

Phase II Report
Language Arts
Kindergarten
CI program

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I/II, April 1, 2013

Kindergarten

Course Essential Questions:

Writing:

How can writers draw upon mentor texts to generate ideas for writing shared pieces?

How can writers share ideas about a topic and share it with an audience?

How can writers explore the beginning stages of the writing process?

Reading:

How can readers reflect and respond to what they listen to?

Phase II Curriculum

Unit: 1 Oral Language: Building a Talking Community

Essential Questions:

- How do writers participate effectively within a community of writers?
- How do writers think about and discuss meaningful experiences?
- How do writers use talk to convey a meaningful experience?
- How do writers identify print?

Essential Understanding:

- Writers match a picture to a writing activity.
- Writers greet peers and adults.
- Writers talk directly with a peer sharing about things they know and do.
- Writers take turns being a speaker and a listener with an adult.
- Writers listen and respond to the speaker.
- Writers ask for help when needed.
- Writers identify a person, object or activity.
- Writers answer questions about feelings or thoughts about a story.
- Writers distinguish between letters and non-letters.
- Writers imitate simple phrases in shared language activities.

Curriculum Standards

CCEE: Kindergarten, Writing

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

- EE.W.K.8. With guidance and support from adults, identify information, objects, or events that relate to personal experiences.

CCEE: Kindergarten, Speaking and Listening

Comprehension and Collaboration

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

- EESL.K.1. Participate in communication exchanges with diverse partners.
- EE.SL.K.1a. Communicate directly with peers.
- EE.SL.K.1b. Participate in multiple-turn communications exchanges with adults.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- EE.SL.K.2. Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- EE.SL.K.3. Ask for help when needed.

Presentation of Knowledge and Ideas

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

- EE.SL.K.4. With guidance and support, identify familiar people, places, things, and events.

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

- EE.SL.K.6. With guidance and support, communicate thoughts, feelings, and ideas.

CCEE: Kindergarten, Language

Conventions of Standard English

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

- EE.L.K.1. Demonstrate emerging understandings of English grammar and word usage when communicating.
- EE.L.K.1f. With guidance and support, link two or more words together in communication.

| Knowledge/Content Students will know about.... | Skills/Processes I can |
|---|--|
| <ul style="list-style-type: none">• Oral Language and how to use talk to focus, rehearse, and share their stories.• Effectively talking within a community of writers.• Using talk to answer questions about experiences. | <ul style="list-style-type: none">• I can with guidance and support from adults, identify information, objects, or events that relate to personal experiences.• I can communicate directly with peers.• I can participate in multiple-turn communication exchange with adults.• I can demonstrate an emerging understanding of a familiar text read aloud or information presented orally |

| | |
|--|---|
| | <p>or through other media by answering questions.</p> <ul style="list-style-type: none"> • I can ask for help when needed. • I can with guidance and support, identify familiar people, places, things, and events. • I can with guidance and support, communicate thoughts, feelings, and ideas. • I can with guidance and support, distinguish between letters and symbols or shapes. • I can with guidance and support, link two or more words together in communication. |
| Phase III Textbook/Materials | |
| <p>Too Many Toys David Shannon Pete the Cat (series) If you take a Mouse to School (series) The Eric Carle series No David! (David goes to school) Wordless Picture Books (Pancakes, Karl the dog- Alexandria Day)</p> | |
| Phase IV Summative Assessment Evidence | |
| <p>Common Summative Unit Assessments:</p> <ol style="list-style-type: none"> 1. See and Hear Writers Formative Assessment 2. Class Profile Checklist 3. Student Reflections Options 4. Narrative Writing Continuum - "under construction" | <p>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</p> |
| Phase V Learning Plan | |
| | |

Phase II Curriculum

Unit: 2 Launching the Writing Workshop

Essential Questions:

- How do writers participate effectively within a community of writers?
- How do writers think about and discuss meaningful experiences?
- How do writers use talk to convey a meaningful experience?
- How do writers learn a process for writing?
- How do writers use words to tell a story?

Essential Understanding:

- Writers label a drawing/picture.
- Writers greet peers and adults.
- Writers talk directly with a peer sharing about things they know and do.
- Writers take turns being a speaker and a listener with an adult.
- Writers ask for help when needed.
- Writers identify a person, object or activity.
- Writers label sketches or pictures
- Writers select a writing tool.

Curriculum Standards

CCEE: Kindergarten, Writing

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

- EE.W.K.3. With guidance and support, select an event and use drawing, dictating, or writing to narrate information about.

CCEE: Kindergarten, Speaking and Listening

Comprehension and Collaboration

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

- EE.SL.K.1. Participate in communication exchanges with diverse partners.
- EE.SL.K.1a. Communicates directly with peers.
- EE.SL.K.1b. Participate in multiple-turn communication exchanges with adults.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- EE.SL.K.3. Ask for help when needed.

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

- EE.SL.K.4. With guidance and support, identify familiar people, places, things, and events.

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

- EE.SL.K.5. With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.

CCEE: Kindergarten, Language

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

- EE.L.K.2a-d. Demonstrate emerging understandings of writing.

| Knowledge/Content | Skills/Processes |
|--|--|
| Students will know about.... | I can |
| <ul style="list-style-type: none">• Establishing and learning the writing process.• Mentor texts to frame their stories/concepts.• Workshop procedures.• Drawing as another way to express their ideas/concepts.• How to make their work public.• How to print on the page. | <ul style="list-style-type: none">• I can with guidance and support, select an event and use drawing, dictating, or writing to narrate information about it.• I can communicate directly with peers.• I can participate in multiple-turn communication exchanges with adults.• I can ask for help when needed.• I can with guidance and support, identify familiar people, places, things, and events.• I can with guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.• I can demonstrate emerging understandings of writing. For example, pick an appropriate writing tool, work from top to bottom and right to left. |

Phase III Textbook/Materials

Max at the Seashore
Molly in the Garden
Night Shift Daddy
The Wednesday Surprise
Where the Wild Things Are
Lilly in the Purple Plastic Purse (Henkey series)
A Chair for my Mother
Fireflies Julie Brinkloe
Frog and Toad Series
One Tiny Turtle
Mrs. Wishy Washy

Phase IV Summative Assessment Evidence

| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
|--|---|
| <ol style="list-style-type: none">1. See and Hear Writers Formative Assessment2. Class Profile Checklist3. Student Reflections Options4. Narrative Writing Continuum - "under construction" | |

Phase V Learning Plan

Phase II Curriculum

Unit: 3 Looking Closely: Observing, Labeling & Listing

Essential Questions:

- How do writers study mentor text to identify characteristics of effective label and list pieces to frame their writing?
- How do writers collaborate on writing projects?
- How do writers communicate?
- How do writers participate effectively within a community of writers? How do writers think about and discuss meaningful experiences?
- How do writers use talk to convey a meaningful experience?

Essential Understanding:

- Writers communicate their thoughts through drawings, dictating, or writing with guidance and support.
- Writers participate in a shared research project
- Writers greet peers and adults.
- Writers talk directly with a peer sharing about things they know and do.
- Writers take turns being a speaker and a listener with an adult.
- Writers identify a person, object or activity when asked.
- Writers label sketches or pictures.
- Writers answer who and what questions.
- Writers select writing tools to use to demonstrate emerging writing skills.
- Writes sort items into common categories

Curriculum Standards

CCEE: Kindergarten, Writing

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

- EE.W.K.2. With guidance and support, select a topic and use drawing, dictating, or writing to share information about the topic.

Research to Build and Present Knowledge

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

- EE.W.K.7. With guidance and support, participate in shared research and writing projects.

CCEE: Kindergarten, Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with

diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- EE.SL.K.1. Participate in communication exchanges with diverse partners.
- EE.SL.K.1a. Communicate directly with peers.
- EE.SL.K.1b. Participate in multiple-turn communication exchanges with adults.

Presentation of Knowledge and Ideas

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

- EE.SL.K.4. With guidance and support, identify familiar people, places, things, and events.

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

- EE.SL.K.5. With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.

CCEE: Kindergarten, Language

Conventions of Standard English

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

- EE.L.K.1d. With guidance and support, answer simple questions (e.g., who, what)

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

- EE. L.K.2a-d. Demonstrate emerging understandings of writing.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- EE.L.K.5a. With guidance and support, sort common objects into familiar categories.

| Knowledge/Content Students will know about.... | Skills/Processes I can... |
|--|--|
| Graphic Organizer bubbles- not in binder | <ul style="list-style-type: none">● I can with guidance and support, select a topic and use drawing, dictating, or writing to share information about the topic.● I can with guidance and support, participate in shared research and writing projects. For example, find pictures to relate to a shared project.● I can communicate directly with peers.● I can participate in multiple-turn communication exchanges with adults.● I can with guidance and support, identify familiar people, places, things, and events.● I can with guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. |

| | |
|--|---|
| | <ul style="list-style-type: none"> • I can with guidance and support, answer simple questions (e.g., who, what) • I can demonstrate emerging understanding of writings. • I can with guidance and support, sort common objects into familiar categories. For example, sort like objects into two categories e.g.; sort paper and pencils, shoes and socks. |
| Phase III Textbook/Materials | |
| All books from Unit 3 MAISA Growing Vegetable Soup- Lois Ehlert Cassie's Word Quilt- Faith Ringgold Clifford's ABC- Norman Birdwell The Pumpkin Book by Gail Gibbons Lois Elert Red Leaf Yellow Leaf Leaf Man The Listening Walk Gail Gibbons non-fiction books Spilled Milk | |
| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
| | |

Phase II Curriculum

Unit: 4 Pattern Books

Essential Questions:

- How do writers use mentor text to write pattern books?
- How do writers use pattern books to communicate meaning?
- How do writers collectively participate in writing pattern books?
- How do writers finish and publish their pattern books?

Essential Understanding:

- Writers listen to pattern books.
- Writers think about what they want to say about their topic
- Writers use pictures to provide meaning that supports the reader
- Writers write for readers
- Writers talk directly with a peer sharing common experiences.
- Writers participate in writing surprise endings
- Writers use see-saw structures
- Writers use question-answer structures.
- Writers practice and share their pattern books.
- Writers add class pattern books to the class library.

Curriculum Standards

CCEE: Kindergarten, Speaking and Listening

Comprehension and Collaboration

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

- EE.SL.K.1.Participate in communication exchanges with diverse partners.
- EE.SL.K.1a. Communicate directly with peers.

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

- EE.SL.K.5. With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.

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

- EE.SL.K.6. With guidance and support, communicate thoughts, feelings, and ideas.

CCEE: Kindergarten, Language

Conventions of Standard English

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

- EE.L.K.1d. With guidance and support, answer simple questions (e.g.; who, what)

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

- EE.L.K.2a-d. Demonstrate emerging understandings of writing.

| Knowledge/Content Students will know about.... | Skills/Processes I can... |
|--|---|
| Get from graphic organizer when it comes out | <ul style="list-style-type: none"> • I can communicate directly with peers. • I can with guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. • I can with guidance and support, communicate thoughts, feelings and ideas. • I can with guidance and support, answer simple questions (e.g., who, what) • I can demonstrate emerging understandings of writings. |

Phase III Textbook/Materials

I See
 My School
 The Jigaree
 What is a Huggles?
 Cat on the Mat
 I Took My Frog To The Library by Eric Kimmel- Harcourt
 The Little Red Hen by Byron Barton
 Playing by Avelyn Davidson- Scholastic
 Boxes by Avelyn Davidson- Scholastic
 Rain by Robert Kalan - Scholastic
 Let's Go! By Vanessa York- Scholastic
 Butterfly By Jephson Gibbs- Scholastic
 The Sky by Penelope Prince- Scholastic
 Merry Christmas, Big Hungry Bear! By Don and Audrey Wood- Scholastic

Phase IV Summative Assessment Evidence

| | |
|---|--|
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
|---|--|

Phase V Learning Plan

Phase II Curriculum

Unit: 5 Raising the Quality of Small Moments

Essential Questions:

- How do writers use mentor text to study characteristics of small moment stories and generate story ideas?
- How do writers think, rehearse and collectively write small moment stories?
- How do writers practice writing more on a page?
- How do writers collectively write small moments with details, purpose and feelings?
- How do writers collectively revise, publish and share their best small moment stories?

Essential Understanding:

- Writers catch small moments and stretch those moments across the page in class stories and dictated stories.
- Writers pick one small part to zoom in on in class stories and dictated stories.
- Writers reread as they write to make sure they have zoomed in on class stories and dictated stories.
- Writers collectively plan class stories to help stretch them across the pages.
- Writers begin to write first and last sounds of words.
- Writers share their thoughts about what happened.
- Writers collectively work on adding feelings to their dictated stories.
- Writers reread collective writing for revision.
- Writers treat the stories they write in writing workshop the same way they treat books in reading workshop.
- Writers choose a small moment story to share with others.
- -Authors' Celebration

Curriculum Standards

CCEE: Kindergarten, Writing

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

- EE.W.K.3. With guidance and support, select an event and use drawing, dictating, or writing to narrate information about it.

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

- EE.W.K.6. With guidance and support from adults, explore a variety of digital tools to produce writings.

CCEE: Kindergarten, Speaking and Listening

Comprehension and Collaboration

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

- EE.SL.K.1. Participate in communication exchanges with diverse partners.
- EE.SL.K.1a. Communicate directly with peers.
- EE.SL.K.1b. Participate in multiple-turn communication exchanges with adults.

2. Integrate and evaluate information presented in diverse media and formats, including visually,

quantitatively, and orally.

- EE.SL.K.2. Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- EE.SL.K.3. Ask for help when needed.

Presentation of Knowledge and Ideas

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

- EE.SL.K.4. With guidance and support, identify familiar people, places, things, and events.

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

- EE.SL.K.5. With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.

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

- EE.SL.K.6. With guidance and support, communicate thoughts, feelings, and ideas.

K-5, CCEE: Kindergarten, Language

Conventions of Standard English

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

- EE.L.K.1. Demonstrate emerging understandings of English grammar and word usage when communicating.
- EE.L.K.1a. With guidance and support, distinguish between letters and other symbols or shapes.
- EE.L.K.1b. With guidance and support, identify objects or other symbols that represent familiar nouns.
- EE.L.K.1d. With guidance and support, answer simple questions (e.g., who, what).
- L.K.1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- EE.L.K.1f. With guidance and support, link two or more words together in communication.

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

- EE.L.K.2a-d. Demonstrate emerging understandings of writing.

| Knowledge/Content Students will know about.... | Skills/Processes I can... |
|---|---|
| <ul style="list-style-type: none">• Writing a focused, sequential event and provide a reaction.• Thinking, rehearsing and drafting individually and with partners. | <ul style="list-style-type: none">• I can with guidance and support, select an event and use drawing, dictating, or writing to narrate information about it.• I can with guidance and support from adults, explore a |

| | |
|---|--|
| <ul style="list-style-type: none"> • How to lift the level of their work and make it readable. • Details dialogue and small actions. • The strategies to focus elaborate and stretch words across the page. | <p>variety of digital tools to produce writing that is published.</p> <ul style="list-style-type: none"> • I can communicate directly with my peers. • I can participate in multiple-turn communication exchanges with adults. • I can demonstrate an emerging understanding of familiar text read aloud or information presented orally or through other media by answering questions. For example, answering “yes” or “no” to a question. • I can ask for help when needed. • I can with guidance and support, identify familiar people, places, things, and events. • I can with guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. • I can with guidance and support, communicate thoughts, feelings, and ideas. • I can with guidance and support, distinguish between letters and other symbols or shapes. • I can with guidance and support, identify objects or other symbols that represent familiar nouns. • I can with guidance and support, answer simple questions (e.g., who what). • I can with guidance and support, link two or more words together in communication. • I can demonstrate emerging understandings of writing. |
| Phase III Textbook/Materials | |
| <p>Ira Sleeps Over Alexander and the Horrible, No Good Day The Napping House When the Relative's Came Thunder Cake Paperboy- by Dave Pilpey There's a Nightmare in my Closet- Mercer Mayer There's an Alligator under my Bed- Mercer Mayer</p> | |
| Phase IV Summative Assessment Evidence | |
| <p>Common Summative Unit Assessments:</p> <ol style="list-style-type: none"> 1. See and Hear Writers Formative Assessment 2. Class Profile Checklist 3. Narrative Writing Continuum | <p>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</p> |
| Phase V Learning Plan | |
| | |

Phase II Curriculum

Unit: 6 Procedural- How To

Essential Questions:

- How do writers use mentor text to study characteristics of procedural How-to books and generated procedural How-to topics?
- How do writers think of topics, rehearsing and writing lots of books?
- How do writers write so that readers can read our writing?
- How do writers revise their How-to books?
- How do writers prepare for publication?

Essential Understanding:

- Writers think about things they know how to do.
- Writers rehearse to remember each step.
- Writers illustrate knowledge of steps in a How to format by arranging pictures, drawing, dictating, or writing.
- Writers listen and watch as labeling is modeled.
- Writers begin to write first and last sounds of words.
- Writers listen to mentor text.
- Writers choose a writing piece to have published for display.
- Writers fancy up their How-to with color and a book cover.

Curriculum Standards

CCEE: Kindergarten, Writing

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

- EE.W.K.2. With guidance and support, select a topic and use drawing, dictating, or writing to share information about their topic.

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

- EE.W.K.8. With guidance and support from adults, identify information, objects, or events that relate to personal experiences.

CCEE: Kindergarten, Speaking and Listening

Comprehension and Collaboration

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

- EE.SL.K.1. Participate in communication exchanges with diverse partners.
- EE.SL.K.1a. Communicate directly with peers.
- EE.SL.K.1b. Participate in multiple-turn communication exchanges with adults.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- EE.SL.K.3. Ask for help when needed.

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

- EE.SL.K.5. With guidance and support, add or select drawings or other visual or tactual

displays that relate to familiar people, places, things, and events.

| Knowledge/Content Students will know about.... | Skills/Processes I can... |
|---|---|
| <ul style="list-style-type: none"> Establishing and learning procedural writing Mentor text to frame How-To books Step by step procedural directions The structure of a How –To books Precise and clear words The importance of writing so readers can read writing | <ul style="list-style-type: none"> I can with guidance and support, select a topic and use drawing, dictating, or writing to share information about the topic. I can with guidance and support from adults, identify information, objects, or events that relate to personal experiences. I can communicate directly with peers. I can participate in multiple-turn communication exchanges with adults. I can ask for help when needed. I can with guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. |

Phase III Textbook/Materials

Welcome Books-
Sundance Books/Pebble Books
Science experiment books
How to Make a Rubber Egg
Capstone Press Hands-on Science Fun
*List from Unit 6
How to Draw
sharemykindergarten.blogspot.com (printable)

Phase IV Summative Assessment Evidence

| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
|--|--|
| <ol style="list-style-type: none"> See and Hear Writers based on focus questions - see unit lessons Developmental Continuum for Informational Writing-focus on the writer and writing (under construction) or see www.readingandwritingproject.com | |

Phase V Learning Plan

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| Phase II Curriculum | |
|---|--|
| Unit: 7 Informational Writing Personal Expertise | |
| Essential Questions: <ul style="list-style-type: none"> • How do writers communicate about things they know all about so they can teach others? • How do writers share information in an organized way? • How do writers reread and revise by elaborating to make shared books longer? • How do writers participate in group discussions and modeling of rereading and revising to add text features? • How do writers select and "fancy up" a piece to share with others? | Essential Understanding: <ul style="list-style-type: none"> • Writers think about topics in which they are experts, things they know all about, so they can teach others. • Writers arrange pictures, make drawings, label or write so they can teach others. • Writers revise by adding more to their pictures to teach more about their topic. • Writers discuss how class books are organized. • Writers listen as class text is reread for revising. • Writers discuss, "What else can we add?" • Writers listen to mentor text to get ideas. • Writers chose their best piece of writing and discuss their work. • Writers reread and make their writing readable for an audience. • Writers "fancy up" their informational book. • Writers celebrate their informational book. |
| Curriculum Standards | |
| CCEE: Kindergarten, Writing 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> • EE.W.K.2. With guidance and support, select a topic and use drawing, dictating, or writing to share information about the topic. Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <ul style="list-style-type: none"> • EE.W.K.7. With guidance and support, participate in shared research and writing projects. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | |

- EE.W.K.8. With guidance and support from adults, identify information, objects, or events that relate to personal experiences.

CCEE: Kindergarten, Speaking and Listening

Comprehension and Collaboration

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

- EE.SL.K.1. Participate in communication exchanges with diverse partners.
- EE.SL.K.1a. Communicate directly with peers.
- EE.SL.K.1b. Participate in multiple-turn communication exchanges with adults.

Presentation of Knowledge and Ideas

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

- EE.SL.K.4. With guidance and support, identify familiar people, places, things, and events.

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

- EE.SL.K.5. With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events

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

- EE.SL.K.6. With guidance and support, communicate thoughts, feelings, and ideas.

CCEE: Kindergarten, Language

Conventions of Standard English

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

- EE.L.K.1. Demonstrate emerging understandings of English grammar and word usage when communicating.
- EE.K.1a. With guidance and support, distinguish between letters and other symbols or shapes.

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

- EE.L.K.2a-d. Demonstrate emerging understandings of writing.

| Knowledge/Content Students will know about.... | Skills/Processes I can.. |
|---|--|
| <ul style="list-style-type: none"> • Composing a teaching text on an area of personal expertise • Studying mentor text to learn the characteristics of informational text • Generating self chosen topics of personal expertise • Planning and drafting information in an organized way • Rereading and revising using a toolbox of elaboration strategies • Using text features to enhance comprehension • Editing to lift the level of work using proper conventions • Sharing with an audience | <ul style="list-style-type: none"> • I can with guidance and support, select a topic and use drawing, dictating, or writing to share information about the topic. • I can with guidance and support, participate in shared research and writing projects. • I can identify information, objects, or events that relate to personal experiences. • I can communicate directly with peers. • I can Participate in multiple-turn communication exchanges with adults. • I can with guidance and support, identify familiar people, places, things, and events. • I can with guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. • I can with guidance and support, communicate thoughts, feelings, and ideas. • I can with guidance and support, distinguish between letters and other symbols or shapes. |

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| | <ul style="list-style-type: none">I can demonstrate emerging understanding of writing. |
| Phase III Textbook/Materials | |
| Why does a Camel Have a hump? I Wonder Why Anita Ganeri Why? (Book series) Space, Animal, Weather | |
| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
| | |

Phase II Curriculum

Unit: 8 Opinion Writing: Letter

Essential Questions:

- How do writers use mentor text to understand genre of letter writing?
- How do writers formulate opinions about books?
- How do writers plan and rehearse for writing?
- How do writers draw and write to express an opinion?
- How do writers revise and edit to make a piece more effective?
- How do writers go public with audience in mind

Essential Understanding:

- Writers form and orally share their opinions with others
- Writers support their opinions by providing a reason through what happened in the story (book evidence)
- Writers support their opinions by providing a reason by making a connection (text to self)
- Writers can share their reason for their opinions
- Writers choose an audience to share their opinion
- Writers participate in writing a group letter to express their opinions.
- Writers go public with their writing

Curriculum Standards

CCEE: Kindergarten, Writing

Text Types and Purposes

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

- EE.W.K.1. With guidance and support, select a topic or book and use drawing, dictating, or writing to state an opinion about it.

CCEE: Kindergarten, Speaking and Listening

Comprehension and Collaboration

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

- EE.SL.K.1. Participate in communication exchanges with diverse partners.
- EE.SL.K.1a. Communicate directly with peers.
- EE.SL.K.1b. Participate in multiple-turn communication exchanges with adults.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- EE.SL.K.3. Ask for help when needed.

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

- EE.SL.K.6. With guidance and support, communicate thoughts, feelings, and ideas.

| Knowledge/Content Students will know about.... | Skills/Processes I can . . . |
|--|---|
| <ul style="list-style-type: none"> • State an opinion using the format of a letter. Using mentor text to understand the genre of letter writing. • The understanding that writers may have an opinion about books. • Planning and rehearsing for writing • How to use drawing and writing to express and opinion. • Revising and editing to make the piece more effective. • Understanding that writers have an audience. | <ul style="list-style-type: none"> • I can with guidance and support, select a topic or book and use drawing, dictating, or writing to state an opinion about it. • I can communicate directly with peers. • I can participate in multiple turn communication exchanges with adults. • I can ask for help when needed. • I can with guidance and support, communicate thoughts, feelings, and ideas. |
| Phase III Textbook/Materials | |
| Possible Teacher Mentor Texts: Click Clack Moo, Cows that Type- Doreen Cronin and Betsy Lewin Dear Mr. Blueberry – Simon James Dear Annie- Judith Caseley Mr. Lincoln’s Whiskers- Karen B. Winnick I Wanna Iguana- Karen Kaufman Orloff I Wanna New Room- Karen Kaufman Orloff Dear Mrs. LaRue- Mark Teague Nice Try Tooth Fairy- Mary Olson and Katherine Tillotson Roses are Pink you really Stink- Diane De Groat Corduroy Writes a Letter- Don Freeman Kiss me I’m Perfect- Robert Munsch No David (the collection) - David Shannon The Little Red Hen Don't Let the Pigeon Drive the Bus Chicken Sunday (the lady dies at the end) Elmer the Elephant I Ain't Gonna Paint no More The Jolly Postman The Jolly Christmas Postman Officer Buckle Giggle, Giggle, Quack Diary of a Worm Diary of a Spider | |
| Phase IV Summative Assessment Evidence | |

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| <p>Common Summative Unit Assessments:</p> <ol style="list-style-type: none"> 1. See and Hear Writers Formative Assessment 2. Class Profile Checklist 3. Student Reflections Options 4. Narrative Writing Continuum - "under construction" | <p>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</p> |
| <p>Phase V Learning Plan</p> | |
| | |

Phase II Report
Language Arts
First Grade
CI program

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I & II, October 1, 2013

First Grade CI

Course Essential Questions:

Writing:

How can writers draw upon mentor texts to generate ideas for writing their own pieces?

How can writers organize ideas about a topic and share it with an audience?

How can writers craft a piece of writing being mindful of its purpose, audience, focus, and topic?

Reading:

How can readers take charge of their own reading lives?

How can readers use comprehension strategies to deepen their understanding of a text?

How can readers reflect and respond to what they read?

Phase II Curriculum

Unit: 1 Launching with Concept Books

Essential Questions:

1. How do writers use mentor texts to frame concepts?
2. How do writers apply procedures and tools to develop independence?
3. How do writers plan and rehearse their writing?
4. How do writers use strategies to write or represent words?
5. How do writers use the writing process to bring a piece to publication?

Essential Understanding:

- Writers discuss mentor texts to craft class writing.
- Writers discuss and practice adding more information to drawings, dictated work, or writings.
- Writers select a topic and express their ideas in drawing, dictating, or writing.
- Writers participate in planning collectively writings.
- Writers ask for help when needed.
- Writers learn the writing process procedures and tools.
- Writers share their work with others.

Curriculum Standards

Grade 1, Writing

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

- EEW.1.2. Select a topic and use drawing, dictating, or writing to share information about it.

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

- EEW.1.5. With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it.

CCSS: Grade 1, Speaking and Listening

Comprehension and Collaboration

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

- EESL.1.1a. Engage in multiple-turn exchanges with peers.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- EESL.1.3. Ask for help when needed.

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

- EESL.1.5. Communicate own thoughts, feelings, or ideas.

| Knowledge/Content Students will know about.... | Skills/Processes I can..... |
|--|---|
| <ul style="list-style-type: none"> • utilizing mentor texts to craft their writing • applying and use procedures and tools • developing their ideas through rehearsing and planning • representing their idea through pictures and words using the writing process | <ul style="list-style-type: none"> • select a topic and use drawing, dictating, or writing to share information about it. • with guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it. • engage in multiple-turn exchanges with peers. • ask for help when needed • communicate own thoughts, feelings, or ideas. |

Phase III Textbook/Materials

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| <ul style="list-style-type: none"> • Immersion charts(anchor chart of noticing from mentor text) • Other easy number books with limited words: • <i>Spot Counts from 1 to 10</i>, Eric Hill • <i>Fish Eyes A Book You Can Count On</i>, Lois Ehlert • <i>1 2 3 A Child's First Counting Book</i>, Alison Jay Lunch, Denise Fleming • <i>Buttons Buttons</i>, Rozanne Lanczak Williams • <i>I See Colors</i>, Rozanne Lanczak Williams • <i>I Can Read</i>, Rozanne Lanczak Williams • <i>Rainforest Colors</i>, Susan Canizares & Betsey Chessen • <i>or other simple A-B leveled books (Wright Group/Rigby)</i> • Writing Booklets (See resource section for paper choice) • Anchor chart created prior to lesson using clip art, illustrations, or photographs • Word wall and alphabet chart • Make multiple copies of a single page from each of the mentor texts, making sure the page you copy is a clear example for students to use as a guide for their writing | <p>A simple piece of writing almost complete with picture</p> <p>Individual alphabet charts for student folders</p> <p>Have a sample page ready that is aligned with the mentor text you are going to use</p> <p>A Concept Book lacking focus (more than one idea)</p> <p>Mentor texts with surprise endings, example: An "I like..." book with an "I don't like..." last page(15)</p> <p>Mentor texts with surprise endings, example: An "I like..." book with an "I don't like..." last page(16)</p> <ul style="list-style-type: none"> • Blank booklets for students • Chart paper and markers to create "A Good Writing Partner" anchor chart • Chart paper and markers • A sample page with a mixture of spaces and no spaces • Purple pens for revision(17) • Crayons/markers • Covers for their Concept Books(18) • Blank booklets <p>Unit scoring sheet for grading (see resource section)(20)</p> |
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Phase IV Summative Assessment Evidence

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| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
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Phase V Learning Plan

Phase II Curriculum

Unit: 2 Small Moment Personal Narrative Writing

Essential Questions:

1. How do writers plan a piece?
2. How do writers attend to the qualities of good writing in a personal narrative piece?
3. How does collective writing help focus on the qualities of good writing?
4. How do teachers help writers attend to the details of their piece?
5. How do writers participate in revising and editing pieces to go public?

Essential Understanding:

- Writers listen to and discuss mentor texts to craft class writing.
- Writers participate in planning collectively writings.
- Writers participate in discussing and modeling of the qualities of good writing.
- Writers discuss with teacher the details of their piece.
- Writers share in the revising of collective texts.
- Writers share their writing.

Curriculum Standards

CCSS: Grade 1, Writing

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

- EEW.1.3. Select an event and use drawing, dictating, or writing to share information about it.

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

- EEW.1.5. With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it.

Knowledge/Content

Students will know about....

- utilizing mentor texts to craft their writing
- planning and rehearse their writing
- attending to the qualities of good writing sharing and reflect on their writing

Skills/Processes

I can.....

- select and event and use drawing, dictating, or writing to share information about it
- with guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it.

Phase III Textbook/Materials

- Chart paper
- Mentor texts that are good examples of Small Moments stories
- Immersion Session 5 Anchor Chart (Writers Have Strategies for Gathering Story Ideas)
- Writing Booklets (3-5 pages)
- Story Idea Organizers for each student (Resource 1)
- A ball of string
- Scissors

Mentor Texts

- *Salt Hands*, Jane Chelsea Aragon or *Joshua's Night Whispers*, Angela Johnson
- *Fireflies!*, Julie Brinckloe
- *Shortcut*, Donald Crews
- *The Leaving Morning*, Angela Johnson
- *Canoe Days*, Gary Paulsen
- Planning Organizer Anchor Chart Resource 2(Hand: Beginning, Middle, End)

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| <ul style="list-style-type: none"> • Writing Booklets (3-5 pages) • Teacher sample story (you can use the one in the lesson or you can come up with your own) • You won't need to Planning Organizer Anchor Chart Resource 2 (Hand: Beginning, middle, end) write this story out • Writing booklets (3-5 pages) • Sticky notes (for share) • Anchor Chart: Ways to Improve our Small Moments Stories • Teacher sample story that doesn't match plan • Student sample of an unfocused story that is revised into a Small Moment story (previously chosen from a conference) • A teacher sample story with many moments • Teacher sample story with spots needing punctuation • A second sample story for partnerships to edit for spelling during Active Engagement • Purple pens for editing • Teacher sample story with a need for editing (punctuation) • Teacher Small Moment sample story • Student Reflection (Resource 3) optional | <ul style="list-style-type: none"> • Writing booklets (3-5 pages) • Teacher sample story (from previous lesson) • Teacher story sketched across the pages of a booklet • Teacher sample story with speech bubbles added • Use a mentor book of your choice that has a strong setting • Teacher sample story needing the three different types of ending punctuation (.!?) • Student writing folders filled with Small Moment stories • Sticky notes • Anchor Chart: Partner Talk - Compliments and Suggestions • Teacher sample story needing some improvements • Teacher sample story with several spots needing editing/revision • Purple pens for revision • Classroom and/or personal word walls • Purple pens for editing • Personal word wall charts • Writing folders with Small Moment stories (ask students to bring their folders to the meeting area with them) |
| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
| | |
| Phase II Curriculum | |
| Unit: 3 Revision | |
| Essential Questions: <ol style="list-style-type: none"> 1. What are the physical aspects of revision? 2. When and why do we use specific physical aspect? 3. How can the writer focus on adding more information about an event? 5. How do other people help in the revision process? 6. How do writers start independently to write? | Essential Understanding: <ul style="list-style-type: none"> • Writers reflect and discuss what they know and use when revising collective work. • Writers participate in the physical aspects of revision of collective work. • Writers will add more information to drawing, dictating, or class writing. • Writers will printing or typing the letters of their name |

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| Curriculum Standards | |
| <p>CCSS: Grade 1, Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> ▪ EEW.1.3. Select an event and use drawing, dictating, or writing to share information about it. <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ul style="list-style-type: none"> ▪ EEW.1.5. With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it. <p>CCSS: Grade 1, Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> ▪ EESL.1.1. Participate in conversations with peers and adults. ▪ EESL.1.1a. Engage in multiple-turn exchanges with peers. ▪ EESL.1.1b. Build on comments or topics initiated by an adult. ▪ EESL.1.1c. Use one or two words to ask questions related to personally relevant topics. <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> ▪ EESL.1.6. With guidance and support, provide more information to clarify ideas, thoughts, and feelings. <p>CCSS: Grade 1, Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ▪ EEL.1.1. Demonstrate emerging understandings standard English usage when communicating. | |
| Knowledge/Content Students will know about.... | Skills/Processes I can..... |

| | |
|--|---|
| <ul style="list-style-type: none"> • reflecting and show what they know and use when revising • learning the physical aspects of revision • focusing on clarifying the information of the story • using other people to help them revise | <ul style="list-style-type: none"> • select an event and use drawing, dictating, or writing to share information about it. • with guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it. • engage in multiple-turn exchanges with peers. • build on comments or topics initiated by an adult. • use one or two-words to ask questions related to personally relevant topics. • with guidance and support, provide more information to clarify ideas, thoughts, and feelings. • write first letter of own first name. |
| Phase III Textbook/Materials | |
| <p> <i>Snow Day!</i>, Lester Lamiack <i>Owl Babies</i>, Martin Waddell <i>I Love My Hair</i>, Natasha Anastasia Tarpley <i>The Roach</i> (TRWP- Released Story) <i>The Slide</i> (TRWP-Released Story) Purple folder Purple pens for revision bucket Revision bucket or container Sticky notes Flaps Tape Stapler Scissors Chart paper Teacher samCopies of a previously written shared writing experience for students to independently revise (hand-write the shared writing experience on Small Moment beginning, middle, end paper) •Revision Scoring Guideple story Several student chosen small moment stories •Flaps/additional pages •Staplers/tape </p> | |
| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
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Phase II Curriculum

Unit: 4 Writing Unit 4---(Re-named) Apprenticeship Writing: Studying Craft

Essential Questions:

- How do writers study and learn from authors they admire?
- How do writers plan by exploring authors and thinking about what is important to them?
- How do writers use one mentor text to look across c rafting techniques?
- How do writers use multiple mentor texts to look at o ne crafting technique?
- How do writers use their "just right" books as mentor texts?
- How do writers revisit mentor text to prepare their books for celebration?

Essential Understanding:

- Writers participate in generating and collecting important topics using authors as mentors and choose the best topic by exploring their own knowledge and feelings.
- Writers participate in developing their topic.
- Writers participate in talking about the authors that are being used in shared writing.
- Writers use "just right" books to mentor their own writing.

Curriculum Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Writing

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

- EEW.1.3. Select an event and use drawing, dictating, or writing to share information about it.

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

- EEW.1.5. With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Language

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

- EEL.1.2d. With guidance and support, recognize that letters are used to create words.

Knowledge/Content

Students will know about....

- Exploring authors they know.
- Analyzing one author's techniques.
- Applying multiple authors' techniques.
- Using "just right" books.
- Revising and editing mentor texts.

Skills/Processes

I can

- select an event and use drawing, dictating, or writing to share information about it
- with guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it
- with guidance and support, recognize that letters are used to spell words.

Phase III Textbook/Materials

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| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
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| Phase II Curriculum | |
|---|--|
| Unit: 5 --(Revised Title) Opinion Writing: Letters for Social Action | |
| Essential Questions: <ul style="list-style-type: none"> How do writers use mentor text to understand how to express opinions on a variety of topics? How do writers generate and develop opinions on social issues? How do writers plan and rehearse opinions, provide supportive reasons and provide a possible solution? How do writers write in a compelling way to convince an audience? How do writers revise and edit to make a piece more effective? How do writers go public to make an impact in their world? | Essential Understanding: <ul style="list-style-type: none"> Writers in whole group settings notice and name things that matter to them in a variety of places (home, school, or neighborhood). Writers participate in choosing a topic, form an opinion, and think about the audience for something they want to make better. Writers participate in choosing the very best reason to convince their audience. Writers participate in improving the piece by checking for correct capitalization and punctuation. Writers do not just complain about the issue, but participate in finding a solution. Writers also include additional solutions to make the opinions more compelling. |
| Curriculum Standards | |

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Writing

Text Types and Purposes

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

- EEW.1.1. Select a book and use drawing, dictating, or writing to state an opinion about it.

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

- EEW.1.5. With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Speaking and Listening

Comprehension and Collaboration

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

- EESL.1.1. Participate in conversations with peers and adults.
- EESL.1.1a. Engage in multiple-turn exchanges with peers.
- EESL.1.1b. Build on comments or topics initiated by an adult.
- EESL.1.1c. Uses one or two words to ask questions related to personally relevant topics.

Presentation of Knowledge and Ideas

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

- EESL.1.4. With guidance and support, identify familiar people, places, things, and events.

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

- EESL.1.5. Communicate own thoughts, feelings, or ideas.

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

- EESL.1.6. With guidance and support, provide more information to clarify ideas, thoughts, and feelings.

| Knowledge/Content Students will know about.... | Skills/Processes I can |
|--|--|
| | <ul style="list-style-type: none">• Select a book and use drawing, dictating, or writing to state an opinion about it.• With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it.• Engage in multiple-turn exchanges with peers.• Build on comments or topics initiated by an adult.• Use one or two-words to ask questions related to personally relevant topics.• With guidance and support, identify |

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| | <p>familiar people, places, things, and events.</p> <ul style="list-style-type: none"> Communicate own thoughts, feelings, or ideas. With guidance and support, provide more information to clarify ideas, thoughts, and feelings. |
| Phase III Textbook/Materials | |
| <ul style="list-style-type: none"> Blank Immersion Charts Opinion Letter mentor texts Technology Link: The Red Wagon Foundation- www.littleredwagonfoundation.com Tiny Topics Notebooks Tiny pencils on strings (golf pencils work great) Anchor Chart divided into three columns: Home, School, Neighborhood Tiny Topics Notebooks Teacher sample letter started (so that they can add onto it when they develop their reason Teacher sample letter Dear Melanie" letter (resource packet #2) Teacher sample letter "M Touch organizer (resource packet #1) for every student Enlarged touch organizer (anchor chart) rs. Talish" letter (resource packet #3)"Dear Ms. Talish" letter (resource packet #3) "Dear Mrs. Werdle" letter (resource packet #4) Touch organizers Mentor text or teacher letter with correct capitalization and punctuation in a letter Purple pens for editing and revision Publishing Stationary Crayons, colored pencils, markers Stamps to send letters (if needed) Envelopes | <p>Mentor Texts (bolded texts are specific to persuasion)</p> <ul style="list-style-type: none"> <i>Click, Clack, Moo: Cows That Type</i>, Doreen Cronin I Wanna Iguana, Karen Orloff Dear Mrs. LaRue, Mark Teague <i>Dear Annie</i>, Judith Caseley <i>Jolly Postman</i>, The Janet and Allan Ahlberg <i>Dear Mr. Blueberry</i>, Simon James <i>Dear Juno</i>, Soyung Pak <i>The Gardener</i>, Sarah Stewart |
| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
| | |

Phase II Curriculum

Unit: 6 Opinion Writing Letters & Speeches

Essential Questions:

1. How do writers use mentor text to understand how to express opinions on a variety of topics?
2. How do writers generate and develop opinions?
3. How do writers plan and rehearse opinions?
4. How do writers revise and edit to make a piece more effective?
5. How do writers go public to make an impact in their world?

Essential Understanding:

- Writers listen and discuss mentor texts to understand how to express opinions.
- Writers share an opinion on a book that they select.
- Writers share their opinion with others.
- Writers ask questions for more information.
- Writers revise and edit to make their drawing, dictating, or writing piece more effective.
- Writers share their opinion.

Curriculum Standards

CCSS: Grade 1, Writing

Text Types and Purposes

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

- EEW.1.1. Select a book and use drawing, dictating, or writing to state an opinion about it.

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

- EEW.1.5. With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it.

CCSS: Grade 1, Speaking and Listening

Comprehension and Collaboration

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

- EESL.1.1. Participate in conversations with peers and peers.
- EESL.1.1a. Engage in multiple-turn exchanges with peers.
- EESL.1.1b. Build on comments or topics initiated by an adult.
- EESL.1.1c. Use one or two words to ask questions related to personally relevant topics.

Presentation of Knowledge and Ideas

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

- EESL.1.4. With guidance and support, identify familiar people, places, things, and events.

5. Make strategic use of digital media and visual displays of data to express information and

enhance understanding of presentations.

- EESL.1.5. Communicate own thoughts, feelings, or ideas.

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

- EESL.1.6. With guidance and support, provide more information to clarify ideas, thoughts, and feelings.

| Knowledge/Content Students will know about.... | Skills/Processes I can..... |
|--|--|
| <ul style="list-style-type: none"> • Using mentor texts to understand how to express opinions. • Generating and developing opinions.. • Planning and rehearse opinion • Going public to make an impact in their world. | <ul style="list-style-type: none"> • select a book and use drawing, dictating, or writing to state an opinion about it. • with guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it. • engage in multiple-turn exchanges with peers. • build on comments or topics initiated by an adult. • use one or two-words to ask questions related to personally relevant topics. • with guidance and support, identify familiar people, places, things, and events. • communicate own thoughts, feelings, or ideas. • with guidance and support, provide more information to clarify ideas, thoughts, and feelings. |

Phase III Textbook/Materials

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| <ul style="list-style-type: none"> • Blank Immersion Charts • Opinion Letter mentor texts • Technology Link: The Red Wagon Foundation- www.littleredwagonfoundation.com • Tiny Topics Notebooks • Tiny pencils on strings (golf pencils work great) Anchor Chart divided into three columns: Home, School, Neighborhood Tiny Topics Notebooks Teacher sample letter started (so that they can add onto it when they develop their reason Teacher sample letter • Dear Melanie” letter (resource packet #2) • Teacher sample letter • “M Touch organizer (resource packet #1) for every student • Enlarged touch organizer (anchor chart) rs. Talish” letter (resource packet #3)“Dear Ms. Talish” letter (resource packet #3) • “Dear Mrs. Werdle” letter (resource packet #4) Touch organizers Mentor text or teacher letter with correct capitalization and punctuation in a letter Purple pens for editing and revision • Publishing Stationary | <p>Mentor Texts (bolded texts are specific to persuasion)</p> <ul style="list-style-type: none"> • Click, Clack, Moo: Cows That Type, Doreen Cronin • I Wanna Iguana, Karen Orloff • Dear Mrs. LaRue, Mark Teague • <i>Dear Annie</i>, Judith Caseley • <i>Jolly Postman</i>, The Janet and Allan Ahlberg • <i>Dear Mr. Blueberry</i>, Simon James • <i>Dear Juno</i>, Soyung Pak |
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| <ul style="list-style-type: none"> • Crayons, colored pencils, markers Stamps to send letters (if needed) Envelopes | |
| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
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| Phase II Curriculum | |
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| Unit: 7 Authors as Mentors: Craftsmanship | |
| Essential Questions: <ul style="list-style-type: none"> • How do writers study and learn from authors they admire? • How do writers plan by exploring authors and thinking about what is important to them? • How do writers use one mentor text to look across crafting techniques? • How do writers use multiple mentor texts to look at one crafting technique? • How do writers use their "just right" books as mentor texts? • How do writers revisit mentor text to prepare their books for celebration? | Essential Understanding: <ul style="list-style-type: none"> • Writers listen to stories from different authors. • Writers discuss the differences of authors' writings. • Writers participate in class writings using different authors' crafting techniques. • Writers talk about their just right books as mentor texts • Writers prepare their books for celebration. • Writers begin to recognize letters and use them to create words. |
| Curriculum Standards | |
| CCSS: Grade 1, Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> ▪ EEW.1.3. Select an event and use drawing, dictating, or writing to share information about it. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |

- EEW.1.5. With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it.

CCSS: Grade 1, Language

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

- EEL.1.2. Demonstrate emerging understandings of the use of conventions of standard English during communication
- EEL.1.2.a. Locate first letter in own name when presented with name.
- EEL.1.2.d. With guidance and support, recognize that letters are used to create words.

| Knowledge/Content Students will know about.... | Skills/Processes I can..... |
|---|---|
| <ul style="list-style-type: none"> • studying and learning from authors • planning by exploring authors • using one mentor text to look across crafting techniques • using multiple mentor texts to look across one crafting technique • use and talk about their just right books as mentor texts • read revisit mentor authors to prepare their books for celebration | <ul style="list-style-type: none"> • Select an event and use drawing, dictating, or writing to share information about it. • With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it. • Locate first letter in own name when presented with name. • With guidance and support, recognize that letters are used to spell words. |

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

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| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
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Phase V Learning Plan

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Phase II Report
Language Arts
Second Grade
CI program

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I/II, October 1, 2013

Second Grade CI

Course Essential Questions:

Writing:

How can writers draw upon mentor texts to generate ideas for writing their own pieces?

How can writers organize ideas about a topic and share it with an audience?

How can writers craft a piece of writing being mindful of its purpose, audience, focus, and topic?

Reading:

How can readers take charge of their own reading lives?

How can readers use comprehension strategies to deepen their understanding of a text?

How can readers reflect and respond to what they read?

Phase II Curriculum

Unit: 1 Launching with Small Moments

Essential Questions:

1. How do writers use mentor text to study characteristics of Small Moment stories and generate story ideas?
2. How do writers apply the writing process to construct personal narratives?
3. How do writers use a repertoire of strategies to generate more focused, informative and engaging pieces?
4. How do writers revise and edit their best piece/s to share with an audience?
5. How do writers follow routines and rituals to develop a community of independent writers?
6. How do writers work with partners to learn to work independently?

Essential Understanding:

- Writers generate story ideas through exploring strong feelings.
- Writers plan and rehearse their stories – focus on oral rehearsal.
- Writers plan and rehearse their stories through picture plans.
- Writers zoom in on a topic to find a small moment story.
- Writers capture the reader's attention using a storyteller's voice.
- Writers practice using a storyteller's voice using picture plans/sketch.
- Writers write a discovery draft.
- Writers reread and revisit their pieces by using a revision chart.
- Writers work independently as they move through the writing process.
- Writers think about the heart of the message.
- Writers create catchy leads.
- Writers write with details, details, details.
- Writers show, not tell in their writing.
- Writers write strong endings.

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| Curriculum Standards | |
| <p>CCSS: Grade 2, Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> EEW.2.3. Select an event or personal experience and use drawing, writing, or dictating to compose a message about it. <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ul style="list-style-type: none"> EEW.2.5. With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message. <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <ul style="list-style-type: none"> EEW.2.6. With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing. <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <ul style="list-style-type: none"> EEW.2.8. Identify information related to personal experiences and answer simple questions about those experiences. <p>CCSS: Grade 2, Speaking and Listening</p> <p><i>Comprehension and Collaboration</i></p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> EESL.2.1. Participate in conversations with peers and adults in small groups. EESL.2.1a. Engage in multiple-turn exchanges with peers and adults in small groups. EESL.2.1b. Build on comments or topics initiated by adults and peers. EESL.2.1c. Ask questions related to a prescribed topic or text. <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> EESL.2.2. Ask and answer questions about key details from a text read aloud or information presented orally or through other media. <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <ul style="list-style-type: none"> EESL.2.3. Answer questions about what a speaker says. <p><i>Presentation of Knowledge and Ideas</i></p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line</p> | |

of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- *EESL.2.4. Identify a photograph or object that reflects a personal experience and tell one detail about it.*

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

- *EESL.2.6. Communicate to provide clarification.*

CCSS: Grade 2, Language

Conventions of Standard English

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

- *EEL.2.1. Communicate to convey information.*

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

- *EEL.2.2. Use conventions of spelling when communicating.*
- *EEL.2.2a. Capitalize the first letter of familiar names.*
- *EEL.2.2e. Consult print in the environment to support reading and spelling.*

Knowledge of Language

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

- *EEL.2.3. Use informal language when communicating.*

| Knowledge/Content Students will know about.... | Skills/Processes I can..... |
|--|---|
| <ul style="list-style-type: none">▪ The characteristics of small moment stories through the use of mentor text.▪ The writing process.▪ Multiple strategies to make their pieces more engaging and informative.▪ The selection process to revise and edit a piece of writing for a specified audience.▪ Routines and rituals necessary to develop a community of independent writers.▪ Building effective partnerships to learn to work independently. | <ul style="list-style-type: none">▪ Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.▪ With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message.▪ With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.▪ Identify information related to personal experiences and answer simple questions about those experiences.▪ Engage in multiple-turn exchanges with d adults in small groups▪ Build on comments or topics initiated by adults. |

Phase III Textbook/Materials

- Writing booklet suggestion – contains plenty of pages (five or more)
- Small Moment Mentor Text–
- Text: *A Chair for My Mother* by Vera B. William
- Text: *Shortcut* by Donald Crews
- Text: *Nobody Here But Me* by Judith Viorst
- Text: *Rollercoaster* by Maria Frazee
- Text: *My Father’s Hands* by Joanne Ryder
- Text: *The Leaving Morning* by Angela Johnson
- Text: *Twister* by Darlene Bailey Beard
- Text: *Voices in the Park* by Anthony Browne
- Text: *One Morning in Maine* by Robert McCloskey
- Text: *Pigsty* by Mark Teague
- Text: *Night at the Fair* by Donald Crews
- Text: *Song and Dance Man* by Karen Ackerman
- Text: *Moonlight on the River* by Deborah Kovacs
- Collecting Story Ideas paper or writer’s notebooks
- Strong Feelings page[See Resource Section: Resource 2A]or develop an open ended form
- Collecting Story Ideas - Anchor Chart (ongoing)
- Writing Process Steps – Anchor Chart [See Resource Section: Resource 2B.]
- Summarizing vs. Storytelling Voice - anchor chart
- Teacher story to use for modeling
- Shared class experience
- Filmstrip roll or comic strip enlarged
- Enlarged sketches of class story
- Paper that lends itself to picture plans
- Ideas of Things to do During Writing Workshop – Anchor Chart
- Writing Process Steps – Anchor Chart
- “We Are Problem Solvers” Anchor Chart
- Revision checklist – see sample (should be based on kindergarten and first grade checklist)
- Revision Tools (different color from drafting utensil)
- Teacher story or class story
- Two teacher stories – one that is a mere retelling and a revised one that includes the heart of the story
- See Resource Section: Resource 12- Planning with your Heart in Mind
- Student Authored Work
- See Resource Section: Student Authored Work
- Special Leads Paper
- Leads Anchor Chart
- Special revision pens
- Sample from class story, teacher story, student work, or literature
- See books listed below in “Teach” section
- Word wall, Quick Word Books
- Writing Process chart

• Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum

Unit: 2 Lifting The Level of Narrative Writing by Studying The Writers' Craft

Essential Questions:

1. How do writers study and learn from authors they admire?
2. How do writers lead a "writerly" life?
3. How do writers gather and incorporate a variety of crafting techniques?
4. How do writers apply the writing process?
5. How do writers prepare for publication?
6. How do writers self-reflect on their experiences and growth in writing and as writers?

Essential Understanding:

- Writers select an event or personal experience and use drawing, writing, or dictating to compose a message about it.
- Writers with guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message.
- Writers with guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.
- Writers identify information related to personal experiences and answer simple questions about those experiences.
- Writers engage in multiple-turn exchanges with peers and adults in small groups.
- Writers ask and answer questions about key details from a text read aloud or information presented orally or through other media.
- Writers answer questions about what a speaker says.
- Writers identify a photograph or object that reflects a personal experience and identify one detail about it.
- Writers communicate to provide clarification.
- Writers produce all letters.
- Writers use frequently occurring nouns.
- Writers use frequently occurring pronouns correctly across contexts.
- Writers capitalize the first letter of familiar names.
- Writers consult print in the environment to support reading and spelling.
- Writers use informal language when communicating (one word responses and informal expressions).

Curriculum Standards

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5,
CCSS: Grade 2, Writing**

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

- EEW.2.3. Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.

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

- EEW.2.5. With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message.

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

- EEW.2.6. With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5,
CCSS: Grade 2, Speaking and Listening**

Comprehension and Collaboration

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

- EESL.2.1. Participate in conversations with peers and adults in small groups.
- EESL.2.1a. Engage in multi-turn exchanges with peers and adults in small groups.
- EESL.2.1b. Build on comments or topics initiated by adults and peers.
- EESL.2.1c. Ask questions related to a prescribed topic or text.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- EESL.2.2. Ask and answer questions about key details from a text read aloud or information presented orally or through other media.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- EESL.2.3. Answer questions about what a speaker says.

Presentation of Knowledge and Ideas

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

- EESL.2.4. Identify a photograph or object that reflects a personal experience and tell one detail about it.

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

- EESL.2.6. Communicate to provide clarification.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5,

CCSS: Grade 2, Language

Conventions of Standard English

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

- EEL.2.1. Communicate to convey information.
- EEL.2.1a-f. Produce all letters.
- EEL.2.1a-b. Use frequently occurring nouns.
- EEL.2.1.c Use frequently occurring pronouns to refer to self and others.

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

- EEL.2.2. Use conventions of spelling when communicating.
- EEL.2.2a. Capitalize the first letter of familiar names.
- EEL.2.2e. Consult print in the environment to support reading and spelling.

Knowledge of Language

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

- EEL.2.3. Use informal language when communicating.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- EEL.2.5a. Identify real-life connections between words and their use (e.g., I am happy).

| Knowledge/Content Students will know about.... | Skills/Processes I can |
|--|---|
| <ul style="list-style-type: none">▪ The writing process.▪ Craft techniques.▪ Descriptive pieces through the use of mentor text.▪ Publication process. | <ul style="list-style-type: none">▪ Sketch pictures▪ Discuss possibilities with partners▪ Look through text and find repeated lines▪ Go back to text and add dialogue▪ Study mentor text for craft ideas▪ Skim through text looking for punctuation marks ▪ Study mentor text▪ Listen to one another |

Phase III Textbook/Materials

- Text: *Puddles* by Jonathan London
- Text: *About the Authors: Writing Workshop with Our Youngest Writers* by Katie Wood Ray and Lisa Cleaveland
- Text: *Wondrous Words: Writers and Writing in the Elementary Classroom* by Katie Wood Ray
- Text: *Hurricane!* by Jonathan London
- Text: *Dream Weaver* by Jonathan London
- Text: *Old Salt, Young Salt* by Jonathan London
- Text: *Froggy Gets Dressed* by Jonathan London
- Text: *The Great Gracie Chase* by Cynthia Rylant
- Text: *Those Shoes* by Marybeth Boelts
- Text: *Fireflies* by Julie Brinckloe
- Chart Paper

- Chart Paper Markers
- Writing Paper
- Pencils
- Revision Tools
- Quick Word Books

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum

Unit: 3 Revision

Essential Questions:

How do writers develop an understanding of the purpose and mechanics of revision?

How do writers wear different lens when revising?

How do writers celebrate their learning by sharing with others.

Essential Understanding:

- Writers select an event or personal experience and use drawing, writing, or dictating to compose a message about it.
- Writers with guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message.
- Writers engage in multiple-turn exchanges with peers and adults in small groups.
- Writers ask questions related to a prescribed topic or text.
- Writers identify a photograph or object that reflects a personal experience and identify one detail about it.
- Writers communicate to provide clarification.

Curriculum Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 2, Writing

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

- EEW.2.3. Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.

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

- EEW.2.5. With guidance and support from adults and peers, add more information to own

drawing, dictating, or writing to strengthen the message.

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5,
CCSS: Grade 2, Speaking and Listening**

Comprehension and Collaboration

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

- EESL.2.1. Participate in conversations with peers and adults in small groups.
- EESL.2.1a. Engage in multiple-turn exchanges with peers and adults in small groups.
- EESL.2.1c. Ask questions related to a prescribed topic or text.

Presentation of Knowledge and Ideas

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

- EESL.2.4. Identify a photograph or object that reflects a personal experience and tell one detail about it.

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

- EESL.2.6. Communicate to provide clarification.

| Knowledge/Content | Skills/Processes |
|--|--|
| Students will know about.... | I can..... |
| <ul style="list-style-type: none">▪ The importance and purpose of revision.▪ The appropriate tools to use for revision.▪ The usage of different revision strategies to improve their word choice, content, and organization. | <ul style="list-style-type: none">▪ Refer to the class chart for ideas of what they want to try in their own work.▪ Insert carats to manipulate text.▪ Reread and mark text where they want to revise.▪ Think before revising.▪ Make revisions based on their discoveries.▪ Box-out or underline the most important part of the story.▪ Actively listen to partner's piece and/or reading it.▪ Close their eyes to try and create mind pictures.▪ Work in groups and discuss work.▪ Share their work with others. |

Phase III Textbook/Materials

- Text: Heard, Georgia. 2002. *The revision toolbox: Teaching techniques that work.* Portsmouth, NH: Heinemann.
- Text: *Night of the Veggie Monster* by George McClements
- Text: *The Rain Stomper* by Addie Boswell
- Text: *In the Small Small Pond* by Denise Fleming
- Text: *Shrek* by William Steig
- Chart Paper
- Revision Tools
- Writer's Notebooks
- Writing Paper
- Chart Paper Markers
- Quick Word Books
- Pencils

Phase IV Summative Assessment Evidence

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| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
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| Phase II Curriculum | |
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| Unit: 4 Opinion: Using the Power of Reviews | |
| Essential Questions: | Essential Understanding: |
| <ol style="list-style-type: none"> 1. How do writers use mentor text to understand how to express opinions on a variety of topics? 2. How do writers develop opinions on topics of personal interest? 3. How do writers plan, research, and rehearse their opinions for a particular kind of review? 4. How do writers write in compelling ways to convince an audience? 5. How do writers revise and edit to make a piece more effective? 6. How do writers go public to make an impact on their peers. | <ul style="list-style-type: none"> ▪ Writers use mentor text to understand how to express opinions on a variety of topics. (See Immersion Phase explanation) ▪ Writers develop opinions on topics of personal interest. ▪ Writers select a type of review and craft an opinion. ▪ Writers plan, research, and rehearse their opinions for a particular kind of review. ▪ Writers elaborate with one reason by studying categories to discuss within a particular kind of review. ▪ Writers participate in researching information for each category ▪ Writers participate in interviewing others ▪ Writers use linking (transitional) words and phrases to link opinions and reasons. ▪ Writers participate in writing catchy leads. ▪ Writers participate in writing strong endings. ▪ Writers participate in revising and editing to make a piece more effective. ▪ Writers use comparisons to persuade. ▪ Writers edit for capitalization of proper nouns. ▪ Concept VI: Writers go public to make an impact on their peers. ▪ Writers finalize their work and rehearse to go public with their reviews. |

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| | <ul style="list-style-type: none"> Writers deliver their reviews to an audience. |
| Curriculum Standards | |
| <p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 2, Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> EEW.2.1. Select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion. <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ul style="list-style-type: none"> EEW.2.5. With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message. <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <ul style="list-style-type: none"> EEW.2.6. With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing. <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <ul style="list-style-type: none"> EEW.2.8. Identify information related to personal experiences and answer simple questions about those experiences. <p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 2, Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> EESL.2.1. Participate in conversations with peers and adults in small groups. EESL.2.1a. Engage in multiple-turn exchanges with peers and adults in small groups. EESL.2.1b. Build on comments or topics initiated by adults and peers. EESL.2.1c. Ask questions related to a prescribed topic or text. <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> EESL.2.6. Communicate to provide clarification. | |
| Knowledge/Content Students will know about.... | Skills/Processes I can |

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| <ul style="list-style-type: none"> ▪ Way to use mentor text to understand how the author expresses opinions on a variety of topics. ▪ Topics that interest them and develop an opinion about that topic. ▪ The process of planning, researching, and rehearsing opinions for a particular kind of review. ▪ Ways to write a compelling piece to persuade their audience. ▪ Revision and editing process. ▪ Ways to impact peers through their opinion writing. | <ul style="list-style-type: none"> • Look back at mentor texts • Studying the item or place they want to review • Share ideas and opinions with peers • Participate in recording notes on charts • Study the item or place they are reviewing looking for specific features • Working with their group, discussing items and recording information • Participate in interviewing fellow classmates • Study mentor text to help with class work • Touching parts of the graphic organizer when orally rehearsing opinions • Take a stance • Review transitional words • Participate in rereading and pondering options • Participate in doing revision work - crossing out and adding information • Share with a peer and receiving feedback • Participate in marking up checklists • Participate in preparing reviews to go out into the world (neat handwriting or using the computer with a cross-grade level buddy, add pictures, etc.) • Share with others • Work in groups to compile similar reviews |
| Phase III Textbook/Materials | |
| <ul style="list-style-type: none"> • Writer's Notebook • Chart Paper • Chart Paper Markers • Quick Word Books • Revision Tools • Pencils • Text: Eggleton, Jill. 2001. <i>Rave reviews</i>. Rigby - Sails Literacy Series • Text: Parsons, Stephanie. 2007. <i>Second grade writers: Units of study to help children focus on audience and purpose</i>. Portsmouth, NH: Heinemann. • Text: Taylor, Sarah Picard. 2008. <i>A quick guide to teaching persuasive writing</i>. Portsmouth, NH: Heinemann. | |
| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
| Empty space for Phase V Learning Plan content | |

Phase II Curriculum

Unit: 5 Informational writing

Essential Questions:

1. How can writers use mentor text to study the characteristics of informational writing and generate ideas?
2. How can writers choose topics by considering areas of expertise, audience and focus?
3. How can writers plan and draft their information in organized ways?
4. How can writers reread and revise using a toolbox of elaboration strategies to increase the amount of information they give?
5. How can writers reread and revise using a toolbox of elaboration strategies to add a variety of information?
6. How can writers prepare to publish by revising and editing?
7. How can writers share their work with an intended audience?

Essential Understanding:

- Writers choose topics by considering areas of expertise, audience and focus
- Writers choose a meaningful topic and consider their audience.
- Writers can focus by choosing one part of a topic, or one idea they have about that topic.
- Writers dictate a giant list of everything they know about one topic to see if they have a lot to say.
- Writers participate in thinking and picturing the shared writing chapter titles by asking, "*What do I **know** about my topic? What do I **see**? What do I **do** with my topic (or what does my topic do)?*"
- Writers work together to picture chapter titles in their minds and begin drafting.
- Writers use illustrations or diagrams to add more information.
- Writers participate in rereading and revising using a toolbox of elaboration strategies to increase the amount of information they give.
- Writers participate in rehearsing their topics.
- Writers make their facts specific.
- Writers use stories to help them teach more about their topics.
- Writers always think about their audiences and how they want the audience to feel and think about the information.
- Writers use data.
- Writers talk to other experts about their topics.
- Writers prepare to publish by revising and editing select pages.
- Writers participate in writing an introduction that tells readers what they will learn and why it is important.
- Writers end with powerful conclusions.
- Writers wonder and exclaim to make their writing more interesting!

Curriculum Standards

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5,
CCSS: Grade 2, Writing**

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

- EEW.2.2. Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.

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

- EEW.2.5. With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message.

Research to Build and Present Knowledge

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

- EEW.2.7. Participate in shared writing projects-communicate a message to add information.

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5,
CCSS: Grade 2, Speaking and Listening**

Comprehension and Collaboration

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

- EESL.2.1. Participate in conversations with peers and adults in small groups.
- EESL.2.1a. Engage in multiple=turn exchanges with peers and adults in small groups.
- EESL.2.1b. Build on comments or topics initiated by adults and peers.
- EESL.2.1c. Ask questions related to a prescribed topic or text.

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5,
CCSS: Grade 2, Language**

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

- EE L.2.2. Use conventions of spelling when communicating.
- EEL.2.2a. Capitalize the first letter of familiar names.

Knowledge of Language

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

- EEL.2.3. Use informal language when communicating.

Knowledge/Content

Students will know about....

Skills/Processes

I can.....

| | |
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| <ul style="list-style-type: none"> • Ways to use mentor text to learn the characteristics of informational texts • Using self-chosen topics of personal expertise. • Planning and drafting information in an organized way. • Rereading and revising using a toolbox of elaboration strategies to increase information given. • Rereading and revising using a toolbox of elaboration strategies to share information in a variety of ways. • Using text features to enhance comprehension. • Editing to lift the level of work using proper capitalization, punctuation, and spelling. • Sharing with an intended audience • Using a repertoire of strategies to write more focused, informative and engaging pieces. • Selecting the best piece to revise and edit more extensively for an audience. • Implementing routines and rituals to develop a community of independent writers. • Building effective partnerships to learn to work independently. | <ul style="list-style-type: none"> • Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic. • With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message. • Participate in shared writing projects-communicate a message to add information. • Engage in multiple-turn exchanges with individual peers. • Build on comments or topics initiated by adults and peers. • Ask questions related to a prescribed topic or text. • Capitalize the first letter of familiar names. • Use informal language when communicating. |
| Phase III Textbook/Materials | |
| <ul style="list-style-type: none"> • Writer's Notebooks • Writing Paper • Chart Paper Markers • Quick Word Books • Pencils | |
| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |

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Phase II Curriculum

Unit: 6 Realistic Fiction

Essential Questions:

1. How do writers study mentor text to identify characteristics of effective fiction pieces and to frame their writing?
2. How do writers draw on everything they know to create fiction stories?
3. How do writers revisit the qualities of good writing to write believable fiction pieces?
4. How do writers select their best work to revise, edit and publish for an audience?

Essential Understanding:

- Writers participate in studying mentor text to identify characteristics of effective pieces and to frame their writing.
- Writers draw on everything they know to create fiction stories.
- Writers imagine story ideas.
- Writers rehearse before starting a draft.
- Writers participate in developing believable characters.
- Writers bring their stories alive through a storyteller's voice.
- Writers participate in using time temporal words to signal a new event.
- Writers select a problem and develop interesting ways to solve it.
- Writers participate in developing characters by adding internal thinking.
- Writers participate in studying mentor text to get ideas for character development.
- Writers grab reader's attention through catchy leads.
- Writers select the best shared writing work to revise, edit, and publish.
- Writers stretch the most important part of the shared writing story.
- Writers use punctuation in interesting ways.
- Writers craft endings that tie back to the heart of the story.
- Writers edit by capitalizing proper nouns.
- Writers edit work to go public.
- Writers make sure work is written clearly and easy to follow.
- Writers celebrate their amazing work.

Curriculum Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5,
CCSS: Grade 2, Writing

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

- EEW.2.3. Select an event or personal experience and use drawing, writing or dictating to compose a message about it.

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

- EEW.2.5. With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message.

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

- EEW.2.6. With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5,
CCSS: Grade 2, Speaking and Listening

Comprehension and Collaboration

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

- EESL.2.1. Participate in conversations with peers and adults in small groups.
- EESL.2.1c. Ask questions related to a prescribed topic or text.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- EESL.2.2. Ask and answer questions about key details from a text read aloud or information presented orally or through other media.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- EESL.2.3. Answer questions about what a speaker says.

Presentation of Knowledge and Ideas

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

- EESL.2.4. Identify a photograph or object that reflects a personal experience and tell one detail about it.

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

- EESL.2.6. Communicate to provide clarification.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5,
CCSS: Grade 2, Language

Conventions of Standard English

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

- EEL.2.1. Communicate to convey information.

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

- EEL.2.2. Use conventions of spelling when communicating.
- EEL.2.2a. Capitalize the first letter of familiar names.
- EEL.2.2e. Consult print in the environment to support reading and spelling.

Knowledge of Language

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

- EEL.2.3. Use informal language when communicating.

| Knowledge/Content Students will know about.... | Skills/Processes I can..... |
|--|--|
| <ul style="list-style-type: none">▪ The qualities of good writing.▪ The importance of writing short and believable fiction stories through the use of prior knowledge.▪ The characteristics of effective fiction pieces through the use of mentor text.▪ Publication process. | <ul style="list-style-type: none">• Select an event or personal experience and sue drawing, writing, or dictating to compose a message about it.• With guidance and support from adults and peers, add more information to won drawing, dictating, or writing to strengthen the message.• With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.• Engage in multiple-turn exchanges with peers and adults in small groups.• Ask questions related to a prescribed topic or text.• Ask and answer questions about key details from a text read aloud or information presented orally or through other media.• Answer questions about what a speaker says.• Identify a photograph or object that reflects a personal experience and identify one detail about it.• Communicate to provide clarification.• Produce all letters.• Capitalize the first letter of familiar names.• Consult print in the environment to support reading and spelling. |

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| | <ul style="list-style-type: none"> • Use informal language when communicating. |
| Phase III Textbook/Materials | |
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| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
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| Phase II Curriculum | |
| Unit: 7 Expert Project in Content Area | |
| Essential Questions: | Essential Understanding: |
| | |
| Curriculum Standards | |
| | |
| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
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| Phase III Textbook/Materials | |
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| Phase IV Summative Assessment Evidence | |

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|---|--|
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
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Phase II Report
Language Arts
Third Grade
CI program

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I/II, October 1, 2013

CI- Third Grade

Writing:

How can writers generate ideas to write on a given topic?

How can writers sequence their ideas about a topic?

Reading:

How can readers take charge of their own reading lives?

How can readers use comprehension strategies to deepen their understanding of a text?

How can readers reflect and respond to what they read?

Phase II Curriculum

Unit: 1 Launching With Personal Narrative

Essential Questions:

How can ideas be generated and selected for personal narrative writing?

How do writers focus and sequence ideas in writing?

Essential Understanding:

Choosing a seed idea. Students choose one idea that matters the most and draft the whole story.

Generating more writing. Students learn more strategies for generating personal narrative entries, and then they draft one idea.

Understanding the qualities of good writing. Students learn that writers focus their stories by making a movie in their minds, telling only the most important parts, and using exact details and specific words.

Building stories step-by-step. Students learn that writers tell their stories step-by-step using a timeline to unfold the sequence of events.

Telling the internal story. Students learn that writers include their thoughts, feelings, and responses to what is happening in their stories.

Sharing personal narratives. Students share their personal narratives with an audience beyond the teacher.

Curriculum Standards

CCEE: Grade 3, Writing

EEW.3.3. Select an event or personal experience and write one thing about it.

- EEW.3.3a. Select an event or personal experience and write one thing about it.
- EE W.3.4. With guidance and support produce writing that expresses more than one idea.
- EEW.3.5. With guidance and support adults and peers, revise own writing by adding more information.
- EEW.3.10. Write routinely for a variety of tasks, purposes, and audiences.
- EEL.3.2. Apply conventions of standard English including capitalization and spelling.
- EEL.3.2a. Capitalize the first letter of a familiar place.
- EEL.3.2e. Spell common high-frequency words accurately.
- EEL.3.3a. Use language to make simple requests.

Knowledge/Content

Students will know about....

- Experimenting with one idea and drafting that idea.
- Organizing an event sequence that follows a timeline.
- Using exact details and specific words.
- Including thoughts, feelings and responses to what is happening.
- Editing for capitals, ending punctuation and spelling of high frequency words.
- Publishing for an audience beyond the teacher.

Skills/Processes

I can...

- Think of a person who matters to me, then list clear, small moments I remember with that person.
- Think of a place that matters to me, then list clear, small moments I remember in that place.
- Tell my stories using a timeline and unfold a sequence of events step-by-step.
- Choose one idea that matters the most and draft the whole story as it comes to mind.
- With teacher help, revise my stories for meaning.

Phase III Textbook/Materials

1. **Shortcut**, Donald Crews
2. **Bigmama's**, Donald Crews
3. **Fireflies**, Julie Brinkloe
4. **Peter's Chair**, Ezra Jack Keats
5. **Snow Day**, Lester L. Laminack
6. **Stand Tall, Molly Lou Mellon**, Patty Lovell
7. **Bee Tree**, Patricia Polacco
8. **What a Writer Needs**, Ralph Fletcher
9. **Assessing Writers**, Carl Anderson

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum

Unit: 2 Launching A Reading Life

Essential Questions:

How do readers build independent reading skills?

What strategies can help students read accurately and with comprehension?

How are students guided toward comprehension of texts?

Essential Understanding:

Readers choose books wisely. Students learn how to make wise decisions when choosing their own independent reading books.

Readers have a positive attitude toward reading and books. Students learn how to read their books like they are gold.

Readers clear up confusion when meaning breaks down. Students learn ways to clear up confusion when meaning breaks down.

Readers problem-solve unfamiliar words. Students learn ways to problem-solve tricky words that they do not know how to pronounce.

Readers problem-solve the meaning of unfamiliar words. Students learn ways to problem-solve tricky words when they do not know their meaning

Readers retell stories. Students learn how to retell a story.

Readers listen. Students learn how to listen when others are sharing.

Readers celebrate. Students celebrate all that they have learned in their growing accomplishments as readers.

Curriculum Standards

CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCEE: Grade 3, Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly

- EE.RL.3.1. Answer who and what questions to demonstrate understanding of details in a text.

2. Determine central ideas or themes of a text; summarize the key supporting details and ideas.

- EE. RL.3.2. Associate details with events in stories from diverse cultures.

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

- EE. RL.3.3. Identify the feelings of characters in a story.

Craft and Structure

4. Interpret words and phrases as they are used in a text.

- EE. RL.3.4. Determine words and phrases that complete literal sentences in a text.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

- EE. RL.3.5. Determine the beginning, middle and end of a familiar story with logical order.

6. Assess how point of view or purpose shapes the content and style of a text.

- EE. RL.3.6. Identify personal point of view about a text.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- EE. RL.3.10. Demonstrate understanding while actively engaged in shared reading of stories, dramas and poetry.

CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5,
CCEE: Grade 3, Reading: Foundational Skills

Fluency

EE. RF.3.4. Read words in text.

- a. Read familiar text comprised of known words.
- c. Use context to determine missing words in familiar texts.

CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5,
CCEE: Grade 3, Speaking and Listening

Comprehension and Collaboration

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

- EE. SL.3.1. Engage in collaborative discussions
- a. Engage in collaborative interactions about texts.
- b. Listen to others' ideas before responding
- c. Indicate confusion or lack of understanding about information presented.
- d. Express ideas clearly.

| Knowledge/Content Students will know about.... | Skills/Processes I can... |
|---|---|
| <ul style="list-style-type: none">• Building their own independent reading skills.• Learning strategies for reading accurately and with comprehension. | <ul style="list-style-type: none">• Choose books that are on my own personal reading level.• Learn ways to problem solve when I get to a tricky word.• Learn ways to determine the meaning of a tricky word.• Learn to have a positive attitude towards reading and books.• Learn how to recommend books that I love to others.• Learn how to retell a story.• Learn how to listen when others are sharing.• Celebrate all that I have learned in my growing accomplishment as a reader. |
| Phase III Textbook/Materials | |
| | |

| Phase IV Summative Assessment Evidence | |
|---|---|
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
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| Phase II Curriculum | |
| Unit: 3 Improving the Quality of Personal Narrative | |
| <p>Essential Questions:</p> <p>How can ideas be generated, selected, and expanded for personal narrative writing?</p> <p>How can writers improve the quality of their writing?</p> | <p>Essential Understanding:</p> <p>Generating ideas. Students learn how to generate ideas for personal narrative entries by first thinking of an important event.</p> <p>Elaborating by including sensory details. Students learn that writers elaborate by including sensory details to help the reader experience the story.</p> <p>Elaborating by developing more detailed descriptions. Students learn that writers elaborate by developing more detailed descriptions to help the reader see what we see.</p> <p>Elaborating by developing effective dialogue. Students learn that writers elaborate by including effective dialogue to help the reader listen in on conversations between the characters.</p> <p>Organizing stories. Students learn how to organize their stories to establish the beginning, middle, and end of the story.</p> <p>.</p> <p>Sharing personal narratives. Students share their published personal narratives with an audience beyond the teacher.</p> |

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| Curriculum Standards | |
| CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCEE: Grade 3, Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none">▪ EE. W.3.3. Write about events or personal experiences.▪ a. Select an event or personal experience and write about it including the names of people involved . Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <ul style="list-style-type: none">▪ EE.W.3.4. With guidance and support, produce writing that expresses more than one idea. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <ul style="list-style-type: none">▪ EE.W.3.5. With guidance and support from adults and peers, revise own writing. Range of Writing 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 tasks, purposes, and audiences. <ul style="list-style-type: none">▪ EE.W.3.10. Write routinely for a variety of tasks, purposes and audiences. CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCEE: Grade 3, Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none">▪ EE.L.3.1a. Use noun + verb, noun + adjective, and subject + verb + object combinations in communication 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none">▪ EE.L.3.2. Demonstrate understanding of conventions of standard English.▪ EE. L.3.2e. Use resources as needed to spell common high-frequency words accurately. | |

Knowledge of Language

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

- EE.L.3.3a. Use language to make simple requests, comment, or share information.

| Knowledge/Content Students will know about.... | Skills/Processes I can... |
|---|--|
| <ul style="list-style-type: none">• Creating expanded small moment stories.• Organizing a sequence that includes beginning, middle and end.• Revising for meaning and clarity.• Editing for effective use of words and phrases, capitals, punctuation and spelling of high- frequency words.• Publishing for audience beyond the teacher. | <ul style="list-style-type: none">• Think of an important event in my life to help me generate ideas for personal narratives.• Elaborate by developing the actions to help the reader see what is happening.• Elaborate by developing more detailed description to help the reader see what I see.• Elaborate by including effective dialogue to help the reader listen in on the conversations between the characters.• Choose one idea that matters the most and establish the beginning, middle, and end of the story.• With adult help revise my stories for clarity and meaning.• Celebrate my writing. |
| Phase III Textbook/Materials | |
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| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
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Phase II Curriculum

Unit: 4 Bringing Characters to Life

Essential Questions:

How do readers ask questions about characters and stories?

How do readers discover information about characters?

How do readers share information about characters?

Essential Understanding:

Describe the characters. Students will identify a characters emotions, traits or motivation.

Answer questions about a character. Students will identify facts, emotions, and actions that go along with a character.

Creating ideas about characters. Students create ideas about what the characters are like in the stories they read.

Noticing details. Students notice details to help them better understand their characters.

Making predictions. Students will make predictions about the characters. .

Learning the importance of secondary characters. Students understand that secondary characters also have important roles in stories.

Understanding lessons in stories. Students celebrate the characters in their books and the lessons these characters have learned that apply to their own lives.

Curriculum Standards

CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5,
CCEE: Grade 3, Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- EE.RL.3.1. Answer who and what questions to demonstrate understanding of details in a text.

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

- EE.RL.3.3. Identify the feelings of characters in a story

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- EE.RL.3.5. Determine the beginning, middle, and end of a familiar story with logical order.

**CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5,
CCEE: Grade 3, Speaking and Listening**

Comprehension and Collaboration

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

- EE.SL.3.1. Engage in collaborative discussions.
- EE.SL.3.1a. Engage in collaborative interactions about texts.
- EE.SL.3.1b. Listen to others' ideas before responding.
- EE.SL.3.1c. Indicate confusion or lack of understanding about information presented.
- EE.SL.3.1d. Express ideas clearly.

| Knowledge/Content Students will know about.... | Skills/Processes I can... |
|--|---|
| <ul style="list-style-type: none">• Gather information about a character• Share information about a character• Learning how stories relate to their own lives. | <ul style="list-style-type: none">• Learn about the characters in the stories I read.• Notice details to help me better understand my characters.• Predict what will happen in stories.• Learn how stories relate to my own life.• Understand that secondary characters also have important roles in stories.• Celebrate the characters in my books and the lessons these characters have learned that apply to my own life. |

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| Phase III Textbook/Materials | |
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| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
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| Phase II Curriculum | |
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| Unit: 7 Writing Realistic Fiction | |
| <p>Essential Questions:</p> <p>Where do writers get their ideas for fictional narratives?</p> <p>How can writers create believable characters?</p> <p>In what ways can the structure of a story guide the writing of a fictional narrative?</p> | <p>Essential Understanding:</p> <p>Generating ideas for realistic fiction stories. Students learn how to generate ideas for realistic fiction stories by paying attention to the people, places, and events in their lives.</p> <p>Developing characters. Students learn how to develop characters.</p> <p>Developing characters. Students learn how to develop their characters using action and description.</p> <p>Creating effective leads. Students learn how to create several strong leads for their stories that include details about the setting.</p> <p>Stretching out the heart of the story. Students learn how to develop their characters using dialogue and thoughts.</p> <p>Drafting realistic fiction stories. Students learn how to stretch out the heart of their stories, letting scenes unfold step-by-step.</p> <p>Writing strong endings. Students learn how to try out different ways to end their stories and then decide which one they like the best.</p> <p>Rewriting short sentences. Students learn how to revise by combining short sentences to make longer ones.</p> <p>Making final corrections. Students learn how to revise and edit their stories for capitalization, punctuation, and spelling.</p> |

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| | <p>Publishing a realistic fiction story. Students write final drafts from their revised and editing realistic fiction stories.</p> <p>Sharing a realistic fiction story. Students share their published realistic fiction story with an audience beyond the teacher.</p> |
| Curriculum Standards | |
| <p>CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCEE: Grade 3, Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • EE.W.3.3. Write about events or personal experiences. • EE.W.3.3a. Select an event or personal experience and write about it including the names of people involved. <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> • EE. W.3.4. With guidance and support, produce writing that expresses more than one idea. <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ul style="list-style-type: none"> • EE.W.3.5. With guidance and support from adults and peers, revise own writing. <p>Range of Writing</p> <p>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 tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> • EE.W.3.10. Write routinely for a variety of tasks, purposes, and audiences. <p>CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCEE: Grade 3, Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • EE. L.3.1. Demonstrate standard English grammar and usage when communicating. • EE. L.3.1i. Ask simple questions. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • EE. L.3.2. Demonstrate understanding of conventions of standard English. • EE. L.3.2a. Capitalize the first letter of familiar names. • EE. L.3.2e. Use resources as needed to spell common high –frequency words accurately. • EE. L.3.2f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. • EE.L.3.2g. Consult print in the environment to support reading and spelling. <p>Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> • EE. L.3.3. Use language to achieve desired outcomes when communicating. • EE.L.3.3a. Use language to make simple requests, comment or share information. | |

| Knowledge/Content Students will know about.... | Skills/Processes I can..... |
|--|---|
| <ul style="list-style-type: none"> • Generating story ideas from ordinary moments • Developing a character • Creating strong leads and endings • Revising for clarity and meaning. • Editing for capitalization, punctuation, and spelling • Sharing with an audience beyond the teacher | <ul style="list-style-type: none"> • Generate ideas for realistic fiction stories by paying attention to people, places, and events in their lives. • Develop characters. • Create several possible storylines for my realistic fiction stories. • Create a strong lead for my stories that include details about the setting. • Develop my characters using action and description. • Develop my characters using dialogue and thoughts. • Try out different ways to create strong endings for my stories. • Revise my stories for clarity and meaning. • Revise by combining short sentences to make longer ones. • Edit my writing. • Celebrate my writing. |
| Phase III Textbook/Materials | |
| | |
| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
| | |

Phase II Curriculum

Unit: 9 Informational Writing

Essential Questions:

How can writers generate ideas for writing informational texts?

How can writers organize information about their topics?

In what ways can writers convey information clearly?

Essential Understanding:

Generating ideas for informational writing. Students make a list of topics they know a lot about and care about, and then they choose one topic and write all they know about that topic.

Plan and Draft chapters. Students will use graphic organizers, drawings or writing to create different chapters.

Creating a Table of Contents. With adult help students will create a Table of Contents for their writing.

Creating concluding statements. Students write their concluding statements in a way that leaves the reader with a big idea about their topics.

Revising and editing informational books. With adult help students revise for clarity and meaning, and then for use of topic sentences and details. They edit for capital letters, ending punctuation, and spelling of high-frequency and special vocabulary words.

Publishing informational books. Students will create a final copy of their books using the selected format.

Sharing informational books. Students share their informational books with an audience beyond the teacher.

Curriculum Standards

CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCEE: Grade 3, Writing

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

- EE.W.3.2. Write to share information supported by details.
- EE.W.3.2a. Select a text and write an opinion about it.

Production and Distribution of Writing

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

- EE.W.3.4. With guidance and support, produce writing that expresses more than one idea.

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

- EE.W.3.5. With guidance and support from adults and peers revise own writing.

Range of Writing

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 tasks, purposes, and audiences.

- EE.W.3.10. Write routinely for a variety of tasks, purposes, and audiences.

CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCEE: Grade 3, Speaking and Listening

Presentation of Knowledge and Ideas

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

- EE.SL.3.4. Recount a personal experience, story or topic including details.

CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCEE: Grade 3, Language

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

- EE.L.3.2. Demonstrate understanding of conventions of standard English.
- EE.L.3.2a. Capitalize the first letter of familiar names.
- EE.L.3.2e. Use resources as needed to spell common high-frequency words accurately.
- EE.L.3.2g. Consult print in the environment to support reading and spelling.

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

EE.L.3.6. Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later)

| Knowledge/Content Students will know about.... | Skills/Processes I can..... |
|---|--|
| <ul style="list-style-type: none"> • Generating self-chosen ideas of their own personal interest • Organizing information into subtopics using a Table of Contents • Using text features and illustrations to enhance comprehension • Editing for capital letters, ending punctuation, and spelling | <ul style="list-style-type: none"> • Write about topics I know a lot about and care about. • Write about topics that I could teach to others. • Create a Table of Contents. • Use descriptions to plan and write about my topic. • Choose the best way to organize my ideas. • Celebrate my writing. |

Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

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|---|---|
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
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Phase V Learning Plan

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Phase II Curriculum

Unit: 10 Research and Content Area Writing

Essential Questions:

What are some ways in which writers can record information they are learning?

How can writers plan and gather information for a research project?

In what ways can writers create drafts that are clear and interesting?

Essential Understanding:

Using observational writing. Students learn how to write about what they observe by using the sentence starters, *I see ...* and *I notice ...*

Questioning and wondering. Students learn how to ask questions and wonder by using the sentence starters, *I wonder why ...* and *How come ...*

Choosing a research topic. Students choose a Michigan-based topic that interests them the most to create a section for a class Michigan Travel Guide.

Researching to locate information. Students use a Table of Contents and/or index to locate information that answers their questions about their topic.

Planning and recording a list of categories for a topic. Students determine categories for their research topics by using headings and subheadings in resources to gather general information.

Planning and drafting using key words and phrases. Students use key words and phrases to write their drafts in their own words.

Planning and drafting using partner sentences. Students use key words and phrases to write their drafts.

Planning and researching by choosing one or more strategies. Students plan and research information related to their topics using one or more strategies.

Planning and drafting using details. Students use key words and phrases to write their drafts using details

Planning and researching by using maps. Students locate maps that support their topics and record information related to these topics on Michigan outline maps.

Providing introductions and concluding statements. Students create an introduction and a concluding statement for their topics.

Revising for clarity, meaning, and effective use of words and phrases. With adult help, students revise their drafts.

Revising for sentences, paragraphs, text features, and grammar. With adult help, students revise their drafts.

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| <p>How can writers revise and edit their research projects?</p> | <p>Editing for capitalization, punctuation, and spelling. With adult help, students revise their drafts.</p> <p>Celebrating. Students celebrate by presenting their writing.</p> |
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Curriculum Standards

CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCEE: Grade 3, Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.

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

- EE.RI.3.2. Associate details with events in stories from diverse cultures.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- EE.RI.3.4 Determine words and phrases that complete literal sentences in a text.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- EE.RI.3.5. Determine the beginning, middle and end of a familiar story with a logical order.

Integration of Knowledge and Ideas

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

- EE.RI.3.7. Identify parts of illustrations or tactual information that depict a particular setting, or event.

CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCEE: Grade 3, Writing

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

- EE.W.3.2. Write to share information supported by details.
- EE.W.3.2a. Select a topic and write about it including one fact or detail.

Production and Distribution of Writing

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

- EE.W.3.4. With guidance and support, produce writing that expresses more than one idea.

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

- EE.W.3.5. With guidance and support from adults and peers, revise own writing.

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

- EE.W.3.6. With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.

Research to Build and Present Knowledge

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

- EE.W.3.7. Identify information about a topic for research project.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- EE.W.3.8. Sort information or persona experiences into two provided categories and write about each one.
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 tasks, purposes, and audiences.
- EE. W.3.10. Write routinely for a variety of tasks, purposes, and audiences.

CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCEE: Grade 3, Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- EE. SL.3.1c. Indicate confusion or lack of understanding about information presented.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- EE. SL.3.2. Identify details in a text read aloud or information presented orally or through other media.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- EE.SL.3.3. Ask or answer questions about the details provided by the speaker.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- EE.SL.3.4. Recount a personal experience, story or topic including details.

CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCEE: Grade 3, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- EE. L.3.1. Demonstrate standard English grammar and usage when communicating.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- EE.L.3.2. Demonstrate understanding of conventions of standard English, punctuation, and spelling when writing.
 - EE.L.3.2a. Capitalize the first letter of familiar names.
 - EE.L.3.2e. Use resources as needed to spell common high-frequency words accurately.
 - EE.L.3.2f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.
 - EE.L.3.2g. Consult print in the environment to support reading and spelling.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- EE. L.3.3. Use language to achieve desired outcomes when communicating.
 - EE. L.3.3a. Use language to make simple requests, comment or share information.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- EE.L.3.6. Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later)

| Knowledge/Content Students will know about.... | Skills/Processes I can..... |
|---|---|
| <ul style="list-style-type: none"> • Learning strategies to record information • Choosing a Michigan-based research topic • Locating information that answers questions about the topic • Recording key words and phrases and special vocabulary words • Drafting topics • Creating an introduction and conclusion that fit with the topic • Revising for clarity, meaning, effective use of words and phrases, sentences, paragraphs, text features, and grammar • Editing for capitalization, punctuation, and spelling | <ul style="list-style-type: none"> • Learn that one way to write about what I am studying is by using observational writing. • Learn that one way to write about what I am studying is by questioning and wondering. • Learn that one way to write about what I am studying is by thinking and realizing. • Choose a topic that interests me the most to research in order to write a Michigan Travel Guide. • Research to answer questions and to locate information about my topic. • Plan and research information about my topic. • Plan and draft my first topic. • Plan and research information for my topic using maps. • Provide an introduction and concluding statement for my topic. • Revise my writing for clarity, meaning, and effective use of words and phrases. • Revise my writing for sentences, paragraphs, text features, and grammar. • Edit my writing for capitalization, punctuation, and spelling. • Celebrate my writing. |
| Phase III Textbook/Materials | |
| | |
| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*Identifies Performance Task) |
| Phase V Learning Plan | |
| | |

Phase II Report
Language Arts
Fourth Grade
CI program

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I/II, October, 2013

Fourth Grade

Writing:

How can writers generate ideas to write on a given topic?

How can writers sequence their ideas about a topic?

Reading:

How can readers take charge of their own reading lives?

How can readers use comprehension strategies to deepen their understanding of a text?

How can readers reflect and respond to what they read?

Phase II Curriculum

Unit: 1 Launching- Raising the Bar on Personal Narratives

7 Weeks

Essential Questions:

How can ideas be generated and selected for personal narrative writing?

How do writers focus and sequence ideas in writing?

Essential Understanding:

Understanding the qualities of good writing.

Students learn that writers focus their stories by making a movie in their minds, telling only the most important parts, and using exact details and specific words.

Using sensory details. Students learn how to use sensory details in their stories to help the reader experience the story.

Generating more writing. Students learn more strategies for generating personal narrative entries and draft one idea.

Choosing a seed idea. Students choose one idea that matters the most and draft the whole story as it comes to mind

Elaborating by writing more. Students learn a strategy for elaborating by writing more sentences about each thing they want to say.

Sharing personal narratives. Students share their personal narratives with an audience beyond the teacher.

Curriculum Standards

CCEE: Grade 4, Writing

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

EEW.4.3. Select an event or personal experience and write about it.

EEW.4.3b List words that describe an event or personal experience to use when writing about it.

Production and Distribution of Writing

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

EEW.4.4. Produce writing that expresses more than one idea with logical organization.

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

EEW.4.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

EEW.4.9a. Recall information from literary and informational text to support writing.

Range of Writing

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 tasks, purposes, and audiences.

EEW.4.10. Write routinely for a variety of tasks, purposes, and audiences.

CCEE: Grade 4, Language

Conventions of Standard English

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

EEL.4.1.e. Use common prepositions(e.g., to, from, in, out, on, off, by, with)

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

EEL.4.2. Demonstrate capitalization, end punctuation, and spelling when communicating.

EE. L.4.2a. Capitalize the first word in a sentence.

Knowledge of Language

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

EEL.4.3a. Use language to convey meaning when writing or communicating.

a. Use language to express emotion

| Knowledge/Content Students will know about.... | Skills/Processes I can... |
|---|--|
| Experimenting with details Organizing and sequencing events Elaborating on each idea Creating an effective lead and strong conclusion Revising for meaning, clarity and effective use of words and phrases. Editing for sentences, paragraphs, capitalization, punctuation and spelling Publishing for an audience beyond the teacher | Write about two events in sequence related to a personal experience. List words that describe an event or personal experience to use when writing about it. Produce writing that expresses more than one idea with a logical organization. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. Select correct details from a story to describe a character. Write routinely for a variety of tasks, purposes, and audiences. Use common prepositions (to, from, in, out, on, off, by, with). Capitalize the first word in a sentence. Use language to express emotion. |

Phase III Textbook/Materials

Materials

- Writer's notebooks
- Writing folders with notebook paper
- Anchor charts:
- **Mentor Text**
 - *Through Grandpa's Eyes*, Patricia MacLachlan
 - *An Angel for Solomon Singer*, Cynthia Rylant
 - *The Summer My Father Was Ten*, Pat Brisson
 - *Up North at the Cabin*, Marsha Wilson Chall
 - *Miss Rumphius*, Barbara Cooney
 - *Ida B*, Katherine Hannigan
 - *The Day of Ahmed's Secret*, Florence Perry Heide
 - *Owl Moon*, Jane Yolen
 - *Thundercake*, Patricia Polacco

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum

Unit: 2 Persuasive Letter

5 Weeks

Essential Questions:

How can a point of view be generated and supported?

How are persuasive letters organized?

Essential Understanding:

Generating ideas for persuasive writing.

Students experiment with ideas for creating their own persuasive letters.

Building a supporting paragraph. Students learn how to use convincing language to support their point of view.

Creating an introduction. Students create an introduction for their persuasive letters.

Creating a concluding paragraph. Students learn how to summarize their point of view and make a final plea in their concluding paragraph.

Publishing persuasive letters. Students write final drafts of their persuasive letters.

Celebrating students as writers. Students share their persuasive letters with others and celebrate their growing accomplishments as writers.

Curriculum Standards

CCEE: Grade 4, Writing

Text Types and Purposes

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

EEW.4.1. Write an opinion about a topic or text and reasons to support the opinion.

EEW.4.1a. Select a topic or text and write an opinion about it.

EEW.4.1b-c. List reasons to support the opinion.

Production and Distribution of Writing

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

EEW.4.4. Produce writing that expresses more than one idea with logical organization.

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

EEW.4.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.

Range of Writing

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 tasks, purposes, and audiences.

EEW.4.10. Write routinely for a variety of tasks, purposes, and audiences.

CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCEE: Grade 4, Language

Conventions of Standard English

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

EEL.4.1. Demonstrate standard English grammar and usage when communicating.

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

EEL.4.2. Demonstrate capitalization, end punctuation, and spelling when communicating.

EEL.4.2a. Capitalize the first word in a sentence.

EEL.4.2d. Spell words phonetically, drawing on knowledge of letter-sound relationships, and /or common spelling patterns.

Knowledge of Language

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

L.4.3a. Choose words and phrases to convey ideas precisely.

| Knowledge/Content Students will know about.... | Skills/Processes I can... |
|--|--|
| Generating ideas and supporting evidence. | Select a topic or text and write an opinion about it. |
| Introducing an idea and begin to draft a persuasive letter. | List reasons to support an opinion. |
| Providing strong reasoning that supports a point of view. | Produce writing that expresses more than one idea with logical organization. |
| Use transition words and phrases. | With guidance and support from adults and peers, plan by brainstorming and revise on writing by adding more information. |
| Providing a conclusion that links back to the point of view. | Write routinely for a variety of tasks, purposes, |

| | |
|---|--|
| <p>Editing for effective use of words and phrases, sentence structure, capitalization, punctuation and spelling.</p> <p>Sharing with an audience beyond their teacher.</p> | <p>and audiences.</p> <p>Use possessive pronouns.</p> <p>Capitalize the first word in a sentence.</p> <p>Spell words phonetically, drawing on knowledge of letter-sound relationships, and /or common spelling patterns.</p> |
| Phase III Textbook/Materials | |
| <p><u>Materials</u></p> <ul style="list-style-type: none"> ▪ Writer's notebooks ▪ Writing folders with notebook paper ▪ Special paper for final drafts <p><u>Mentor Texts:</u></p> <ul style="list-style-type: none"> ➤ <i>Hey, Little Ant</i>, Phyllip and Hannah Hoose ➤ <i>I Wanna Iguana</i>, Karen Kaufman Orloff ➤ <i>I Wanna New Room</i>, Karen, Kaufman Orloff ➤ <i>Earrings</i>, Judith Viorst | |
| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
| | |

Phase II Curriculum

Unit: 4 Improving Informational Writing

5 Weeks

Essential Questions:

How can writers generate ideas for informational writing on topics of their expertise?

How can writers gather and organize information?

Essential Understanding:

Analyzing the content and structure of informational texts. Students browse through informational texts and locate ways in which the authors capture their interest.

Planning the categories for informational topics. Students generate topics, list subtopics, and think about all they know about these subtopics as they prepare to begin writing about a topic.

Writing about an informational topic. Students choose a topic and write all they know about each topic.

Writing about another informational topic. Students choose another topic and write all they know about each subtopic. They select one topic to publish.

Creating a Table of Contents. Students create interesting headings for each of their subtopics and record them on a Table of Contents.

Using description and sequence. Students organize chapters using relevant text structures and key words.

Using comparison and problem/solution. Students organize chapters using relevant text structures and key words.

Collecting information. Students gather information from a variety of sources.

Using transition words. Students learn how to use transition words to link ideas.

Creating effective introductions. Students experiment with ways to introduce their topics that capture the interest of the reader.

Creating effective conclusions. Students sum up the important information and leave the reader with some big ideas about their topic.

writing by adding more information.

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

EEW.4.6. With some guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.

Research to Build and Present Knowledge

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

EEW.4.7. Gather information about a topic from two or more sources for a group research project.

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

EEW.4.8. Recall information from experiences and sort into provided categories.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

EEW.4.9. Recall information from literary and informational text to support writing.

EEW.4.9b. Use details from the text to recount what the text says.

Range of Writing

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 tasks, purposes, and audiences.

EEW.4.10. Write routinely for a variety of tasks, purposes, and audiences.

CCEE: Grade 4, Speaking and Listening

Presentation of Knowledge and Ideas

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

EESL.4.4. Tell a story about a personal experience with supporting details.

CCEE: Grade 4, Language

Conventions of Standard English

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

EEL.4.1.f Communicate using grammatically complete utterances.

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

EEL.4.2. Demonstrate capitalization, end punctuation, and spelling when communication..

EEL.4.2a. Capitalize the first word in a sentence.

EEL.4.2d. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or

common spelling patterns.

Knowledge of Language

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

EEL.4.3a. Use language to express emotion.

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

EEL.4.6. Use domain-specific words.

| Knowledge/Content Students will know about... | Skills/Processes I can... |
|---|--|
| <p>Generating self-chosen ideas of their own personal interest.</p> <p>Organizing information into subtopics using a table of contents.</p> <p>Drafting chapters using a variety of text structures.</p> <p>Including text features in their writing.</p> <p>Gathering information</p> <p>Creating an introduction and conclusion that fit with the topic.</p> <p>Revising for clarity and meaning, important ideas and details, transition words and text features.</p> <p>Editing for complete sentences, capitalization, punctuation and spelling.</p> | <p>Introduce a topic, group ideas together in an organized manner.</p> <p>Provide facts and details.</p> <p>Write a conclusion sentence about my opinion.</p> <p>Organize my writing</p> <p>Plan, revise, edit, and rewrite my writing with guidance from peers and adults.</p> <p>Recall important information in a passage or from experiences.</p> <p>Gather, organize, and tell the difference between important and unimportant information from print and digital sources.</p> <p>Speak clearly to report on a topic, tell a story, or recall an experience.</p> <p>Write a complete sentence.</p> <p>Use correct capitalization.</p> <p>Use description words when writing or speaking.</p> |

Phase III Textbook/Materials

Materials

- ***On-Demand Informational Writing Pre-Assessment***
- Collection of informational mentor texts
- Sticky notes
- Writer's notebooks
- Writing folders with notebook paper
- Anchor charts:
 - ***Text Features***
 - ***Informational Writing Strategies***
 - ***Text Structures***
- Enlarged copies of the following:
 - ***Schools***, student writing sample
 - ***Asteroid Impact***, student writing sample
 - ***Informational Book Revision/Editing Checklist***
- Individual copies of the following:
 - ***Informational Book Revision/Editing Checklist***
 - Special paper for final drafts
 - ***Informational Book Assessment Rubric***

Resources

- ***A Curricular Plan for the Writing Workshop, Grade 4, 2011/2012***, Lucy Calkins
- ***Nonfiction Craft Lessons: Teaching Informational Writing K-8***, Joann Portalupi and Ralph Fletcher
- ***Assessing Writers***, Carl Anderson

Mentor Text

- ***The Life of a Duck***, Josephine Croser
- ***The Big Fitz***, Edward Rigby

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum

Unit: 5 Improving Our Research & Content Area Writing

6 Weeks

Essential Questions:

What are some ways in which writers can record information they are learning?

How can writers plan and gather information for a research project?

Essential Understanding:

Sketching with labels and captions.

Students learn how to listen for interesting facts and observe the illustrations in a book, and then create a sketch with labels and captions to record information.

Using observational writing. Students learn how to write about what they observe by using the sentence starters, I see..., I notice..., and This reminds me of...

Questioning and wondering. Students learn how to ask questions.

Including maps. Students create for their travel brochure to enhance the understanding of their reader.

Choosing a research topic. Students choose a destination that interests them the most and write all they know about destination.

Planning and researching with boxes and bullets. Students plan and research information that answers their questions about the history of their destination using boxes and bullets.

Thinking, writing, and discussing. Students write all they know about their subtopic.

Planning and researching. Students plan and research information that answers their questions about their subtopic.

Planning and drafting an introduction. Students create an introduction to their destination for their travel brochure.

Celebrating. Students celebrate by presenting their travel brochures.

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

EE.RI.4.7. Answer questions about information presented, visually, orally, or quantitatively.

CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCEE: Grade 4, Writing

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

EEW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EEW.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

EEW.4.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EEW.4.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

EEW.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

EEW.4.2e. Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

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

EEW.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

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

EEW.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.

Research to Build and Present Knowledge

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

EEW.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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

EEW.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.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

EEW.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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 tasks, purposes, and audiences.

EEW.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCEE: Grade 4, Speaking and Listening

Comprehension and Collaboration

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

EE.SL.4.1 Engage in collaborative discussions

EE.SL.4.1a. Contribute ideas from prior knowledge of a text during discussions about the same text during discussions about the same text.

EE.SL.4.1b. With guidance and support, carry out assigned role in a discussion.

EE.SL.4.1c. Answer specific questions related to information in a discussion.

SL.4.1d. Identify the key ideas in a discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

EE.SL.4.2. Ask and answer questions about details from a text read aloud or information presented orally or through other media.

Presentation of Knowledge and Ideas

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

EE.SL.4.4. Retell a story or personal experience or recount a topic with supporting details.

CCEE: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCEE: Grade 4, Language

Conventions of Standard English

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

EE.L.4.1. Demonstrate standard English grammar and usage when communicating.

EE.L.4.1f. Combine three or more words in communication.

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

EE.L.4.2. Demonstrate understanding of conventions of standard English.

EE.L.4.2a. Capitalize the first word in a sentence.

L.4.2d. Spell words phonetically, drawing on knowledge of letter sound relationships, and/or common spelling patterns.

Knowledge of Language

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

EE. L.4.3. Use language to achieve desired outcomes when communicating.

EE. L.4.3a. Use language to express emotion.

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

EE. L.4.6. Use words acquired through conversations, being read to, during shared reading activities including domain specific words.

| Knowledge/Content Students will know about.... | Skills/Processes I can... |
|---|---|
| Choosing a travel destination to research. | Use supporting details to explain the main idea |
| Asking questions. | Read sight words |
| Using a variety of print and internet sources to gather relevant facts and information. | Read and explain informational text features, such as graphs, charts, timelines etc. |
| Grouping related information into sections and paragraphs. | Introduce a topic, and group ideas together in an organized manner. |
| Including a photograph, and map. | Write about a topic that includes facts, specific details, or other information related to the topic. |
| Revising for the organization of ideas. | Use vocabulary about the topic in writing. |
| Editing for capitalization, punctuation and spelling. | Write a conclusion sentence in my text. |
| | Organize my writing and create ideas appropriate to the task, purpose and audience. |
| | Plan, revise, edit and rewrite my writing with guidance from peers and adults. |

| | |
|--|---|
| | <p>Choose appropriate technology, such as keyboarding, word processing, or the Internet to produce and publish writing and collaborate with others.</p> <p>Complete a short research project about a topic.</p> <p>Recall important information in a passage or from experiences.</p> <p>Gather, organize, and tell the difference between important and unimportant information from print and digital sources.</p> <p>Contribute to group discussions by asking and answering questions.</p> <p>Speak clearly to report on a topic, tell a story, or recall an experience.</p> <p>Speak clearly to report on a topic, tell a story, or recall an experience.</p> <p>Use correct capitalization.</p> |
| Phase III Textbook/Materials | |
| <p>Materials:</p> <ul style="list-style-type: none"> ▪ Writer’s notebooks ▪ Copies of a United States outline map for each student ▪ Baskets of nonfiction books about the United States for each table ▪ Baskets of nonfiction books and other texts about America’s regions organized by region ▪ Anchor charts: <p><u>Mentor Text</u></p> <p>➤ <i>America’s Regions</i>, Kathy Barabas</p> | |
| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
| | |

Phase II Curriculum

Unit: 6 Exploring and Creating Poetry 3 Weeks

Essential Questions:

Where do writers get their ideas for writing poetry?

How do poets make decisions about the words, shape, and sound of a poem?

How can poets share their own poems with others?

Essential Understanding:

Creating poetry using strong themes.

Students write poems for a class anthology in such a way that every word matters.

Generating ideas for student anthologies.

Students explore various sources to determine topics for their own anthologies.

Using model poems. Students use published poems as models to write their own poems and create fitting endings.

Expressing feelings. Students express their feelings in poems by using vivid nouns and adjectives.

Using humor and repetition. Students include humor and repetition in their poems.

Experimenting with shape. Students experiment with different ways to use shape in their poems.

Using vivid verbs. Students use vivid verbs to help the reader picture the action in their poems.

Using punctuation. Students use punctuation carefully in their poems.

Publishing poetry anthologies. Students create poetry anthologies from their revised and edited drafts.

Sharing poetry anthologies. Students share their anthologies with an audience beyond the teacher.

Curriculum Standards

CCEE: Grade 4, Reading: Literature

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

EERL.4.2. Determine the main idea of a text.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

EERL.4.5 Recognize a text as a story or poem.

CCEE: Grade 4, Writing

Production and Distribution of Writing

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

EEW.4.4. Produce writing that expresses more than one idea with logical organization.

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

EEW.4.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.

Range of Writing

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 tasks, purposes, and audiences.

EEW.4.10. Write routinely for a variety of tasks, purposes, and audiences.

CCEE: Grade 4, Language

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

L.4.2. Demonstrate capitalization, end punctuation, spelling when communicating.

L.4.2a. Capitalize the first word in a sentence.

L.4.2d. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.

Knowledge of Language

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

L.4.3a. Use language to express emotion.

| Knowledge/Content Students will know about.... | Skills/Processes I can... |
|---|--|
| <p>Studying the themes and ideas in published poems.</p> <p>Expressing one's own ideas about life in the world.</p> <p>Choosing vivid words to create an image or feeling.</p> <p>Revising for meaning, effective use of words and phrases and structure.</p> <p>Sharing with an audience beyond the teacher.</p> | <p>Determine the main idea of a text.</p> <p>Recognize a text as a story or poem.</p> <p>Produce writing that expresses more than one idea with a logical organization.</p> <p>With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.</p> <p>Write routinely for a variety of tasks, purposes, and audiences.</p> <p>Capitalize the first word in a sentence.</p> <p>Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.</p> <p>Use language to express emotion.</p> |
| Phase III Textbook/Materials | |
| <p>Materials</p> <ul style="list-style-type: none"> ▪ Writer's notebooks ▪ Writing folders with notebook paper ▪ Anchor charts: <p>Mentor Text</p> <ul style="list-style-type: none"> ➤ <i>If You're Not Here, Please Raise Your Hand: Poems about School</i>, Kallie Dokos ➤ <i>Teaching Poetry: Yes You Can!</i>, Jacqueline Sweeney ➤ <i>Owl Moon</i>, Jane Yolen ➤ <i>Insectlopedia</i>, Douglas Florian ➤ <i>A Poke in the I: A Collection of Concrete Poems</i>, Paul B. Janeczko ➤ <i>Heartsongs</i>, Mattie Stepanek | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
| | |

Phase II Report Language Arts Fifth Grade *CI program*

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I/II, October 2013**

Fifth Grade Language Arts

Course Essential Questions:

Writing:

How can writers generate ideas for writing their own pieces?

How can writers organize ideas about a topic and share it with an audience?

How can writers craft a piece of writing being mindful of its topic?

Reading:

How can readers take charge of their own reading lives?

How can readers use comprehension strategies to deepen their understanding of a text?

How can readers reflect and respond to what they read?

Phase II Curriculum

Unit 1 —Writing A Personal Narrative

Essential Questions:

- How can ideas be generated and selected for personal narrative writing?

Essential Understanding:

- **Generating more writing.** Students learn strategies for brainstorming ideas and to draft one idea.
- **Choosing an idea.** Students choose one idea that matters the most and draft the whole story.
- **Understanding the qualities of good writing.** Students learn that writers focus their stories by making a movie in their minds, telling only the most important parts, and using exact details and specific words.
- **Bringing forth the internal story.** Students learn that their thoughts, feelings, and responses to what is happening in their stories.

| | |
|--|---|
| <ul style="list-style-type: none"> • How do writers focus and sequence ideas in a draft? <p>How do authors publish and share their personal narratives?</p> | <ul style="list-style-type: none"> • Using sensory details. Students learn how to use sensory details in their stories to help the reader experience the story. • Revising conclusions. Students create a conclusion to bring closure to their story. • Elaborating by writing more. Students learn how to elaborate by writing more sentences about each thing they want to say. • Publishing personal narratives. Students create titles and then write their final drafts. • Sharing personal narratives. Students share their narrative story with an audience. |
|--|---|

Curriculum Standards

CCEE: Grade 5, Writing

EEW.5.3. Select an event or personal experience and write about it.

EEW.5.3a-b. Introduce the experience or situation, and follow with three or more events in sequence.

EEW.5.4. Produce writing that is appropriate to task, purpose, and audience.

EEW.5.5. With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information.

EEW.5.9. Use information from literary and informational texts to support writing.

EEW.5.10. Write routinely for a variety of tasks, purposes, and audiences.

CCEE: Grade 5, Language

EEL.5.1. Demonstrate standard English grammar and usage when communicating.

EEL.5.1.d. Use singular and plural nouns with matching verbs (e.g.; Sam eats, dog eats).

EEL.5.1.e. Use frequently occurring conjunctions: *and, but, or, for, because*.

EEL.5.2. Use conventions of standard English.

EEL.5.2e. Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.

| EEL.5.3a. Use language to achieve desired meaning when communicating. | |
|---|--|
| Knowledge/Content Students will know.... | Skills/Processes I can..... |
| <ul style="list-style-type: none"> ▪ The writing process ▪ Experimenting with one idea and drafting that idea ▪ Organizing an event sequence that follows a timeline. ▪ Using exact details and specific words. ▪ Including thoughts, feelings, and responses to what is happening. ▪ Providing a topic sentence and conclusion ▪ Editing for capitals, ending punctuation, spelling of high frequency words ▪ Publishing for an audience | <ul style="list-style-type: none"> ▪ Say the topic and write three or more sentences in sequence. ▪ With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information. ▪ Write routinely for a variety of tasks, purposes, and audiences. ▪ Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns. ▪ Use language to achieve desired meaning when communicating. |
| Phase III Textbook/Materials | |
| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |

| Phase II Curriculum | |
|--|---|
| Unit 2: Writing A Personal Essay/Opinion | |
| Essential Questions: <ul style="list-style-type: none"> • How can statements be generated and supported? • How are essays/opinions organized? • How can introductions, sequencing, and conclusions bring cohesion to an opinion piece? | Essential Understanding: <ul style="list-style-type: none"> • Generating ideas from personal experience. Students brainstorm ideas for their own personal experiences. • Choosing ideas and generating essay/opinion statements. Students choose an idea for their own personal opinion and generate an essay/opinion statement based on their point of view. • Organizing ideas for a personal essay/opinion. Students learn how to organize/sequence their essay/opinion. • Writing introductions. Students learn ways to draft their own introductions. |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Writing conclusions. Students learn ways to draft their own conclusions. • Revising personal opinion. Students reread their opinions to ensure that their essay/opinions and reasons are clearly stated. • Editing personal opinions. Students edit their essay/opinions for capitalization, ending punctuation, and spelling of high frequency words. • Publishing/sharing personal opinions. Students write final drafts and share their personal essay/opinions with others. |
| Curriculum Standards | |
| <ul style="list-style-type: none"> ▪ | |
| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
| <ul style="list-style-type: none"> • Creating a personal essay/opinion piece on a topic or idea in which they state a point of view and then give a reason to support their position. • Selecting an idea and create an essay/opinion statement based on their perspective. • Introducing the idea, stating their essay/opinion, and providing reasons that are supported by facts and details. • Editing their opinion for capitalization, ending punctuation, and spelling of high frequency words. • Writers share their essay/opinion with an audience. | <ul style="list-style-type: none"> • Introduce a topic and state an opinion about it. • Provide reasons to support the opinion. • Produce writing that is appropriate to task, purpose, and audience. • With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information. • Use a period to mark the end of a sentence. • Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns. |
| Phase III Textbook/Materials | |
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| Phase IV Summative Assessment Evidence | |
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| Phase V Learning Plan | |
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Phase II Curriculum

Unit 3: Writing An Informational Piece

Essential Questions:

- How can writers generate ideas for informational writing on topics?
- How can writers gather and organize information?
- How can writers support important ideas with specific facts and details?
- How can writers share their writing?

Essential Understanding:

- **Plan and draft writing using graphic organizers.** Students will use graphic organizers such as brainstorming web and Venn Diagrams to develop and compare ideas.
- **Planning the categories for informational topics.** Students generate subtopics, and think about all they know about these subtopics as they prepare to begin writing about a topic.
- **Writing about an informational topic.** Students choose a topic and write all they know about the topic.
- **Gathering information.** Students gather facts from a variety of sources.
- **Drafting a chapter.** Students begin adding details as they draft their paper.
- **Creating effective conclusions.** Students provide a conclusion.
- **Editing informational texts.** Students edit their informational texts for capitalization, punctuation, and spelling.
- **Publishing/Sharing informational texts.** Students create informational books from their drafts and share their books with an audience.

Curriculum Standards

EEW.5.2. Write to convey ideas and information clearly.

EEW.5.2.a. Introduce a topic and organize illustrations or other multimedia related to it.

EEW.5.2.b. Provide facts, details, or other information related to the topic.

EEW.5.4. Produce writing that is appropriate to task, purpose, and audience.

EEW.5.5. With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information.

EEW.5.9. Use information from literary and informational texts to support writing.

EEW.5.10. Write routinely for a variety of tasks, purposes, and audiences.

CCEE: Grade 5, Language

EEL.5.1. Demonstrate standard English grammar and usage when communicating.

EEL.5.1.d. Use singular and plural nouns with matching verbs (e.g.; Sam eats, dog eats).

EEL.5.1.e. Use frequently occurring conjunctions: *and, but, or, for, because*.

EEL.5.2. Use conventions of standard English.

EEL.5.2e. Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.

EEL.5.3a. Use language to achieve desired meaning when communicating.

| Knowledge/Content | Skills/ Processes |
|---|--|
| Students will create an informational book by... | Students will be able to... |
| <ul style="list-style-type: none">• Generating self-chosen ideas of their own personal interest• Organizing information into subtopics using a Table of Contents• Gathering information to extend and verify information• Drafting chapters using details• Creating an introduction and conclusion that fits with the topic• Editing for capitalization, punctuations, and spelling. | <ul style="list-style-type: none">• Brainstorm a variety of topics to write on.• choose a topic and plan the categories for each topic before they write.• create a Table of Contents .• write a short paragraph for each of their subtopics.• include information and details to support their subtopics.• Share their informational book with others. |
| Phase III Textbook/Materials | |
| | |
| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| | |
| Phase V Learning Plan | |
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Production and Distribution of Writing

EEW.5.4. Produce writing that is appropriate to task, purpose, and audience.

EEW.5.5. With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information.

EEW.5.6. With guidance and support from adults, use technology, including the Internet, to produce writing while interactacting and collaborating with others

Research to Build and Present Knowledge

EEW.5.7. Conduct short research projects using two or more sources.

EEW.5.8. Recall information from personal experiences or gather relevant information from print and digital sources to include in writing.

EEW.5.9. Use information from literary and informational texts to support writing

EEW.5.9b. Apply Essential Elements of Grade 5 Reading standards to informational texts (e.g., "Identify evidence the author uses).

Range of Writing

EEW.5.10. Write routinely for a variety of tasks, purposes, and audiences.

CCEE: Grade 5, Speaking and Listening

Comprehension and Collaboration

EESL.5.1. Participate in collaborative discussions.

EESL.5.1a. Prepare for discussions.

EESL.5.1b. Engage in discussions to share information on the topic.

EESL.5.1c. Communicate directly with peers in multiturn exchanges.

EESL.5.1d. Ask and answer questions of adults or peers.

EESL.5.2. Identify the main idea and supporting details of a text presented through diverse media.

Presentation of Knowledge and Ideas

EESL.5.4. Create a simple report or presentation about a curriculum-based opinion.

CCEE: Grade 5, Language

Conventions of Standard English

EEL.5.1. Demonstrate standard English grammar and usage when writing.

EEL.5.1.d. Use singular and plural nouns with matching verbs (e.g.; Sam eats, dog eats).

EEL.5.2. Use conventions of standard English.

EEL.5.2e. Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.

| EEL.5.3. Use language to achieve desired meaning when communicating. | |
|--|---|
| EEL.5.3a. Use language to achieve desired meaning in communicating. | |
| EEL.5.6. Use domain-specific words (e.g., if, then, next). | |
| Knowledge/Content | Skills/Processes |
| Students will create a paper by | Students will be able to..... |
| <ul style="list-style-type: none"> • choosing an issue and determining a point of view • gathering facts and details • planning a main idea with evidence to support a position • drafting an introduction and body paragraph • creating a conclusion sentence • editing for capitalization, punctuation, and spelling | <ul style="list-style-type: none"> • Provide facts, details, or other information related to the topic. • Produce writing that is appropriate to task, purpose, and audience. • With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information. • Conduct a short research project using a source. • Use conventions of standard English. • Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns. |
| Phase III Textbook/Materials | |
| | |
| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
| | |

Phase II Report Language Arts Sixth Grade *CI program*

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
K-8 Language Arts
*Phases I/II, April 1, 2013***

Sixth Grade

Course Essential Questions (from Phase I report):

Writing:

How can writers draw upon mentor texts to generate ideas for writing their own pieces?

How can writers organize ideas about a topic and share it with an audience?

How can writers craft a piece of writing being mindful of its purpose, audience, focus, and topic?

Reading:

How can readers take charge of their own reading lives?

How can readers use comprehension strategies to deepen their understanding of a text?

How can readers reflect and respond to what they read?

Phase II Curriculum

Unit: Writer's Notebook

Essential Questions:

How do writers use their notebooks to generate, gather and record ideas for writing while building stamina?

What strategies do writers use to express their stories?

How do writers improve writing skills by studying work from a variety of authors?

Why are editing checklists a good tool to create and use?

Essential Understandings:

Students will create their notebooks and hone their writing through detailed instruction, explanation, examples, student models, and activities.

Students will build their writing stamina by generating ideas and drafting in their writers' notebooks.

Students will utilize mentor texts as a source for gathering new ideas based on other authors' style as models.

Students will be introduced to different revision and editing tools.

Students will reflect on their writing to expand on their topic.

Curriculum Standards

CCEE: Grade 6, Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EERL.6.1. Determine what a text says explicitly as well as what simple inferences should be drawn.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 EERL.6.2. Determine the theme or central idea of a familiar story and identify details that relate to it.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
 EERL.6.5. Determine how a sentence, paragraph, scene, or stanza fits into the overall structure of a text.
6. Assess how point of view or purpose shapes the content and style of a text.
 EERL.6.6. Use an example from a text to describe the point of view of the narrator.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
 EERL.6.9. (EERL.6.7) Compare a text version of a story, drama, or poems with an audio, video, or live version of the text.

CCEE: English Language Arts 6-12, CCEE: Grade 6, Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 EEW.6.3. Select an event or personal experience and write about it.
 EEW.6.3a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 EEW.6.4. Produce writing that is appropriate for the task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 EEW.6.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 EEW.6.6. Use technology, including the Internet, to produce writing while interacting and collaborate with others.

| Knowledge/Content Students will know about.... | Skills/Processes I Can... |
|--|---|
| Personal Narrative <ul style="list-style-type: none"> • Exploring: Generating stories that matter in a meaningful way. • Sequencing: Organizing a sequence of events. • Conferring: Conferencing with writers to improve on their topic and using editing checklists. • Publishing: Publishing for an audience. | <ul style="list-style-type: none"> • Determine what a text says. • Determine the theme or central idea of a familiar story and identify details that relate to it. • Describe the point of view of the narrator. • Introduce the experience or situation, at least one character, and two or more events in sequence. • Produce writing that is appropriate for the task, purpose, and audience. • With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. • Use technology, including the Internet, to produce writing while interacting and collaborate with others. |
| Phase III Textbook/Materials | |

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| <ul style="list-style-type: none"> Book: <u>Charlotte's Web</u> Author: E.B. White Mentor Texts: <u>Bigmama's</u> or <u>Shortcut</u> by Donald Crews <u>Roxaboxen</u> by Alice McLerran <u>Emily</u> by Michael Bedard <u>The Sleeping Porch</u> by Karen Ackerman <u>The Sunsets of Miss Olivia Wiggins</u> by Lester Laminack <u>The House on Mango Street</u> by Sandra Cisneros <u>Fireflies</u> by Julie Brinckloe | |
| Phase IV Summative Assessment Evidence | |
| | Agreed Upon Interim Summative Assessments: |
| Phase V Learning Plan | |
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| Unit: Information Essay | |
| Essential Questions: <ul style="list-style-type: none"> How does a writer share information on a topic s/he is passionate about to boost the reader's knowledge, understanding, and comprehension on that topic? What is cause and effect and how does it reveal key relationships? How do you select, organize, and analyze information to teach a reader about a topic? | Essential Understanding: Students will: <ul style="list-style-type: none"> Understand how informational/explanatory writing allows the writer to share information on a topic s/he is passionate about and to teach readers in order to boost their knowledge, understanding, and comprehension on that topic. Know how examining cause and effect reveals key relationships between events, people, trends, and processes. Understand that information must be carefully organized and formatted to allow readers to deepen their knowledge, understanding, and comprehension of a topic. Comprehend how analysis of information helps the reader interpret the facts and details they are given. |
| Curriculum Standards | |
| CCEE: Grade 6, Reading: Informational Text 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. EERI.6.2. Determine the central idea of a short passage and details or facts related to it. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | |

EERI.6.3. Identify the progression of a key individual, event, or idea through an informational text.

CCEE: Grade 6, Writing

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

EEW.6.2. Write to convey ideas and information including facts, details, and other information.

Production and Distribution of Writing

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

EEW.6.4. Produce writing that is appropriate for the task, purpose, and audience.

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

EEW.6.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.

Research to Build and Present Knowledge

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

EEW.6.7. Conduct research to answer a question based on two or more sources of information.

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

EEW.6.8. Identify quotes from print or digital sources that provide information about a topic.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

EEW.6.9. Use information from literary and informational text to support writing.

CCEE: Grade 6, Speaking & Listening

Comprehension and Collaboration

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

EESL.6.1. Participate in collaborative discussions.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

EESL.6.2. Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text.

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

EESL.6.6. Use formal and informal language as appropriate to the communication partner and situation.

CCEE: Grade 6, Language

Conventions of Standard English

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

EEL.6.1. Demonstrate standard English grammar and usage when communicating.

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

EEL.6.2. Demonstrate understanding of conventions of standard English when writing.

Knowledge of Language

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

EEL.6.3. Use language to achieve desired meaning in communication.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases

sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EEL.6.6. Use general academic and domain-specific words and phrases.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
|--|---|
| <ul style="list-style-type: none"> ▪ Cause and effect ▪ Inquiry question ▪ Controlling idea ▪ Information gap ▪ Organization of information ▪ Headings and sub-headings ▪ Transitions between sentences and ideas ▪ Analysis ▪ Concluding statement ▪ Audience (the reader) ▪ Reflection/Meta-cognition ▪ How to write an informational essay about a cause and effect phenomenon of significant interest to them ▪ How to prewrite and research to select a topic ▪ How to record prior knowledge and identify information gaps ▪ How to develop an inquiry question and research relevant terms ▪ How to determine a controlling idea and categorize and select information ▪ How to draft and organize using one of four possible structures ▪ How to revise and edit to strengthen clarity, organization, and completeness of analysis | <ul style="list-style-type: none"> ▪ Determine the central idea of a short passage and details or facts related to it. ▪ Identify the progression of a key individual, event, or idea through an informational text. ▪ Write to convey ideas and information including facts, details, and other information. ▪ Produce writing that is appropriate for the task, purpose, and audience. ▪ With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. ▪ Conduct research to answer a question based on two or more sources of information. ▪ Identify quotes from print or digital sources that provide information about a topic. ▪ Use information from literary and informational text to support writing. ▪ Participate in collaborative discussions. ▪ Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text. ▪ Use formal and informal language as appropriate to the communication partner and situation. ▪ Demonstrate standard English grammar and usage when communicating. ▪ Demonstrate understanding of conventions of standard English when writing. ▪ Use language to achieve desired meaning in communication. ▪ Use general academic and domain-specific words and phrases. |

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

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| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: (*identifies Performance Task) |
| Phase V Learning Plan | |
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| Unit: Building an Argument: Letter of Complaint | |
| Essential Questions: <ul style="list-style-type: none"> • How and when can complaining help identify and resolve problems? • How do you engage in all steps of the writing process to increase the clarity and complexity of a text? • When does it make sense to lodge a complaint? • What details of the problem and evidence to support its seriousness must you provide the reader? • How do you draft and revise a complaint letter so the intended audience is persuaded to address the problem? | Essential Understanding: <ul style="list-style-type: none"> • Students will draft and revise a letter of complaint to a target audience about a problem in their daily lives. • Students will brainstorm problems they experience. • Students will also identify the person or people who can address and even solve the problem they are focused on. • The letter will include an introduction in which students states the problem, a body in which they provide details of the problem and provide factual evidence, and conclude with a proposed solution. |
| Curriculum Standards | |
| CCEE: English Language Arts 6-12, CCEE: Grade 6, Reading: Informational Text <u>Key Ideas and Details</u> <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. EERI.6.1. Analysis a text to determine what it says explicitly as well as what inferences should be drawn. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. EERI.6.2. Determine the central idea of a short passage and details or facts related to it. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EERI.6.3. Identify the progression of a key individual, event, or idea throughout an informational text. <u>Craft and Structure</u> <ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | |

EERI.6.4. Determine the meaning of simple idioms and figures of speech as they are used in a text.

6. Assess how point of view or purpose shapes the content and style of a text.

EERI.6.6. Use an example from text to describe the author's purpose or point of view.

Integration of Knowledge and Ideas

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

EERI.6.7. Integrate information from different media and formats of text.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

EERI.6.8. Distinguishing claims in a text supported by reasons.

CCEE: Grade 6, Writing

Text Types and Purposes1

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

EEW.6.1.a-b. With guidance and support write a claim and support it with reason.

Production and Distribution of Writing

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

EEW.6.4. Produce writing that is appropriate for the task, purpose, and audience.

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

EEW.6.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.

Research to Build and Present Knowledge

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

EEW.6.7. Conduct research to answer a question based on two or more sources of information.

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

EEW.6.8. Identify quotes from print or digital sources that provide information about a topic.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

EEW.6.9. Use information from literary and informational text to support writing.

CCEE: Grade 6, Speaking & Listening

Comprehension and Collaboration

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

EESL.6.1. Participate in collaborative discussions.

EESL.6.1.a. Prepare for discussion through prior study.

EESL.6.1.b. With guidance and support from adults and peers, follow simple agreed-upon rules for discussions and contribute information.

EESL.6.1.c. Ask and answer questions specific to the topic, text, or issue under discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

EESL.6.2. Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

EESL.6.3. Identify points the speaker makes to support an argument or claim.

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

EESL.6.6. Use formal and informal languages as appropriate to the communication partner and situation.

CCEE: Grade 6, Language

Conventions of Standard English

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

EEL.6.1. Demonstrate standard English grammar and usage when communicating.

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

EEL.6.2. Demonstrate understanding of conventions of standard English when writing.

Knowledge of Language

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

EEL.6.3. Use language to achieve desired meaning in communication.

Vocabulary Acquisition and Use

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

EEL.6.4.a. Use context to identify which word in an array of content-related words is missing from a sentence.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EEL.6.6. Use general academic and domain-specific words and phrases.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
|--|---|
| <ul style="list-style-type: none"> • Writing a letter of complaint defining a problem, building an argument, and suggesting a solution • Defining a problem • Multi-media resources that present an argument, logical and emotional appeals, and solutions (i.e. newspaper, magazine, websites) • Drafting a paragraph to define the problem, provide an argument, and suggest a solution. • Researching multi-media resources for facts to support argument • Revising and editing the problem and adding more information. | <ul style="list-style-type: none"> • Analysis a text to determine what it says. • Determine the main idea of a short. • Identify the sequence of an event, or idea, throughout an informational text. • With guidance and support write a claim and support it with reason. • Produce writing that is appropriate for the task, purpose, and audience. • With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. • Demonstrate Standard English grammar and usage when communicating. • Demonstrate understanding of conventions of Standard English when writing. • Use language to achieve desired meaning in communication. |
| Phase III Textbook/Materials | |

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| Phase IV Summative Assessment Evidence | |
| Common Summative Unit Assessments: | Agreed Upon Interim Summative Assessments: |
| Phase V Learning Plan | |
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