., articles, demonstratives).		
L.1.1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).		
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.1.2.c	Use commas in dates and to separate single words in a series.		
L.1.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		
L.1.4.a	Use sentence level context as a clue to the meaning of a word or phrase.		
L.1.4.b	Use frequently occurring affixes as a clue to the meaning of a word.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Unit Essential Questions <ul style="list-style-type: none"> ● How do readers use text structure and text </td> <td style="width: 50%; vertical-align: top;"> Unit Enduring Understandings <ul style="list-style-type: none"> ● Readers use titles to identify the topic of a </td> </tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> ● How do readers use text structure and text 	Unit Enduring Understandings <ul style="list-style-type: none"> ● Readers use titles to identify the topic of a
Unit Essential Questions <ul style="list-style-type: none"> ● How do readers use text structure and text 	Unit Enduring Understandings <ul style="list-style-type: none"> ● Readers use titles to identify the topic of a 		

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

features to learn more about a topic?

- How do readers know when they are learning something important?
- How do readers collect important information while they read?

selection. They use headings to identify the main ideas of paragraphs. They use captions under pictures to learn specific details about information in the paragraphs. They use boldface text to learn new words.

- Readers can tell that they are learning something important when they use text structure as they read to identify what a selection is about. They can also assess their prior knowledge of a topic before they read, and then ask questions as they read to identify what they know and what is new information.
- Readers collect important information as they read by stopping periodically to write main ideas and important details on a graphic organizer.

Unit Learning Targets

Students will ...

- recognize features found in nonfiction books and how each is used.
- read and compare what they've learned to what they thought they knew.
- separate main ideas from details in a text.
- paraphrase important information prior to writing about a topic.
- compare different books on the same topic.
- research and collect facts from nonfiction books.
- collect information about a single topic to support research.
- teach others about nonfiction.
- use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- write several nonfiction texts.

Evidence of Learning

Summative Assessment (suggested activity)

Allow students to select a narrow topic under a similar heading (e.g., The general topic might be animals, and each student can select a specific animal about which to conduct research.) Students, depending on ability, can read 2-4 books about their animal, and take notes on important details as they read. Upon completion of the reading, students will create an informational booklet about their animal, using text features such as headings, pictures with captions, and bold type, to help the reader identify new or important information.

Equipment needed:

- nonfiction readers or picture books
- first grade picture/text writing paper

Teacher Resources:

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

SuperKids Reading Program

Superkids Journal

Handwriting Without Tears

Leveled reader library

Writing Fundamentals – All About Nonfiction

Fire Trucks by Carol K linden

The Life Cycle of a Frog by Bobbie Kalman

An Earthworm's Life by John Himmelman

Move by Steve Jenkins

Why Do Horses Neigh? by Joan Holub

The Vegetables We Eat by Gail Gibbons

Life in the Ocean by Carol K Lindeen

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 5 – Story Elements – Caring about Characters

Content Area: English Language Arts

Unit Title: Story Elements – Caring about Characters

Target Course/Grade Level: 1

Unit Summary

Students will end the year by closely examining an aspect of fictional stories in order to begin exploring the skill of being a critical reader. The goal is for students to form an opinion about a character as they read – do they like the character or not, and then be able to support their opinion with specific details from the text as an explanation of why they like or dislike a character.

Primary interdisciplinary connections:

21st century themes:

- Global Awareness
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Flexibility and Adaptability
- Social and Cross-Cultural Skills

Unit Rationale

In order to be a critical reader who can decide if text is reliable or not, students must begin by formulating opinions about what they read. The simplest way to introduce this idea is through a familiar vehicle – characters in fictional stories who they know, and in many cases love or admire.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	Standards
RL.1.1	With prompting and support, ask and answer questions about key details in a text.
RL.1.2	With prompting and support, retell familiar stories, including key details, and demonstrate understandings of their central message or lesson.
RL.1.3	With prompting and support, describe characters, settings, and major events in a story, using key details.
RL.1.4	With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Explain major differences between books that tell stories and books that give information,

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	drawing on a wide reading of a range of text types.
RL.1.6	With prompting and support, identify who is telling the story at various points in a text.
RL.1.7	With prompting and support, use illustrations and details in a story to describe its characters.
RL.1.9	With prompting and support, compare and contrast the adventures and experiences of characters in stories.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts appropriately complex for Grade 1.
RF.1.3	Know and apply grade level phonics and word analysis skills in decoding words.
RF.1.3.a	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3.b	Decode regularly spelled one-syllable words.
RF.1.3.c	Know final –e and common vowel team conventions for representing long vowel sounds.
RF.1.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3.e	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3.f	Read words with inflectional endings.
RF.1.3.g	Recognize and read grade-appropriate irregularly spelled words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4.a	Read grade-level text with purpose and understanding.
RF.1.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression.
RF.1.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	publish writing, including in collaboration with peers.		
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.1.1.a	Print all upper- and lowercase letters.		
L.1.1.b	Use common, proper, and possessive nouns.		
L.1.1.c	Use singular and plural nouns with matching verbs in basic sentences.		
L.1.1.e	Use verbs to convey a sense of past, present, and future.		
L.1.1.f	Use frequently occurring adjectives.		
L.1.1.g	Use frequently occurring conjunctions.		
L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.1.2.a	Capitalize dates and names of people.		
L.1.2.b	Use end punctuation for sentences.		
L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		
L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		
L.1.4.b	Use frequently occurring affixes as a clue to the meaning of a word.		
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		
L.1.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do authors carry similar elements across books they write? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Authors know that all stories have characters, settings, a problem, and events that lead to a solution. Very often, authors will write stories about the same character, but will make the problem and the solution different so that the story is different. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do authors carry similar elements across books they write? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Authors know that all stories have characters, settings, a problem, and events that lead to a solution. Very often, authors will write stories about the same character, but will make the problem and the solution different so that the story is different.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do authors carry similar elements across books they write? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Authors know that all stories have characters, settings, a problem, and events that lead to a solution. Very often, authors will write stories about the same character, but will make the problem and the solution different so that the story is different. 		

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit Learning Targets

Students will ...

- compare books written by the same author.
- identify the main character and make personal connections with the main character.
- be able to distinguish between inside and outside traits (appearance and feelings) of a main character.
- learn more about a character based on the ways the character solves problems in different stories.
- form opinions about characters.
- support opinions about characters with reasons taken from the stories they have read.
- write letters to characters in stories they have read, using the voice of another character.
- write letters to authors sharing opinions about the books they have read.

Evidence of Learning

Summative Assessment (suggested activity)

Students will be given the opportunity to reread two stories from this unit independently. As they read, they will take notes on character traits and decide which character they like more. After reading, students will write an opinion paper, in which they express an opinion about a character and support their opinion with specific details from the stories as reasons.

Equipment needed:

- leveled readers

Teacher Resources:

SuperKids Reading Program

Superkids Journal

Handwriting Without Tears

Leveled reader library

We Are Best Friends

Dear Juno

The Jolly Postman

I Wanna Iguana

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 1 Overview – Building Good Reading Habits

Content Area: English Language Arts

Unit Title: Building Good Reading & Writing Habits

Target Course/Grade Level: 2

Unit Summary

In this 8-week unit, students are taught the routines, procedures, and expectations for the reading and writing blocks. Students learn what good readers do to understand what they read. They will learn some of the things that authors do to make their writing more interesting, and then they will practice those techniques in their own writing.

Primary interdisciplinary connections:

Science

Math

Social Studies

21st century themes:

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Information Literacy
- Media Literacy
- Flexibility & Adaptability
- Social & Cross-Cultural Skills

Unit Rationale

As students continue to review and learn the sounds that different letter combinations make, they need to begin to examine that authors make choices beyond just which words to choose in a text.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	Standards
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	different voice for each character when reading dialogue aloud.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3.d	Decode words with common prefixes and suffixes.
RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a	Read grade-level text with purpose and understanding.
RF.2.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>)
L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by</i>

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	<i>the little boy</i>).	
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
Unit Essential Questions <ul style="list-style-type: none"> ● What does a good, independent reader look like? ● How can readers monitor their own comprehension? ● How do readers show respect for the learning environment? 	Unit Enduring Understandings <ul style="list-style-type: none"> ● A good, independent reader chooses appropriate books to read according to his or her reading ability; respects books and takes care that they do not become damaged; increases his or her stamina over time; stops when faced with a challenging word to make sure that he or she understands the word. ● Readers can monitor their own comprehension by pausing and asking themselves questions about how what they have just read connects to or relates to what they had previously read. ● Readers show respect for the learning environment by treating books carefully, returning them to their correct location, reading quietly. 	
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> ● pick “just right” books for independent reading. ● take care of books. ● learn how to work with and talk to a reading partner. ● think and talk about books with others. ● retell a story including characters, setting, plot (beginning, middle, and end), problem/solution. ● use Post-Its or graphic organizers to record thoughts about text as they read. ● be able to differentiate between different genres of literature. ● understand how the classroom library and the school library are organized. ● build independent reading stamina. ● stop and think after reading a chapter or every few pages in their book in order to check their comprehension. 		
Evidence of Learning		
Summative Assessment (suggested activity) Select one of the following as a summative assessment: <ul style="list-style-type: none"> ● Have students write a narrative describing something that happened to them. ● Have students write a problem/solution narrative. ● Have students write a different ending to a story they already know. 		
Equipment needed: <ul style="list-style-type: none"> ● computers, laptops, iPads, or chrome books for students to type narratives 		
Teacher Resources: <i>The SuperKids Reading Program</i>		

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

SuperKids magazines

Schoolwide, Inc.'s *Writing Fundamentals*

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 2 Overview – Developing Reading Skills and Strategies to Become an Independent Reader

Content Area: English Language Arts

Unit Title: Reading Skills and Strategies

Target Course/Grade Level: 2

Unit Summary

In this 8-week unit, students will continue learning strategies that will increase comprehension and will lead to more independence in reading. Students will learn what to do when they come across a word that they do not know when they are reading. Students will also be taught to ask questions as they read so that they are paying close attention to the details of the text.

Primary interdisciplinary connections:

Science

Math

Social Studies

21st century themes:

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Information Literacy
- Media Literacy
- Flexibility & Adaptability
- Social & Cross-Cultural Skills

Unit Rationale

Once students understand what a good reader looks like and that a good reader uses strategies to help himself or herself become a better reader, it is time to introduce, model, and teach more strategies. The goal is to lead students to become independent readers who select their own books, monitor their comprehension, and choose to read both for enjoyment and for information.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	Standard
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3.d	Decode words with common prefixes and suffixes.
RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a	Read grade-level text with purpose and understanding.
RF.2.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>)
L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What do readers do to monitor their understanding and deepen their comprehension? 	<ul style="list-style-type: none"> • Readers employ a wide range of strategies to help them understand text, such as retelling, making connections, visualizing descriptions or events, making predictions, asking questions as they read, noticing small details, making inferences, activating prior knowledge, and synthesizing (combing) a few strategies at the same time.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • use a variety of strategies to comprehend texts. • use strategies to infer unfamiliar words from context. • use the elements of fiction (characters, plot, setting, point of view) to retell a story. • retell a story • sequence story events in the order in which they happened. • understand the feelings of characters. • understand and identify the lesson in a story. • find similarities between characters and themselves. 	
Evidence of Learning	
Summative Assessment (suggested activity) Observe students reading, making notes on how well they read orally and the strategies they use to comprehend the text. Equipment needed: <ul style="list-style-type: none"> • leveled library Teacher Resources: <i>The SuperKids Reading Program</i> <i>SuperKids</i> magazines <i>Schoolwide, Inc.'s Writing Fundamentals</i> Suggested Titles for Read-Alouds <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst <i>A Chair for my Mother</i> by Vera B Williams <i>Wemberly Worried</i> by Kevin Henkes <i>Arthur's Teacher Trouble</i> by Marc Brown <i>Thomas and the Library Lady</i> by Pat Mora	

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Through Grandpa's Eyes by Patricia McLaughlin

Tulip Sees America by Cynthia Rylant

The School Nurse from the Black Lagoon by Mike Thaler

When I Was Young in the Mountains by Cynthia Rylant

It Looked Like Spilt Milk by Charles Shaw

Joseph Had a Little Overcoat by Simma Taback

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 3 Overview – Nonfiction

Content Area: English Language Arts

Unit Title: Nonfiction

Target Course/Grade Level: 2

Unit Summary

In this 8-week unit, students will read nonfiction selections and learn about specific traits that nonfiction texts share, such as headings and the use of glossaries and tables of contents.

Primary interdisciplinary connections:

Science

Math

Social Studies

21st century themes:

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Information Literacy
- Media Literacy
- Flexibility & Adaptability
- Social & Cross-Cultural Skills

Unit Rationale

While students are still learning the foundations of reading, it is important for them to begin to understand that there is more to reading than stories and that there are different things readers do to help themselves understand all types of writing.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	Standards
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3.d	Decode words with common prefixes and suffixes.
RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a	Read grade-level text with purpose and understanding.
RF.2.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>)		
L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).		
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.2.4.a	Use sentence-level context as clues to meaning of a word or phrase.		
L.2.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).		
L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What makes nonfiction books different from fiction books? • How do readers know when they are learning something new and important? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Nonfiction books are usually used to teach and learn new information. The information in a nonfiction book is true or factual and can be verified by looking in additional sources. Nonfiction books are about real people, places, events, or discoveries. • Readers use strategies, such as asking questions, that help them realize when they are learning something new. Nonfiction texts will use special tools that help a reader identify new information, such as bold print, headings, or captions under pictures. By stopping and asking themselves if what they just read is new information, good readers realize when they have read something important that they might need or want to remember. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What makes nonfiction books different from fiction books? • How do readers know when they are learning something new and important? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Nonfiction books are usually used to teach and learn new information. The information in a nonfiction book is true or factual and can be verified by looking in additional sources. Nonfiction books are about real people, places, events, or discoveries. • Readers use strategies, such as asking questions, that help them realize when they are learning something new. Nonfiction texts will use special tools that help a reader identify new information, such as bold print, headings, or captions under pictures. By stopping and asking themselves if what they just read is new information, good readers realize when they have read something important that they might need or want to remember.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What makes nonfiction books different from fiction books? • How do readers know when they are learning something new and important? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Nonfiction books are usually used to teach and learn new information. The information in a nonfiction book is true or factual and can be verified by looking in additional sources. Nonfiction books are about real people, places, events, or discoveries. • Readers use strategies, such as asking questions, that help them realize when they are learning something new. Nonfiction texts will use special tools that help a reader identify new information, such as bold print, headings, or captions under pictures. By stopping and asking themselves if what they just read is new information, good readers realize when they have read something important that they might need or want to remember. 		
<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> • recognize features found in nonfiction books and how each is used. • read and compare what they've learned to what they thought they knew. • use the table of contents of a book to help guide their reading choices. • paraphrase important information prior to writing about a topic. • compare different books on the same topic. • research and collect facts from nonfiction books. • teach others about nonfiction. 			
Evidence of Learning			

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Summative Assessment (suggested activity)

Have students work in groups to research a topic of interest or assigned by the teacher. Students should read a variety of sources and use the information to write an informative booklet that contains pictures and drawings to help convey the information to the reader.

Equipment needed:

- computers, laptops, iPads, or chrome books for students to type narratives

Teacher Resources:

The *SuperKids Reading* Program

SuperKids magazines

Schoolwide, Inc.'s *Writing Fundamentals*

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 4 Overview – Beginning Research

Content Area: English Language Arts

Unit Title: Beginning Research

Target Course/Grade Level: 2

Unit Summary

In this 8-week unit, students will build upon what they began in the previous unit and work alone on researching topics of their own interest in order to present the findings of their research to the group.

Primary interdisciplinary connections:

Science

Math

Social Studies

21st century themes:

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Information Literacy
- Media Literacy
- Flexibility & Adaptability
- Social & Cross-Cultural Skills

Unit Rationale

Students learned how to read nonfiction texts in the previous unit, and they may have worked on a group activity based on researching nonfiction texts. The next logical step is to work on a research activity or two alone.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	Standards
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3.d	Decode words with common prefixes and suffixes.
RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a	Read grade-level text with purpose and understanding.
RF.2.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>)		
L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).		
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.2.4.a	Use sentence-level context as clues to meaning of a word or phrase.		
L.2.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).		
L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do readers pick out important information as they read? ● How do readers share what they have learned? ● How do readers use text structure and text features to learn more about a topic? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Good readers always set a purpose for themselves before they read. When good readers examine a nonfiction text, they write some questions down before reading that they hope will be answered as they read. Important information would be answers to some of those questions. ● Readers can share what they have learned in a variety of ways. They can write a report that they share with others. They can give an oral report and relay the information they have collected. They can even create a visual display that they share with others. ● Readers look at headings so that they know what kind of information they are going to find in each section. Readers also look at bold faced words to learn new vocabulary. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do readers pick out important information as they read? ● How do readers share what they have learned? ● How do readers use text structure and text features to learn more about a topic? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Good readers always set a purpose for themselves before they read. When good readers examine a nonfiction text, they write some questions down before reading that they hope will be answered as they read. Important information would be answers to some of those questions. ● Readers can share what they have learned in a variety of ways. They can write a report that they share with others. They can give an oral report and relay the information they have collected. They can even create a visual display that they share with others. ● Readers look at headings so that they know what kind of information they are going to find in each section. Readers also look at bold faced words to learn new vocabulary.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do readers pick out important information as they read? ● How do readers share what they have learned? ● How do readers use text structure and text features to learn more about a topic? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Good readers always set a purpose for themselves before they read. When good readers examine a nonfiction text, they write some questions down before reading that they hope will be answered as they read. Important information would be answers to some of those questions. ● Readers can share what they have learned in a variety of ways. They can write a report that they share with others. They can give an oral report and relay the information they have collected. They can even create a visual display that they share with others. ● Readers look at headings so that they know what kind of information they are going to find in each section. Readers also look at bold faced words to learn new vocabulary. 		
<p>Unit Learning Targets</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● recognize features found in non-fiction books and how each is used. ● read and compare what they've learned to what they thought they knew. ● separate main idea from the details in a text. ● paraphrase important information prior to writing about a topic. ● compare different books on the same topic. ● research and collect facts from nonfiction books. ● collect information about a single topic to support research. ● teach others about nonfiction. 			

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- predict the meanings of compound words.
- use a glossary to clarify the meaning of some words.

Evidence of Learning

Summative Assessment (suggested activity)

Allow students to select a topic, and then help them find nonfiction books about the topic. Guide students as they read the sources and take notes. Students should prepare a presentation of the important information that they found.

Equipment needed:

- computers, laptops, iPads, or chrome books for students to type narratives

Teacher Resources:

The *SuperKids Reading Program*

SuperKids magazines

Schoolwide, Inc.'s *Writing Fundamentals*

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 5 Overview – Realistic Fiction & Fairy Tales

Content Area: English Language Arts

Unit Title: Realistic Fiction and Fairy Tales

Target Course/Grade Level: 2

Unit Summary

In this final 8-week unit of second grade, students will return to fiction, and will study two genres of fiction. During this unit, the focus will be on characters in these stories, and the differences between fact and fantasy.

Primary interdisciplinary connections:

Science

Math

Social Studies

21st century themes:

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Information Literacy
- Media Literacy
- Flexibility & Adaptability
- Social & Cross-Cultural Skills

Unit Rationale

Young students often struggle with the difference between fact and fantasy, but they love characters in the stories they read. By focusing on the characters, they will be able to see more clearly those characters who are art of a realistic world like theirs, and those characters who are part of a fantasy world in fairy tales.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	Standards
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	demonstrate understanding of its characters, setting, or plot.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3.d	Decode words with common prefixes and suffixes.
RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a	Read grade-level text with purpose and understanding.
RF.2.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>)
L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by</i>

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	<i>the little boy</i>).	
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● What can a character’s actions reveal about them as a person? ● What are main and supporting characters? ● How can readers use text evidence to support their ideas about characters? 	<ul style="list-style-type: none"> ● A reader can learn a lot about characters based on their actions. A reader can learn if a character is kind or cruel, for example, based on the way he or she treats other characters in the story. ● The main character is the character who is the focus of the story. He or she has a problem that needs to be solved, or has a wish that he or she would like to have come true. ● Before a reader can say if he or she likes a character, they must have found specific reasons in the text to support their ideas. 	
Unit Learning Targets		
<i>Students will ...</i>		
<ul style="list-style-type: none"> ● identify the main and supporting characters in stories and books. ● identify a character trait and support it with evidence from the text. ● make predictions about characters. ● notice when characters are acting unusually. ● compare and contrast characters. ● retell books and parts of books using story elements. ● make inferences about character traits. ● infer character motivation. ● identify the lesson or big idea of a book 		
Evidence of Learning		
Summative Assessment (suggested activity)		
Provide students with a familiar character. Ask students to create a new story or adventure for a favorite character.		
Equipment needed:		
<ul style="list-style-type: none"> ● familiar characters ● story paper 		
Teacher Resources:		
The <i>SuperKids Reading Program</i>		
<i>SuperKids</i> magazines		
Schoolwide, Inc.’s <i>Writing Fundamentals</i>		

Unit 1 Overview – What a Character (Narratives)

Content Area: English Language Arts

Unit Title: What a Character (Narratives)

Target Course/Grade Level: 3

Unit Summary

This first unit will focus on close reading of text in order to do a character study. Students will learn to pay close attention to text as they read in order to have a greater appreciation for the characters. Students will experiment with placing familiar characters in new situations and creating short episodes for them. They will also use some of the author techniques they have learned to create a brand new character.

Primary interdisciplinary connections:

Science

Math

Social Studies

21st century themes:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Media Literacy
- Flexibility and Adaptability

Unit Rationale

After finishing second grade with a close look at characters, it makes sense to begin third grade with a more in-depth study of kinds of characters and of how you can find evidence in a story to support and opinion of a character in a book or story.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	Standards
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.
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 characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	earlier selections.		
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.		
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).		
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).		
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.		
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		
W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
W.3.3.c	Use temporal words and phrases to signal event order.		
W.3.3.d	Provide a sense of closure.		
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.		
SL.3.1	Engage effectively in a range of collaborative discussions 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.		
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.3.2.c	Use commas and quotation marks in dialogue		
L.3.2.d	Form and use possessives		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What can a character’s thoughts and actions reveal about them? ● How can readers use the text as evidence to support their ideas and opinions about characters? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● What a character thinks about other characters or about problems or events can help the reader figure out if a character is good or bad, patient or impulsive, generous or greedy. ● By paying close attention to what characters say, think, and do, readers can use those details as clues and make inferences about what those clues tell them about the characters. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What can a character’s thoughts and actions reveal about them? ● How can readers use the text as evidence to support their ideas and opinions about characters? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● What a character thinks about other characters or about problems or events can help the reader figure out if a character is good or bad, patient or impulsive, generous or greedy. ● By paying close attention to what characters say, think, and do, readers can use those details as clues and make inferences about what those clues tell them about the characters.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What can a character’s thoughts and actions reveal about them? ● How can readers use the text as evidence to support their ideas and opinions about characters? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● What a character thinks about other characters or about problems or events can help the reader figure out if a character is good or bad, patient or impulsive, generous or greedy. ● By paying close attention to what characters say, think, and do, readers can use those details as clues and make inferences about what those clues tell them about the characters. 		
Unit Learning Targets			

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Students will ...

- converse about characters with partners.
- identify character traits.
- understand the difference between physical traits and character traits.
- identify how characters can display contradicting traits (be both kind and mean, for example).
- use dialogue to understand who the characters are on the inside (character traits).
- use characters' actions to understand who the characters are on the inside (character traits).
- understand that characters' traits will help to explain why characters say or do certain things.
- make predictions about characters' actions based on what they know about each character.
- understand that characters can change over the course of a story.
- identify clues within the story that help lead to the change in the character.

Evidence of Learning

Summative Assessment (suggested activity)

Select one of the following as a summative assessment:

- Take a favorite, familiar character and create a new adventure for him or her, staying true to the personality of the character that had been established previously in other stories.
- Create a brand new character in a brand new story. Provide clues in the text of the story that will show what the character's personality is like.

Equipment needed:

- computers, laptops, iPads, or chrome books for students to type narratives

Teacher Resources:

Pearson's *Good Habits, Great Readers*

Schoolwide's *Writing Fundamentals*

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 2 Overview – Biography (Narrative Nonfiction)

Content Area: English Language Arts

Unit Title: Biography (Narrative Nonfiction)

Target Course/Grade Level: 3

Unit Summary

Students will continue their study of the narrative, but will come to an understanding that while a narrative is always a story, it is not always fictional. Students will focus on biographies and autobiographies in this unit. Students will have the opportunity to write some autobiographical essays of their own.

Primary interdisciplinary connections:

Science

Math

Social Studies

21st century themes:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Media Literacy
- Flexibility and Adaptability

Unit Rationale

Too often, students associate nonfiction with boredom, and this unit provides an opportunity for students to read nonfiction stories, and, hopefully, to be entertained.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	Standards
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.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.
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 characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier selections.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3.c	Use temporal words and phrases to signal event order.
W.3.3.d	Provide a sense of closure.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
SL.3.1	Engage effectively in a range of collaborative discussions 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.
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.2.c	Use commas and quotation marks in dialogue

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

L.3.2.d	Form and use possessives
Unit Essential Questions <ul style="list-style-type: none">• How can reading biographies inspire us to live differently?• How can reading biographies help us to understand our world?	Unit Enduring Understandings <ul style="list-style-type: none">• Reading biographies can often help readers realize that many people who have been faced with challenges or with struggles in their lives have been able to overcome them and make a difference in the lives of others. Reading biographies can also often inspire students to develop a skill or talent in much the same way that someone famous was able to do.• Reading biographies can teach readers a lot about important people in history and the contributions they made to our society. Reading biographies can also help readers understand how different discoveries or accomplishments have made their own lives better.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none">• identify the structure of narrative nonfiction, including narrative elements that are part of a true story.• identify the subject of a biography's character traits and support with text references.• sequence events from the subject of a biography's life.• identify struggles, accomplishments, and contributions made by the subject of a biography.• infer a life lesson based on the subject's accomplishments and struggles.• identify the setting (place, historical context) of the subject of the biography.• write an opinion piece on the subject of a biography.• use evidence from the biography to formulate and support an opinion about the subject of a biography.	
Evidence of Learning	
Summative Assessment (suggested activities) Select one of the following as a summative assessment: <ul style="list-style-type: none">• Ask students to select one of the biographies previously read in class and reread it. As they read, they should be encouraged to formulate an opinion about the subject of the biography (e.g., <i>Martin Luther King, Jr. was a great man.</i>). Students then write a one-page essay that supports their opinion of the subject, using evidence from what they have read to support their opinion.• Ask students to name someone they know whom they admire (e.g., a parent, a coach, a teacher, a Scout leader) and list some reasons why they admire that person. Provide students with some questions that they can use to interview the person they admire (e.g., <i>What is a struggle you had when you were younger?</i> or <i>When did you realize you had a special talent?</i>). Students will use the responses to these questions as foundation for a biography that they will write about a person whom they admire.	
Equipment needed: <ul style="list-style-type: none">• computers, laptops, iPads, or chrome books for students to type narratives	
Teacher Resources: Pearson's <i>Good Habits, Great Readers</i> Schoolwide's <i>Writing Fundamentals</i>	

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 3 Overview – Expository Nonfiction

Content Area: English Language Arts

Unit Title: Expository Nonfiction

Target Course/Grade Level: 3

Unit Summary

Students will revisit expository nonfiction, and will make the link that expository nonfiction can help readers understand their world. They will learn about the specific organizational patterns (e.g., cause/effect; problem/solution; least-to-most important) that are both predictable and helpful in building comprehension of nonfiction text.

Primary interdisciplinary connections:

Science

Math

Social Studies

21st century themes:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Media Literacy
- Flexibility and Adaptability

Unit Rationale

Learning that nonfiction expository text, which makes up the majority of the reading in other subject areas, has a predictable structure will help students tackle a type of text that can be quite challenging.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	Standards
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.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.		
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		
W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
W.3.3.c	Use temporal words and phrases to signal event order.		
W.3.3.d	Provide a sense of closure.		
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.		
SL.3.1	Engage effectively in a range of collaborative discussions 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.		
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.3.2.c	Use commas and quotation marks in dialogue		
L.3.2.d	Form and use possessives		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What is the purpose for reading nonfiction? ● How does reading nonfiction help you understand the world? ● How does the text structure of nonfiction impact a reader's ability to comprehend? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Readers of nonfiction can learn almost everything they want or need to know about their world by reading nonfiction. ● Reading nonfiction explains how things work, how we are all inter-connected, how historical events have shaped the world, where we live, why weather disasters sometimes happen, and so much more. ● Nonfiction texts make use of different text structures: subheadings that help you know what the different topics are; illustrations to help you </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What is the purpose for reading nonfiction? ● How does reading nonfiction help you understand the world? ● How does the text structure of nonfiction impact a reader's ability to comprehend? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Readers of nonfiction can learn almost everything they want or need to know about their world by reading nonfiction. ● Reading nonfiction explains how things work, how we are all inter-connected, how historical events have shaped the world, where we live, why weather disasters sometimes happen, and so much more. ● Nonfiction texts make use of different text structures: subheadings that help you know what the different topics are; illustrations to help you
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What is the purpose for reading nonfiction? ● How does reading nonfiction help you understand the world? ● How does the text structure of nonfiction impact a reader's ability to comprehend? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Readers of nonfiction can learn almost everything they want or need to know about their world by reading nonfiction. ● Reading nonfiction explains how things work, how we are all inter-connected, how historical events have shaped the world, where we live, why weather disasters sometimes happen, and so much more. ● Nonfiction texts make use of different text structures: subheadings that help you know what the different topics are; illustrations to help you 		

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

visualize what is being explained; maps so that you can see where something is in relation to your world; sidebars where unfamiliar terms might be defined or explained.

Unit Learning Targets

Students will ...

- identify and understand text structure.
- locate information within a nonfiction text.
- determine the importance of details or information.
- identify the main idea of nonfiction texts.
- understand the purpose for reading nonfiction texts.
- identify what makes a text nonfiction.
- look for clues to help explain unfamiliar terms.
- make inferences.

Evidence of Learning

Summative Assessment (suggested activity)

Provide an unfamiliar expository text to students. Ask them to read it independently and then analyze it. Ask students to identify the organizational pattern of the text as well as the most important pieces of information.

Equipment needed:

- computers, laptops,

Teacher Resources:

Pearson's *Good Habits, Great Readers*

Schoolwide's *Writing Fundamentals*

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 4 Overview – Fables, Folktales, and Tall Tales

Content Area: English Language Arts

Unit Title: Fables, Folktales, and Tall Tales

Target Course/Grade Level: 3

Unit Summary

This unit will expose students to a wide variety of traditional literature, which will give students a cultural base on which they can draw when asked to analyze for archetypes, allegory, and allusion in the future.

Primary interdisciplinary connections:

Science

Math

Social Studies

21st century themes:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Media Literacy
- Flexibility and Adaptability

Unit Rationale

One of the goals of the new standards is to provide students with materials that will help them to become culturally literate in order to be able to read and appreciate some great American literature. So much of being able to understand great literature is dependent on being able to make connections to fables, folktales, tall tales, and myths.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS

Standards

RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.
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 characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier selections.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.		
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).		
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).		
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.		
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		
W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
W.3.3.c	Use temporal words and phrases to signal event order.		
W.3.3.d	Provide a sense of closure.		
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.		
SL.3.1	Engage effectively in a range of collaborative discussions 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.		
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.3.2.c	Use commas and quotation marks in dialogue		
L.3.2.d	Form and use possessives		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How are fables, folktales, myths, and legends different from other narratives? ● How are culture and tradition conveyed through traditional literature? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Traditional stories are very old stories that were originally told orally. They came from many different cultures around the world. Many were designed to teach a lesson or to explain a phenomenon. ● By reading traditional literature, readers can see what values were important to those cultures in their stories. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How are fables, folktales, myths, and legends different from other narratives? ● How are culture and tradition conveyed through traditional literature? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Traditional stories are very old stories that were originally told orally. They came from many different cultures around the world. Many were designed to teach a lesson or to explain a phenomenon. ● By reading traditional literature, readers can see what values were important to those cultures in their stories.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How are fables, folktales, myths, and legends different from other narratives? ● How are culture and tradition conveyed through traditional literature? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Traditional stories are very old stories that were originally told orally. They came from many different cultures around the world. Many were designed to teach a lesson or to explain a phenomenon. ● By reading traditional literature, readers can see what values were important to those cultures in their stories. 		
<p>Unit Learning Targets <i>Students will ...</i></p>			

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- understand that traditional stories share similar traits with modern stories.
- identify a character's point of view.
- identify the main idea or lesson of a story.
- compare and contrast traditional stories with modern stories.
- infer character traits and use textual evidence for support.

Evidence of Learning

Summative Assessment (suggested activity)

Ask students to modernize a traditional story. The lesson and structure should be the same, but the events, setting, and character can be more modernized

Equipment needed:

- computers, laptops, iPads, or chrome books for students to type narratives

Teacher Resources:

Pearson's *Good Habits, Great Readers*

Schoolwide's *Writing Fundamentals*

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 5 Overview – It’s a Mystery!

Content Area: English Language Arts

Unit Title: It’s a Mystery!

Target Course/Grade Level: 3

Unit Summary

This unit will introduce students to the idea of close reading, whereby students are asked to notice every detail. While some details may seem insignificant, it is important for readers to notice them and see that, especially in mysteries, sometimes the entire story hinges on a seemingly unimportant detail.

Primary interdisciplinary connections:

Science

Math

Social Studies

21st century themes:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Media Literacy
- Flexibility and Adaptability

Unit Rationale

Close reading is a tough skill to develop, but is essential to being a critical reader. Because mysteries rely so heavily on paying attention to the details, both large and small, it makes sense to begin close reading skills with mystery.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	Standards
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.
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 characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	earlier selections.		
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.		
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).		
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).		
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.		
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		
W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
W.3.3.c	Use temporal words and phrases to signal event order.		
W.3.3.d	Provide a sense of closure.		
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.		
SL.3.1	Engage effectively in a range of collaborative discussions 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.		
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.3.2.c	Use commas and quotation marks in dialogue		
L.3.2.d	Form and use possessives		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do mystery readers find clues as they read? ● How can reading mysteries help you become a better reader? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Readers of mysteries pay attention to small details. They stop themselves as they read and ask questions about what just happened and why it might have happened. ● Reading mysteries can help you be a better reader by making you pay attention to all of the details that an author gives you in a book. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do mystery readers find clues as they read? ● How can reading mysteries help you become a better reader? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Readers of mysteries pay attention to small details. They stop themselves as they read and ask questions about what just happened and why it might have happened. ● Reading mysteries can help you be a better reader by making you pay attention to all of the details that an author gives you in a book.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do mystery readers find clues as they read? ● How can reading mysteries help you become a better reader? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Readers of mysteries pay attention to small details. They stop themselves as they read and ask questions about what just happened and why it might have happened. ● Reading mysteries can help you be a better reader by making you pay attention to all of the details that an author gives you in a book. 		
<p>Unit Learning Targets <i>Students will ...</i></p>			

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- monitor their comprehension by asking questions periodically as they read.
- understand and identify specific text features and vocabulary in mysteries.
- understand the importance of reading closely.
- predict what will happen next in a story, based on details in the plot.

Evidence of Learning

Summative Assessment (suggested activity)

Provide students with short mysteries that require very careful reading to be able to solve. Ask them to read the mysteries independently. Determine how quickly/accurately they are able to solve the mystery.

Equipment needed:

- computers, laptops, iPads, or chrome books for students to type

Teacher Resources:

Pearson's *Good Habits, Great Readers*

Schoolwide's *Writing Fundamentals*

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 1 Overview – Understanding the Narrative

Content Area: English Language Arts

Unit Title: Understanding the Narrative

Target Course/Grade Level: 4

Unit Summary

In this 8-week unit, students will study fictional narratives, focusing on characters, setting, events, theme, and point of view. They will examine many types of fictional narratives, but especially realistic fiction and historical fiction. They will learn specific vocabulary associated with narratives. They will be able to write fictional narratives.

Primary interdisciplinary connections (suggestions for activities):

Science

- After studying a particular animal, write a realistic narrative about an interaction with that animal, including relevant details from their scientific study.

Social Studies

- After studying the Pilgrims and their arrival in the New World, write a narrative about a fictional pilgrim's experiences and interactions with the Wampanoag.

21st century themes:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Media Literacy
- Flexibility and Adaptability

Unit Rationale

Fourth graders have had many experiences with reading and listening to narratives by this point in their education, so this first unit is a good way to introduce new concepts that will be essential to their increased ability to be critical readers and analyze text.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	Standards
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (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.
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	the text, identifying where each version reflects specific descriptions and directions in 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.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4.a	Read grade-level text with purpose and understanding
RF.4.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.
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. (Editing for conventions should demonstrate command of Language standards 1-3.)
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.4.9.a	Draw evidence from literary texts to support analysis and/or reflection of text (e.g., describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]).
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 narrative texts, building on others' ideas and expressing their own clearly.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner,

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
L.4.1.a	Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>)
L.4.1.b	Form and use the progressive verbs (e.g., <i>I was walking; I am walking; I will be walking</i>).
L.4.1.c	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.
L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).
L.4.1.e	Form and use prepositional phrases.
L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.1.g	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).
L.4.2.a	Use correct capitalization.
L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.2.c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
L.4.3.a	Choose words and phrases to convey ideas precisely.
L.4.3.b	Choose punctuation for effect.
L.4.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.
L.4.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.4.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How can we use what we read in a narrative to learn about and analyze characters? ● What role does the setting play in a character’s personality? ● What can we tell about a character based on how he or she reacts to events in a narrative? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● By being a careful reader and paying attention to details in a narrative, readers can make inferences as they read in order to develop a big picture of a character. ● Readers can notice that the time or place in which a character lives can affect how he or she behaves in certain circumstances. ● Readers can make connections between a problem and how a character reacts to a problem in order to make inferences about a character’s personality.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit Learning Targets

Students will ...

- identify the main characters in a story and begin collecting information about them.
- learn about characters by what they say, do, think, feel, and by what others think about them.
- assign character traits to main characters.
- identify how the setting shapes or reveals more about the character,
- determine who or what gets in the way of what the main character wants (identify conflict).
- identify minor characters who either support or hold back the main character.
- identify the lessons learned by the main character and explain how they might apply those same lessons to their own lives.
- explain how characters change or grow in a story.
- explain what can be learned about a character by the objects that a character holds close to himself or herself.
- imagine what the main characters may be thinking in their mind at certain points in a story, and use evidence in the story for support.
- make inferences about the characters in a story.
- compare the text of a story with a visual representation (a movie) and identify differences in the way the stories may be portrayed.
- use details and examples from the text to explain ideas about a character and to make inferences.
- use context clues to determine the meaning of words and phrases.
- compare and contrast characters from two or more stories or within a story.

Evidence of Learning

Summative Assessment (suggestions)

The summative assessment is something that students would complete independently at the culmination of the unit, after having previously read and written several different narratives. Select one of the following as a summative assessment, or create one that reflects the learning goals of the unit:

- Students rewrite a story from the point of view of one of the minor characters who interacted with the main character in a story that was previously read in class. Stories should include setting, a sequential plot, dialogue, and a theme or lesson.
- Students write a story telling what happened after a familiar story ended. Stories should be written from the same point of view and include the same main character. Stories should include a setting and plot events that match or complement the original story, as well as dialogue.

Equipment needed:

- an anchor text (a story that is familiar to the students to be used as a springboard for the writing assessment)
- writing prompt
- computers, laptops, iPads, or chrome books for students to type narratives

Teacher Resources:

Pearson's *Good Habits, Great Readers*

Schoolwide's *Writing Fundamentals*

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 2 Overview – Expository Nonfiction

Content Area: English Language Arts

Unit Title: Expository Nonfiction

Target Course/Grade Level: 4

Unit Summary

In this 8-week unit, students will examine the genre of expository nonfiction. They will learn what the unique traits are of nonfiction, and will be able to differentiate between how-to selections, informative selections, and persuasive or argument selections, in particular. Students will be able to write short expository pieces, including a how-to piece and an argument.

Primary interdisciplinary connections (suggestions for activities):

Science

- After learning about weather, have students write an expository how-to essay about how clouds form and how rain occurs.

Social Studies

- After learning about the geographical regions of New Jersey (highlands, shore, Pine Barrens, etc.) students write an expository argument essay about which region of the state is the best to live in.

Math

- After learning how to complete a mathematical process, have students write a how-to selection to assist students who may be struggling with the process.

21st century themes:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Health Literacy
- Environmental Literacy
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT Literacy

Unit Rationale

Fourth grade marks the year in a student's education where the ratio of fiction selections studied to nonfiction selections studied changes, and the students begin reading more nonfiction selections than fiction selections. Nonfiction selections require a different skill set to be able to read and analyze for understanding. Those skills will be taught and reviewed in this unit, and the skills learned can be transferred immediately to science, social studies, and math lessons.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS

Standards

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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 and phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
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, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4.a	Read grade-level text with purpose and understanding
RF.4.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
W.4.2.c	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).
W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3.)
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.4.8	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.4.9.b	Draw evidence from informational texts to support analysis and/or reflection of text (e.g., explain how an author uses reasons and evidence to support particular points in a text).
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 narrative texts, building on others' ideas and expressing their own clearly.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
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.
L.4.1.a	Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>)
L.4.1.b	Form and use the progressive verbs (e.g., <i>I was walking; I am walking; I will be walking</i>).
L.4.1.c	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.
L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).
L.4.1.e	Form and use prepositional phrases.
L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.1.g	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).
L.4.2.a	Use correct capitalization.
L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.2.c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
L.4.3.a	Choose words and phrases to convey ideas precisely.
L.4.3.b	Choose punctuation for effect.
L.4.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
Unit Essential Questions <ul style="list-style-type: none">• What are the unique characteristics of nonfiction?• What different reading strategies do you need to understand nonfiction texts?	Unit Enduring Understandings <ul style="list-style-type: none">• Nonfiction selections are organized in unique ways: cause/effect, least important to most important, chronological, compare/contrast, problem/solution, question/answer, descriptions,• When reading nonfiction selections, readers use many strategies: reading headings first, asking how the pictures help them understand the text, creating a web to write notes, RSTSR (read, stop, think, summarize, react),
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none">• use details and examples from the text to summarize details and infer the author’s purpose.• determine the main idea and supporting details of a text.• use context clues to determine the meaning of unknown words.• describe the organizational structure of a text.• use text features to construct meaning.• explain how an author uses evidence to support his or her ideas.• integrate information from more than one source to form an opinion on a topic of interest.• distinguish between interesting and important information.• summarize the text in their own words.• distinguish between a summary and their own thoughts and ideas about a text when summarizing.• analyze how the author’s perspective affects the way facts and information are presented (This is the foundation for understanding bias, though the term should only be introduced at this point if students are conceptually ready.).	
Evidence of Learning	
Summative Assessment (suggestions) <p>This summative assessment should cover skills in both reading and writing nonfiction. Provide students with a nonfiction text that is grade-level appropriate and unfamiliar to them. Ask students to read the text independently, and respond to several two-part questions that will assess students’ understanding of the elements of nonfiction, vocabulary, and author’s purpose, among other skills. (Generally, Part 1 assesses comprehension, while Part 2 asks students to prove their comprehension by identifying the sentence, phrase, or word that best supports their response to Part 1) Then ask students to type a 1-page expository essay in response to a prompt. For example, ask students to write a summary of the major points of the article, OR ask students to write an explanation of what they think the author’s perspective was on the topic and how they know.</p> <p><i>See the New Jersey Model Curriculum at http://www.state.nj.us/education/modelcurriculum/ela/5.shtml for an example of what this assessment could look like.</i></p> Equipment needed: <ul style="list-style-type: none">• nonfiction text• 5-10 two-part questions connected to the text• writing prompt	

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- computers, laptops, iPads, or chrome books for students to type their essays

Teacher Resources:

<http://www.state.nj.us/education/modelcurriculum/ela/5.shtml>

Pearson's *Good Habits, Great Readers*

Schoolwide's *Writing Fundamentals*

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 3 Overview – Beginning Research

Content Area: English Language Arts

Unit Title: Beginning Research

Target Course/Grade Level: 4

Unit Summary

In this 4-week unit, students will learn how to conduct research using text sets that have been provided for them. A text set is a collection of two-four grade-level appropriate selections of nonfiction. The texts, while usually in the form of a nonfiction essay, longer text, or article, can also include podcasts (for listening comprehension), illustrations or charts (for viewing/media literacy comprehension), or videos (for media literacy comprehension). Students learn how to read for the purpose of finding specific information in categories provided by their teacher. Then, students will learn how to combine the specific pieces of information into an essay.

Primary interdisciplinary connections (suggested activities):

Science

- Provide a text set to students about different types of pollution. When they finish reading, have students write a brief research essay on the effects of pollution on animals.

Social Studies

- Provide a text set to students on the history of settlers in New Jersey. When they have finished reading, have them write a brief research essay on why New Jersey is a desirable place to live.

Math

- Provide students with a text set about something related to finances; financial responsibility, for example. When they have finished reading, have students write a brief research essay on the benefits of starting a savings plan when they are young.

21st century themes:

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Critical Thinking and Problem Solving
- Information Literacy
- Media Literacy
- ICT Literacy
- Productivity and Accountability

Unit Rationale

The process of research is an essential skill for students to be able to perform, but it is also quite daunting. As a result, many students either don't learn how to perform research properly until they reach high school or they never learn how to properly perform research. By eliminating the requirement of finding their own sources (which many students struggle with into high school and beyond) students are able to focus on the specific skills of locating and evaluating information, and then organizing it into meaningful categories. When this skill is mastered, students can then begin in middle school to locate their own information.

Learning Targets

Standards

The standards used in this unit of study are from the Common Core Initiative, and are aligned with New

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Jersey's Common Core State Standards.	
Content Statements	
Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.	
CCS #	Common Core Standards
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, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4.a	Read grade-level text with purpose and understanding
RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2.a	Develop the topic with facts
W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2.c	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).
W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.
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, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3.)
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.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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.		
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 narrative texts, building on others' ideas and expressing their own clearly.		
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.		
L.4.1.a	Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).		
L.4.1.b	Form and use the progressive verb tense (e.g., <i>I was walking; I am walking; I will be walking</i>).		
L.4.1.c	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions..		
L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).		
L.4.1.e	Form and use prepositional phrases.		
L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		
L.4.1.g	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>)		
L.4.2.a	Use correct capitalization.		
L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text		
L.4.2.c			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How can reading and analyzing multiple texts and/or digital resources on a topic help readers understand the content more deeply? ● How can readers ensure that they are getting the full meaning out of what is read? ● What are ways that readers share what they understand from reading text sets? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● When a reader analyzes a variety of texts and other sources on a single topic, he or she is able to gain a deeper understanding of the topic from various points of view and perspectives. ● As readers are better able to identify an author's point of view, perspective, or purpose for writing, they are better able to understand which points are presented in a text and why certain points might be included or left out of a text. ● Readers can share the information they have learned by combining the important points in a logical order and presenting those points in a text-based written essay or other visual presentation, such as an informational poster or video. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How can reading and analyzing multiple texts and/or digital resources on a topic help readers understand the content more deeply? ● How can readers ensure that they are getting the full meaning out of what is read? ● What are ways that readers share what they understand from reading text sets? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● When a reader analyzes a variety of texts and other sources on a single topic, he or she is able to gain a deeper understanding of the topic from various points of view and perspectives. ● As readers are better able to identify an author's point of view, perspective, or purpose for writing, they are better able to understand which points are presented in a text and why certain points might be included or left out of a text. ● Readers can share the information they have learned by combining the important points in a logical order and presenting those points in a text-based written essay or other visual presentation, such as an informational poster or video.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How can reading and analyzing multiple texts and/or digital resources on a topic help readers understand the content more deeply? ● How can readers ensure that they are getting the full meaning out of what is read? ● What are ways that readers share what they understand from reading text sets? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● When a reader analyzes a variety of texts and other sources on a single topic, he or she is able to gain a deeper understanding of the topic from various points of view and perspectives. ● As readers are better able to identify an author's point of view, perspective, or purpose for writing, they are better able to understand which points are presented in a text and why certain points might be included or left out of a text. ● Readers can share the information they have learned by combining the important points in a logical order and presenting those points in a text-based written essay or other visual presentation, such as an informational poster or video. 		

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit Learning Targets

Students will ...

- synthesize information on the larger topic across various types of text.
- use textual evidence to support ideas.
- identify the main idea of texts.
- ask and answer questions on, and related to, the topic of text sets.
- compare and contrast information across print and digital resources.
- balance new information with prior knowledge in order to have a more complete understanding of a topic.
- analyze graphics as well as text and interpret what new information a graphic may add to a text.
- form an opinion on a topic and use evidence from what they have read to support their opinion.
- determine author's purpose and his/her potential opinion on the nonfiction article topic.
- take notes as they read nonfiction selections, after asking, "How might this information help me explain what I understand?"
- include textual evidence to support their understanding when writing about a text set.
- combine information presented in various texts to present a more complex analysis of a topic.
- put information they have read into their own words, adding in voice to make the information more interesting to the reader.

Evidence of Learning

Summative Assessment (suggested activity)

Provide students with a text set on a topic that is familiar to them, but with text that is unfamiliar to them. Students should read, view, or listen to the texts independently, and take notes on a graphic organizer that you provide for them. Then students will type a 1-page essay in response to a question about the topic. For example, students may read three texts about oil spills, and then they can be asked to write an essay about the effects of oil spills on the environment. *See the New Jersey Model Curriculum at <http://www.state.nj.us/education/modelcurriculum/ela/5.shtml> for an example of what this assessment could look like.*

Equipment needed:

- text set
- writing prompt
- computers, laptops, iPads, or chrome books for students to type narratives

Teacher Resources:

<http://www.state.nj.us/education/modelcurriculum/ela/5.shtml>

Pearson's *Good Habits, Great Readers*

Schoolwide's *Writing Fundamentals*

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 4 Overview – Folktales and Mythology

Content Area: English Language Arts

Unit Title: Folktales and Mythology

Target Course/Grade Level: 4

Unit Summary

In this 8-week unit, students will study a variety of traditional and cultural narratives. Through this study, they will be able to see that the narrative elements are still evident in these stories, but that traditional narratives also include other unique elements that help students build a deeper understanding of the culture and time in which the stories originated. The unit will culminate with students writing their own myth or folktale, highlighting things that might help future generations learn about the time and culture in which these students currently live.

Primary interdisciplinary connections:

Science

- Read a science-based text about a natural phenomenon that is the subject of a myth (e.g., the myth of Persephone was meant to explain the changing of the seasons). Compare the explanation in the myth to the scientific explanation.

Social Studies

- Read an American folktale, such as the story of Casey Jones or John Henry, and look at how the writer added some exaggerated details to the truth to make the hero seem even more mighty than he was. Then help students pick a current American hero and write a folktale that children in the future may read.

Math

- Create a number story based on a hero from a folktale or myth. (e.g., Prometheus was one of the strongest Titans in ancient Greece. To prove how strong he was, he once lifted 3 cows weighing 850 pounds each, 2 bulls weighing 1,125 pounds each, and a boulder weighing 975 pounds all at the same time! How much did all of those items weigh together?)

21st century themes:

- Global Awareness
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Unit Rationale

So much of literature uses references or allusions to mythology and folktales that it is necessary for students to gain a thorough understanding of the characters and stories. These traditional tales form the archetypes of stories they will read in middle school, high school, and beyond. There are also a number of adjectives, place names, and such that derive their meaning from mythology and folktales. This unit will help to build a foundation of cultural literacy for students that will enable them to read and understand literature and other types of text for many years.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text,

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

writing skills, language skills, and speaking and listening skills.	
NJSLS	Standards
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 details in 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.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narratives.
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.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4.a	Read grade-level text with purpose and understanding
RF.4.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.
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. (Editing for conventions should demonstrate command of Language standards 1-3.)

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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.4.9.a	Draw evidence from literary texts to support analysis, reflection and/or research of text (e.g., describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text).
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 narrative texts, building on others' ideas and expressing their own clearly.
L.4.1.a	Use relative pronouns (<i>who, whose, whom, which that</i>) and relative adverbs (<i>where, when, why</i>).
L.4.1.b	Form and use the progressive verb tenses (e.g., <i>I was walking; I am walking; I will be walking</i>).
L.4.1.c	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.
L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).
L.4.1.e	Form and use prepositional phrases.
L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.1.g	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>)
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.2.a	Use correct capitalization.
L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.2.c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed
L.4.3.a	Choose words and phrases to convey ideas precisely.
L.4.3.b	Choose punctuation for effect.
L.4.3.c	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
L.4.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of words (e.g., <i>telegraph, photograph, autograph</i>).
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whines, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit Essential Questions

- What is mythology?
- What purpose does mythology serve?
- Why are explanations of the same unexplained phenomena different between cultures?
- Why do some of the stories from different cultures around the world have some of the same similarities, archetypes, and explanations?
- Why is it important to learn about mythology and folklore?

Unit Enduring Understandings

- Mythology is a series of stories, closely tied to culture and religion of a civilization, that reflect the beliefs and values of a culture or civilization.
- People use(d) mythology to teach lessons or cultural values, explain the unexplainable, and to make sense of the world around them.
- Myths based answers to phenomena on the environmental and geographical traits of the cultural setting; this often meant that cultures would “solve” the same problem in different manners because of differences in weather, geography, plant life, or animal life.
- Similarities exist in many myths and folktales due to the oral tradition of story telling that existed among nomadic peoples for many years before civilizations developed. As people travelled, they shared their stories. After time, cultures adopted one another’s stories, but made changes to reflect their own values and surroundings.
- It is important to learn about mythology and folklore because many other mediums that we use today (movies, stories, art, music) make references to myths and folktales.

Unit Learning Targets

Students will ...

- understand that even though myths and folktales contain characters that may seem very different (gods, goddesses, supernatural beings, dragons, etc.), those characters play similar roles to the ones they are used to.
- understand that characters in these types of stories are symbols of good and evil.
- understand that myths were created to help explain what people did not understand, and are not true.
- identify details in myths and/or folktales that have been exaggerated.
- identify elements in myths from different cultures that are similar, and identify how the geography of the area may have contributed to that.

Evidence of Learning

Summative Assessment (suggested activity)

After reading several myths, have a class discussion about natural events that occur that they may not understand, and frame them in the form of questions (e.g., Why do frogs croak? Why do lightning bugs blink? Why are no two snowflakes alike?). Either as a class or in small groups of 2 or 3, have students create an original myth to answer one of the questions. They can create a picture book and present their myth to the class orally.

Equipment needed:

- chart paper
- story paper

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Teacher Resources:

<http://www.state.nj.us/education/modelcurriculum/ela/5.shtml>

Pearson's *Good Habits, Great Readers*

Schoolwide's *Writing Fundamentals*

Unit 5 Overview – Fantasy

Content Area: English Language Arts

Unit Title: Fantasy

Target Course/Grade Level: 4

Unit Summary

In this 8-week unit, students will study the specific narrative genre of fantasy. Students will be familiar with the narrative elements, and will be able to understand what makes fantasy a unique genre are its elements of imagination and fantastical details (e.g., magical objects, imaginary places, invented languages, nonhuman characters, and a good vs. evil plot line). As a culminating activity, students will write an original fantasy story.

Primary interdisciplinary connections:

Science

- Discuss the scientific possibility of a fantasy creature (e.g., a half goat, half man creature) and explain why some creatures are only possible in fantasy stories.

Social Studies

- Discuss the settings of fantasy stories and compare them to actual places they may have studied.
- Discuss the historical context of fantasy stories, and notice how they are intentionally placed in a time and place that could be either in the past or in the future.
- Discuss the government in fantasy stories; how is it similar to or different from what they know (mayor, governor, president)

21st century themes:

- Global Awareness
- Civic Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Social and Cross-Cultural Skills

Unit Rationale

Fantasy stories are highly creative and appealing to most children, and they also use many references to or allusions to mythology and traditional tales. When teaching children to be more critical readers who try to determine the author's message to the readers, it is helpful to provide them with compelling literature to practice those skills and necessary to provide opportunities to practice critical and analytical skills. Following the unit on mythology and folktales with a unit on fantasy will provide specific opportunities to children to analyze and evaluate how author's use the themes and structures of traditional tales in a fantasy.

Learning Targets

Standards

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

The standards used in this unit of study are from the NJSLS	
Content Statements	
Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.	
NJSLS	Standards
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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 (e.g., Herculean).
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.
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.9	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.
RF.4.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4.a	Read grade-level text with purpose and understanding.
RF.4.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.
W.4.4	Produce clear and coherent writing in which the development and organization are

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	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, editing. (Editing for conventions should demonstrate command of Language standards 1-3.)
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.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.9.a	Apply grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing o specific details in the text [e.g., a character’s thoughts, words, or actions].”).
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 narrative texts, building on others’ ideas and expressing their own clearly.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1.a	Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).
L.4.1.b	Form and use the progressive verb tenses (e.g., <i>I was walking; I am walking; I will be walking</i>).
L.4.1.c	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.
L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).
L.4.1.e	Form and use prepositional phrases.
L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.1.g	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.2.a	Use correct capitalization.
L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.2.c	Use a comma before a coordinating conjunction in a compound sentence.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.		
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.4.3.a	Choose words and phrases to convey ideas precisely.		
L.4.3.b	Choose punctuation for effect.		
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.		
L.4.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		
L.4.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).		
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.		
L.4.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.		
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What makes characters, worlds, or events real? ● What makes characters, worlds, or events fantastical or magical? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Real characters are people who are human and who could be someone we know or could meet. Real worlds or places are those locations that we know exist on Earth. Real events are events that have actually happened or that could happen in our world. ● Fantastical characters are characters who have magical powers or skills, or who could not exist in our world, such as a hobbit or a half human, half animal, or a talking animal. Fantastical events are things that can only happen in our imaginations, such as being able to teleport from place to place. Fantastical locations are those places that exist only in our dreams or imaginations, such as a cotton candy cloud world at the end of the rainbow. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What makes characters, worlds, or events real? ● What makes characters, worlds, or events fantastical or magical? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Real characters are people who are human and who could be someone we know or could meet. Real worlds or places are those locations that we know exist on Earth. Real events are events that have actually happened or that could happen in our world. ● Fantastical characters are characters who have magical powers or skills, or who could not exist in our world, such as a hobbit or a half human, half animal, or a talking animal. Fantastical events are things that can only happen in our imaginations, such as being able to teleport from place to place. Fantastical locations are those places that exist only in our dreams or imaginations, such as a cotton candy cloud world at the end of the rainbow.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What makes characters, worlds, or events real? ● What makes characters, worlds, or events fantastical or magical? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Real characters are people who are human and who could be someone we know or could meet. Real worlds or places are those locations that we know exist on Earth. Real events are events that have actually happened or that could happen in our world. ● Fantastical characters are characters who have magical powers or skills, or who could not exist in our world, such as a hobbit or a half human, half animal, or a talking animal. Fantastical events are things that can only happen in our imaginations, such as being able to teleport from place to place. Fantastical locations are those places that exist only in our dreams or imaginations, such as a cotton candy cloud world at the end of the rainbow. 		
<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> ● understand that fantasy is a type of narrative, even though there are many elements of it that are magical or imagined. ● understand that fantasy includes characters, settings, and events that seem realistic and combines them with characters, settings, and events that are imaginary or magical. 			

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- understand that fantasy has specific elements that make it a fantasy that are different from fictional elements in other types of narrative.
- identify elements of fantasy in fantasy stories.
- understand that fantasy stories involve battles between good and evil, and that good wins in the end.
- understand that writers of fantasy often make reference to myths, or use elements similar to those found in myths when they are structuring their stories.
- create original fantastical characters, settings, and events as part of a fantasy story.
- watch a video presentation of a fantasy story and compare the presentation of events.

Evidence of Learning

Summative Assessment (suggested activity)

After reading several examples of fantasy stories, ask students to write an original fantasy story. Students may illustrate the stories to reflect the fantastical or magical details that their words convey.

Equipment needed:

- several fantasy stories
- computers, laptops, iPads, or chrome books for students to type fantasy story

Teacher Resources:

<http://www.state.nj.us/education/modelcurriculum/ela/5.shtml>

Pearson's *Good Habits, Great Readers*

Schoolwide's *Writing Fundamentals*

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 6 Overview – Poetry

Content Area: English Language Arts

Unit Title: Poetry

Target Course/Grade Level: 4

Unit Summary

In this 4-week unit, students will explore the genre of poetry, with a focus in particular on the author’s use of language and imagery to convey feelings, emotions, and images to the reader in compacted form. Students will read several different types of poems, including haiku, couplets, and riddle poems. Students will write one or two original poems as a culminating activity.

Primary interdisciplinary connections:

Science

- Write a series of couplets to help explain an aspect of science (e.g., write a series of couplets to explain what happens to the earth during an earthquake).

Social Studies

- Read a poem about an event or a place studied in social studies (e.g., “Paul Revere’s Ride”).
- Write a series of couplets about an event from history.
- Write riddle poems about the regions of New Jersey.

Math

- Write short poems to help students remember mathematical processes.

21st century themes:

- Creativity and Innovation
- Critical Thinking and Problem Solving

Unit Rationale

Students have spent the year reading rich literature and have focused on the decisions authors make when writing. One of the most difficult things for students to appreciate is the work that goes into selecting the right words for writing. Poetry forces the focus of the reader and the writer on specific word choice in order to convey an image or idea in just a few words. Through the study of poetry, both as a reader and as a writer, students will better appreciate the value of selecting the right words when writing and the power of seeing the right words when reading.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS

Standards

RL.4.2

Determine the 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 (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

RL.4.7	Make connections between the text of a story, poem, or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.		
RF.4.4.a	Read grade-level text with purpose and understanding		
RF.4.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
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. (Editing for conventions should demonstrate command of Language standards 1-3.)		
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.4.9	Draw evidence from literary texts to support analysis, reflection and research.		
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 narrative texts, building on others' ideas and expressing their own clearly.		
SL.4.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		
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 conventions of standard English capitalization, punctuation, and spelling when writing.		
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.4.3.a	Choose words and phrases to convey ideas precisely.		
L.4.3.b	Choose punctuation for effect.		
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.		
L.4.5.a	Explain the meaning of simple similes and metaphors in context.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What makes a piece of writing a poem? ● How are feelings expressed in poems? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● A poem has verses, rhymes, rhythm, and meter. It has a different structure than stories or essays have. Poetry makes use of literary devices and extra vivid vocabulary. ● In poetry, the poet tries to describe feelings in such </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What makes a piece of writing a poem? ● How are feelings expressed in poems? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● A poem has verses, rhymes, rhythm, and meter. It has a different structure than stories or essays have. Poetry makes use of literary devices and extra vivid vocabulary. ● In poetry, the poet tries to describe feelings in such
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What makes a piece of writing a poem? ● How are feelings expressed in poems? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● A poem has verses, rhymes, rhythm, and meter. It has a different structure than stories or essays have. Poetry makes use of literary devices and extra vivid vocabulary. ● In poetry, the poet tries to describe feelings in such 		

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

a way that they are almost concrete things, rather than abstract ideas. The poet does this by taking apart all of the aspects of a feeling and relating them to something that most people can understand.

Unit Learning Targets

Students will ...

- read, discuss, perform, and appreciate a variety of poems.
- analyze poems and identify different poetic forms and devices.
- create original poetry using various forms and incorporating poetic devices.
- compare two or more poems on the same topic and analyze authors' choices.
- listen to poetry being read aloud and point out what the speaker does to enhance certain words or phrases.
- understand that when reciting poetry aloud, the speaker uses changes in voice and intonation for emphasis.
- create a portfolio or booklet containing original poems and favorite poems by other authors.

Evidence of Learning

Summative Assessment (suggested activity)

Provide students with several sources of poems (books, websites, children's magazines, etc.) and allow them to select a poem that is their favorite. Ask students to type a one-page essay interpreting the poem and explaining some of the techniques that the writer used to express his or her feelings (grade-level appropriate skills, such as rhymes, simple similes, onomatopoeia, etc.). Then, ask students to write a poem of their own about the same subject of the poem they selected.

Equipment needed:

- poetry collections for children
- graphic organizer for taking notes
- computers, laptops, iPads, or chrome books for students to type essays

Teacher Resources:

<http://www.state.nj.us/education/modelcurriculum/ela/5.shtml>

Pearson's *Good Habits, Great Readers*

Schoolwide's *Writing Fundamentals*

Unit 1 Overview – The Fictional Narrative	
Content Area: English Language Arts	
Unit Title: The Fictional Narrative	
Target Course/Grade Level: 5	
<p>Unit Summary</p> <p>In this 8-week unit, students will study genres of fictional narratives, including realistic fiction, science fiction, and historical fiction. They will be able to identify distinguishing traits of each unique genre, as well as traits that exist in all narratives, regardless of genre. They will learn specific vocabulary associated with narratives. They will be able to write fictional narratives.</p> <p>Primary interdisciplinary connections:</p> <p>Science</p> <ul style="list-style-type: none"> Write a fictional narrative about a Grade 5 science concept (e.g., create a realistic story about a weather phenomenon, using specific science vocabulary to identify the setting and drive the plot events). <p>Math</p> <ul style="list-style-type: none"> Write a simple math narrative to explain a math concept. <p>Social Studies</p> <ul style="list-style-type: none"> .Write a fictional narrative about a Grade 5 social studies concept (e.g., write an historical fiction narrative about an historical character who lived in the Massachusetts Bay Colony, using specific historical details learned in social studies to identify the setting, determine certain character traits, and to drive the plot events). <p>21st century themes:</p> <ul style="list-style-type: none"> Global Awareness Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy 	
<p>Unit Rationale</p> <p>By fifth grade, students are most comfortable with the narrative, so it makes sense to begin with this area of study. After a quick review of vocabulary and topics learned in the study of the narrative in grade 4, students will move to more in-depth analysis of the narrative, with a focus on how choices made by the author in the use of dialogue, character description, and point of view enhance the overall effect of the narrative. The unit will culminate in the writing of an original fictional narrative.</p>	
Learning Targets	
Standards	
The standards used in this unit of study are from the NJSLS	
Content Statements	
Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.	
NJSLS	Standards

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read grade-level text with purpose and understanding
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
W.5.4	Produce clear and coherent writing in which the development and organization are

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	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. (Editing for conventions should demonstrate command of Language standards 1-3.)
W.5.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.9.a	Draw evidence from literary texts to support analysis and/or reflection of text (e.g., compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]).
W.5.10	Write routinely over extended time frames (time for research, reflection, and revisions) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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 narrative texts, building on others' ideas and expressing their own clearly.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.b	Form and use the perfect verb tenses (e.g., <i>I had walked; I have walked; I will have walked</i>).
L.5.1.c	Use verb tenses to convey various times, sequences, states, and conditions.
L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3.b	Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes, metaphors, common idioms, adages, proverbs, synonyms, antonyms, and homographs)
L.5.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	better understand each of the words.	
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● What are the basic elements of a fictional narrative? ● What are the specific elements of realistic fiction? ● What are the specific elements of science fiction? ● What are the specific elements of historical fiction? 	<ul style="list-style-type: none"> ● Fictional narratives all have characters, events that make up a plot, and a setting that includes a place and time where the events occur. Narratives also include dialogue that reveals clues about the characters and the setting, and that helps to move the plot along. ● Realistic fiction refers to a story that is made up, but that could happen in a time and place that we know. ● Science fiction refers to a story that is made up, and that contains some characters, plot events, and setting elements that exist only in the realms of futuristic science. ● Historical fiction refers to a story that is made up, but that occurs in a time and place that is historically accurate and contains events that could have happened during an actual historical event or time period. 	
Unit Learning Targets		
<i>Students will ...</i>		
<ul style="list-style-type: none"> ● read several narratives and be able to distinguish between and among the specific types. ● discuss narratives using domain specific vocabulary. ● analyze the choices made by an author in a narrative to enhance the reader’s experience, either positively or negatively. ● analyze how illustrations may help a reader understand a plot event, an element of the setting, or a character’s traits. ● use text clues to draw inferences about characters’ personality, motivation, etc. ● determine the theme(s) of narratives. ● determine point of view of a narrative and analyze how a narrative would differ if told from the point of view of a different character. ● evaluate how figurative language enhances the theme of a narrative. ● write a fictional narrative, using one or more techniques of writer’s craft that were studied in the reading of a narrative. ● conduct a novel study in a specific genre of fictional narrative (e.g., <i>Number the Stars</i> as an example of historical fiction). 		
Evidence of Learning		
Summative Assessment (suggested activity)		
Provide students with a fictional narrative that is unfamiliar to them. Students should read the narrative independently, and respond to several two-part questions that will assess students’ understanding of the narrative elements, vocabulary, and author’s purpose, among other skills. Then students will type a 2-		

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

page narrative in response to a prompt. For example, ask students to rewrite the narrative from the point of view of another character, to write an original narrative with a similar theme/lesson, OR to write a different ending to the narrative. *See the New Jersey Model Curriculum at <http://www.state.nj.us/education/modelcurriculum/ela/5.shtml> for an example of what this assessment could look like.*

Equipment needed:

- fictional narrative text
- 5-10 two-part questions connected to narrative text
- fictional narrative writing prompt
- computers, laptops, iPads, or chrome books for students to type narratives

Teacher Resources:

<http://www.state.nj.us/education/modelcurriculum/ela/5.shtml>

Pearson's *Good Habits, Great Readers*

Schoolwide's *Writing Fundamentals*

Words Their Way

Number the Stars by Lois Lowry

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 2 Overview – The Nonfiction Narrative

Content Area: English Language Arts

Unit Title: The Nonfiction Narrative

Target Course/Grade Level: 5

Unit Summary

In this 8-week unit, students will further study the genre of narrative, but they will focus on the nonfiction narrative, including biographies, personal essays, autobiographies, and memoirs. They will be able to identify distinguishing traits of each unique nonfiction narrative. They will review specific vocabulary associated with narratives. They will be able to write their own narrative memoir.

Primary interdisciplinary connections:

Science

- Write a narrative about a Grade 5 science discovery (e.g., after learning about Marie Curie's discovery of radioactive material, write a narrative that tells the story of her discovery, including important scientific details).

Social Studies

- Write a narrative about a Grade 5 social studies concept (e.g., write a narrative about the factual details of the first Thanksgiving feast).

21st century themes:

- Global Awareness
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT Literacy

Unit Rationale

After reviewing fictional narratives, it is important for students to understand that factual information can also be expressed in a story format; and sometimes the reader will make more of a connection with the material if it is conveyed as a narrative. Students will continue to review narrative vocabulary and topics learned in the study of the narrative in unit 1, including continued analysis of how choices made by the author in the use of dialogue, character description, and point of view enhance the overall effect of the narrative. The unit will culminate in the writing of a memoir.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS

Standards

RL.5.3

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

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read grade-level text with purpose and understanding
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
W.5.4	Produce clear and coherent writing in which the development and organization are

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	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. (Editing for conventions should demonstrate command of Language standards 1-3.)
W.5.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9.b	Draw evidence from informational texts to support analysis and/or reflection of text (e.g., explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points).
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 narrative texts, building on others' ideas and expressing their own clearly.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.b	Form and use the perfect verb tenses (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>).
L.5.1.c	Use verb tenses to convey various times, sequences, states, and conditions.
L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3.b	Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes, metaphors, common idioms, adages, proverbs, synonyms, antonyms, and homographs)
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

words and phrases.

Unit Essential Questions

- How is a nonfiction narrative different from a fictional narrative?
- What is the difference between an autobiography and a memoir?

Unit Enduring Understandings

- A fictional narrative has elements that are the product of the author's imagination, while a nonfiction narrative is a story written about real people, places, and/or events.
- An autobiography is a narrative written about the author's entire life or about a large portion of the author's life. A memoir is written about a single, meaningful event in the author's life.

Unit Learning Targets

Students will ...

- read several nonfiction narratives and be able to distinguish between and among the specific types.
- compare nonfiction narratives with fictional narratives written about the same topic (e.g., compare events in *Number the Stars* with events in a Holocaust memoir).
- discuss nonfiction narratives using domain specific vocabulary.
- analyze the choices made by an author in a nonfiction narrative to enhance the reader's experience, either positively or negatively.
- analyze how illustrations may help a reader understand an event, an element of the setting, or a writer's traits.
- write a nonfiction narrative (a memoir), using one or more techniques that were studied in the reading of a narrative.
- present an original narrative orally, adjusting voice for effect.

Evidence of Learning

Summative Assessment (suggested activity)

Provide students with a nonfiction narrative that is unfamiliar to them. Students should read the narrative independently, and respond to several two-part questions that will assess students' understanding of the narrative elements, vocabulary, and author's purpose, among other skills. Then students will type a 2-page nonfiction narrative in response to a prompt. For example, ask students to write a narrative from the point of view of one of the people involved in a real-life event, OR to write an original narrative/memoir with a similar theme/lesson to what was read. *See the New Jersey Model Curriculum at <http://www.state.nj.us/education/modelcurriculum/ela/5.shtml> for an example of what this assessment could look like.*

Equipment needed:

- nonfiction narrative text
- 5-10 two-part questions connected to narrative text
- nonfiction narrative writing prompt
- computers, laptops, iPads, or chrome books for students to type narratives

Teacher Resources:

<http://www.state.nj.us/education/modelcurriculum/ela/5.shtml>

Pearson's *Good Habits, Great Readers*

Schoolwide's *Writing Fundamentals*

Number the Stars by Lois Lowry

Words Their Way

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 3 Overview – Drama

Content Area: English Language Arts

Unit Title: Drama as Narrative

Target Course/Grade Level: 5

Unit Summary

In this 4-week unit, students will study the genre of drama as an example of narrative. They will have the opportunity to read aloud and practice with dramatic interpretation. They will be able to identify distinguishing traits of a drama. They will review specific vocabulary associated with drama. They will be able to write their own drama.

Primary interdisciplinary connections:

Science

- Write a script of an imaginary conversation between two or more students involving an explanation of a scientific theory or discovery.

Social Studies

- After studying an event from history, write a script of what might have been spoken between the people involved in the event.

21st century themes:

- Global Awareness
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT Literacy

Unit Rationale

Drama is an often understudied form of literature, but one that needs a basis in understanding of form by the end of Grade 5 in order for students to begin deeper studies of drama in middle school, and ultimately, in high school.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	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 or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) and their approaches to similar themes and topics.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read grade-level text with purpose and understanding
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
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. (Editing for conventions should demonstrate command of Language standards 1-3.)
W.5.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	sitting.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9.a	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
W.5.9.b	Draw evidence from informational texts to support analysis and/or reflection of text (e.g., explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points).
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.
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 narrative texts, building on others’ ideas and expressing their own clearly.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.b	Form and use the perfect verb tenses (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>).
L.5.1.c	Use verb tenses to convey various times, sequences, states, and conditions.
L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
L.5.3.b	Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems.		
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes, metaphors, common idioms, adages, proverbs, synonyms, antonyms, and homographs)		
L.5.5.a	Interpret figurative language, including similes and metaphors, in context.		
L.5.5.b	Recognize and explain the meaning of common idiom, adages, and proverbs.		
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How is drama a form of narrative? • What makes drama different from other narrative forms studied? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • A drama is a narrative, and tells a story in much the same way as a short story or novel. There are characters, a setting, and a plot. There is a conflict. There are characters who are set up to work against the main character. • The form of a narrative is different. Most of a drama consists of the words that each character says. Stage directions let the reader know where the action is occurring and what the characters are doing as they speak. A drama is written with the intent of it being read aloud and performed, rather than read by a single reader to himself or herself. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How is drama a form of narrative? • What makes drama different from other narrative forms studied? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • A drama is a narrative, and tells a story in much the same way as a short story or novel. There are characters, a setting, and a plot. There is a conflict. There are characters who are set up to work against the main character. • The form of a narrative is different. Most of a drama consists of the words that each character says. Stage directions let the reader know where the action is occurring and what the characters are doing as they speak. A drama is written with the intent of it being read aloud and performed, rather than read by a single reader to himself or herself.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How is drama a form of narrative? • What makes drama different from other narrative forms studied? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • A drama is a narrative, and tells a story in much the same way as a short story or novel. There are characters, a setting, and a plot. There is a conflict. There are characters who are set up to work against the main character. • The form of a narrative is different. Most of a drama consists of the words that each character says. Stage directions let the reader know where the action is occurring and what the characters are doing as they speak. A drama is written with the intent of it being read aloud and performed, rather than read by a single reader to himself or herself. 		
<p>Unit Learning Targets</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> • understand the unique elements of drama (e.g., stage directions, character lists, etc.) • use setting details in the stage directions and any sensory details provided to get a sense of time. • analyze figurative language to determine what clues it gives into the characters’ personalities. • create a drama that includes a narrator with a specific point of view. • apply a variety of techniques to give a dramatic reading of a script. • compare the effectiveness of theme in a drama with that of a novel or short story. • write several short scripts, using appropriate format. 			
<p>Evidence of Learning</p>			
<p>Summative Assessment (suggested activity)</p> <p>Provide students with a narrative that is unfamiliar to them. Students should read the narrative independently, and respond to several two-part questions that will assess students’ understanding of the narrative elements, vocabulary, and author’s purpose, among other skills. Then students will type a 2-page script of the narrative, including all required elements. <i>See the New Jersey Model Curriculum at http://www.state.nj.us/education/modelcurriculum/ela/5.shtml for an example of what this assessment could look like.</i></p>			

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Equipment needed:

- narrative text
- 5-10 two-part questions connected to narrative text
- narrative writing prompt
- computers, laptops, iPads, or chrome books for students to type narratives

Teacher Resources:

<http://www.state.nj.us/education/modelcurriculum/ela/5.shtml>

Pearson's *Good Habits, Great Readers*

Schoolwide's *Writing Fundamentals*

Words Their Way

Unit 4 Overview – Informational Text

Content Area: English Language Arts

Unit Title: Informational Text

Target Course/Grade Level: 5

Unit Summary

In this 8-week unit, students will focus on different types of informational text and how informational text can help them better understand their world. Students will read several types of informational text, including how-to articles, current event articles, and expository essays. Students will have the opportunity to write articles on topics of interest.

Primary interdisciplinary connections:

Science

- Reinforce all nonfiction reading strategies when using any science text.

Social Studies

- Reinforce all nonfiction reading strategies when using any social studies text.

Math

- Reinforce all nonfiction reading strategies when using any math text.

21st century themes:

- Global Awareness
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT Literacy

Unit Rationale

The amount of informational text that students will be required to read will steadily increase each year until more than half of what students read will be informational text. This has historically been a very challenging genre for students to comprehend, and, as such, demands a unit devoted strictly to teaching strategies for understanding informational text.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	Standards
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	text.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read grade-level text with purpose and understanding
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).
W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.
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. (Editing for conventions should demonstrate command of Language standards 1-3.)

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

W.5.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		
W.5.9.b	Draw evidence from informational texts to support analysis and/or reflection of text (e.g., explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points).		
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 narrative texts, building on others' ideas and expressing their own clearly.		
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		
L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		
L.5.1.b	Form and use the perfect verb tenses (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>).		
L.5.1.c	Use verb tenses to convey various times, sequences, states, and conditions.		
L.5.1.d	Recognize and correct inappropriate shifts in verb tense.		
L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.		
L.5.2.c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).		
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
L.5.3.b	Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.		
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes, metaphors, common idioms, adages, proverbs, synonyms, antonyms, and homographs)		
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How is informational text different from narrative text? ● Why is informational text important? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Informational text contains facts, often combined with the author's opinion on the topic. There is a main idea rather than a theme in informational text. Informational text has features that are unique to it, such as headings, subheadings, boldface print, italics, and pictures or diagrams </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How is informational text different from narrative text? ● Why is informational text important? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Informational text contains facts, often combined with the author's opinion on the topic. There is a main idea rather than a theme in informational text. Informational text has features that are unique to it, such as headings, subheadings, boldface print, italics, and pictures or diagrams
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How is informational text different from narrative text? ● Why is informational text important? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Informational text contains facts, often combined with the author's opinion on the topic. There is a main idea rather than a theme in informational text. Informational text has features that are unique to it, such as headings, subheadings, boldface print, italics, and pictures or diagrams 		

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

with captions.

- Informational text is important because it is used in science, social studies, and math classes to teach new concepts or ideas. It will eventually constitute more than half of the reading in school.

Unit Learning Targets

Students will ...

- understand and identify the characteristics and distinguishing features of informational text.
- take notes as a way to better comprehend informational text.
- identify the main idea of informational text.
- analyze informational text to identify the author's opinion of the topic.
- decide how reliable the information is in informational text, based on the author's opinion (bias).
- write informational text, after analyzing mentor texts.
- compare and contrast two or three informational texts on the same topic.

Evidence of Learning

Summative Assessment (suggested activity)

Provide students with a selection of informational text that is unfamiliar to them. Students should read the text independently, and respond to several two-part questions that will assess students' understanding of the narrative elements, vocabulary, and author's purpose, among other skills. Then students will type a 2-page informational text in response to a prompt. For example, ask students to write a how-to manual to help a fellow student understand how to complete a science experiment. *See the New Jersey Model Curriculum at <http://www.state.nj.us/education/modelcurriculum/ela/5.shtml> for an example of what this assessment could look like.*

Equipment needed:

- informational text
- 5-10 two-part questions connected to text
- informational text writing prompt
- computers, laptops, iPads, or chrome books for students to type narratives

Teacher Resources:

<http://www.state.nj.us/education/modelcurriculum/ela/5.shtml>

Pearson's *Good Habits, Great Readers*

Schoolwide's *Writing Fundamentals*

Words Their Way

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 5 Overview – Research & the Argument

Content Area: English Language Arts

Unit Title: Research and the Argument

Target Course/Grade Level: 5

Unit Summary

In this 8-week unit, students will read a novel and conduct mini research activities to help them better understand the theme of the novel. Additionally, students will learn what the features of a good argument are, and will then craft an argument of their own.

Primary interdisciplinary connections:

Science

- Research two or three sources on the same topic related to science. Compare the type of information included in each source. Write an essay summarizing the findings in the sources.

Social Studies

- After reading several sources on the same topic, (e.g., the importance of creating green spaces in communities), write an argument in favor of or against the town's selection of a new green space in your community.

21st century themes:

- Global Awareness
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT Literacy

Unit Rationale

Understanding how to research is vital to creating lifelong learners of our students. In fourth grade, students learned how to write questions for research from articles that were provided to them in a text set. In fifth grade, students will build on that skill and will begin to select sources that will help them answer questions about topics of interest to them.

Learning Targets

Standards

The standards used in this unit of study are from the NJSLS

Content Statements

Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.

NJSLS	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 or how the speaker in a poem reflects upon a topic; summarize 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.

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read grade-level text with purpose and understanding
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1.b	Provide logically ordered reasons that are supported by facts and details.
W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).
W.5.1.d	Provide a concluding statement or section related to the opinion presented.
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

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3.)		
W.5.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		
W.5.9.b	Draw evidence from informational texts to support analysis and/or reflection of text (e.g., explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points).		
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 narrative texts, building on others' ideas and expressing their own clearly.		
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		
L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		
L.5.1.b	Form and use the perfect verb tenses (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>).		
L.5.1.c	Use verb tenses to convey various times, sequences, states, and conditions.		
L.5.1.d	Recognize and correct inappropriate shifts in verb tense.		
L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.		
L.5.2.c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).		
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
L.5.3.b	Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.		
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes, metaphors, common idioms, adages, proverbs, synonyms, antonyms, and homographs)		
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Why is research important? ● How can research help us to better understand literature? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Research is important to help us more effectively express our opinions. If we have researched a topic, we can speak and write knowledgeably about the topic and develop and support a strong opinion about it. ● Often when we read literature, there are events that </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Why is research important? ● How can research help us to better understand literature? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Research is important to help us more effectively express our opinions. If we have researched a topic, we can speak and write knowledgeably about the topic and develop and support a strong opinion about it. ● Often when we read literature, there are events that
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Why is research important? ● How can research help us to better understand literature? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Research is important to help us more effectively express our opinions. If we have researched a topic, we can speak and write knowledgeably about the topic and develop and support a strong opinion about it. ● Often when we read literature, there are events that 		

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

we may understand more deeply by researching the facts around them. This, in turn, can help us better identify and relate to theme of literature.

Unit Learning Targets

Students will ...

- synthesize information on the larger topic across various types of text.
- use textual evidence to support ideas.
- identify the main idea of texts.
- ask and answer questions on, and related to, the topic of text sets.
- compare and contrast information across print and digital resources.
- balance new information with prior knowledge in order to have a more complete understanding of a topic.
- analyze graphics as well as text and interpret what new information a graphic may add to a text.
- form an opinion on a topic and use evidence from what they have read to support their opinion.
- determine author's purpose and his/her potential opinion on the nonfiction article topic.
- take notes as they read nonfiction selections, after asking, "How might this information help me explain what I understand?"
- include textual evidence to support their understanding when writing about a text set.
- combine information presented in various texts to present a more complex analysis of a topic.
- put information they have read into their own words, adding in voice to make the information more interesting to the reader.
- investigate the topic of animal cruelty as found in *Shiloh* by using print and online resources from the ASPCA.
- work collaboratively to develop citation skills using the ABC book *A Swim through the Sea*
- present research findings orally to classmates.

Evidence of Learning

Summative Assessment (suggested activity)

Provide students with a text set of informational resources on the same topic that is unfamiliar to them. Students should read the text set independently, and respond to several two-part questions that will assess students' understanding of the text elements, vocabulary, and author's purpose, among other skills. Then students will type a 2-page argument in response to a prompt. *See the New Jersey Model Curriculum at <http://www.state.nj.us/education/modelcurriculum/ela/5.shtml> for an example of what this assessment could look like.*

Equipment needed:

- nonfiction text set
- 5-10 two-part questions connected to narrative text
- argument writing prompt
- computers, laptops, iPads, or chrome books for students to type narratives

Teacher Resources:

<http://www.state.nj.us/education/modelcurriculum/ela/5.shtml>

Pearson's *Good Habits, Great Readers*

Schoolwide's *Writing Fundamentals*

Shiloh

A Swim Through the Sea

Words Their Way

Unit 6 Overview – Poetry	
Content Area: English Language Arts	
Unit Title: Poetry	
Target Course/Grade Level: 5	
<p>Unit Summary</p> <p>In this 4-week unit, students will continue to explore the genre of poetry, with a focus in particular on the author’s use of language and imagery to convey feelings, emotions, and images to the reader in compacted form. Students will read several different types of poems, including free verse and lyric poems. Students will write one or two original poems as a culminating activity.</p> <p>Primary interdisciplinary connections:</p> <p>Science</p> <ul style="list-style-type: none"> ● Write a poem about an aspect of science. <p>Social Studies</p> <ul style="list-style-type: none"> ● Write a poem about an historical event or about an aspect of culture. <p>Math</p> <ul style="list-style-type: none"> ● Write a poem about a mathematical function. <p>21st century themes:</p> <ul style="list-style-type: none"> ● Global Awareness ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy 	
<p>Unit Rationale</p> <p>Students have spent much time this year analyzing the choices authors make when writing. Poetry offers an opportunity for students to examine the rich language that poets use to convey emotion and describe their world. By studying the work of poets closely, students become more aware of the power of the exact right word or phrase.</p>	
Learning Targets	
<p>Standards</p> <p>The standards used in this unit of study are from the NJSLS</p>	
<p>Content Statements</p> <p>Standards represented here focus on foundational reading skills, reading literature and informational text, writing skills, language skills, and speaking and listening skills.</p>	
NJSLS	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 or how the speaker in a poem reflects upon a topic; summarize the text.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read grade-level text with purpose and understanding
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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. (Editing for conventions should demonstrate command of Language standards 1-3.)
W.5.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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 narrative texts, building on others’ ideas and expressing their own clearly.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.b	Form and use the perfect verb tenses (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>).
L.5.1.c	Use verb tenses to convey various times, sequences, states, and conditions.
L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

L.5.2.c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).		
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
L.5.3.b	Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.		
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes, metaphors, common idioms, adages, proverbs, synonyms, antonyms, and homographs)		
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> Why is poetry important? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> Poetry fosters social and emotional learning and helps to build resilience. It requires multiple readings to fully comprehend and appreciate, and students learn to persevere when trying to analyze poems. Poetry also helps students “feel” language through rhythm and meter, similar to what they experience in music class. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> Why is poetry important? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> Poetry fosters social and emotional learning and helps to build resilience. It requires multiple readings to fully comprehend and appreciate, and students learn to persevere when trying to analyze poems. Poetry also helps students “feel” language through rhythm and meter, similar to what they experience in music class.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> Why is poetry important? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> Poetry fosters social and emotional learning and helps to build resilience. It requires multiple readings to fully comprehend and appreciate, and students learn to persevere when trying to analyze poems. Poetry also helps students “feel” language through rhythm and meter, similar to what they experience in music class. 		
<p>Unit Learning Targets</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> read, discuss, perform, and appreciate a variety of poems. analyze poems and identify different poetic forms and devices. create original poetry using various forms and incorporating poetic devices. compare two or more poems on the same topic and analyze authors’ choices. listen to poetry being read aloud and point out what the speaker does to enhance certain words or phrases. understand that when reciting poetry aloud, the speaker uses changes in voice and intonation for emphasis. create a portfolio or booklet containing original poems and favorite poems by other authors. 			
Evidence of Learning			
<p>Summative Assessment (suggested activity)</p> <p>Provide students with a poem that is unfamiliar to them. Students should read the poem independently, and respond to several two-part questions that will assess students’ understanding of the poetic elements, vocabulary, and author’s purpose, among other skills. Then students will type a 2-page analysis if the poem: what is the author trying to say, what techniques did the poet use, etc.</p> <p>Equipment needed:</p> <ul style="list-style-type: none"> nonfiction narrative text 5-10 two-part questions connected to narrative text nonfiction narrative writing prompt computers, laptops, iPads, or chrome books for students to type narratives <p>Teacher Resources:</p> <p>http://www.state.nj.us/education/modelcurriculum/ela/5.shtml</p>			

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Pearson's *Good Habits, Great Readers*
 Schoolwide's *Writing Fundamentals*
Words Their Way

LESSON REFLECTION

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly***, ***Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities:	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills			
Allow for student choice			
Provide scaffolding for acquiring targeted knowledge/skills			
Integrate global perspectives			
Integrate 21 st century skills			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills			
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			
Are varied to address different student learning styles and preferences			
Are differentiated based on student needs			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives			
Provide opportunities for student reflection and self-assessment			
Provide data to inform and adjust instruction to better meet the varying needs of learners			

Saddle River, New Jersey ELA Curriculum

Aligned to the New Jersey Student Learning Standards (NJSLS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS